Main Field Staff Training and Pilot Report

[COUNTRY] [YEAR]

*Feed the Future Phase Two Zone of Influence Midline Indicator Assessment*

[Submission Date]

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# Abbreviations

CAPI computer-assisted personal interviewing

P2 phase two

QCS quality control and support

TOT training of trainers

USAID United States Agency for International Development

ZOI Zone of Influence

# Introduction

Feed the Future seeks to reduce poverty, hunger, and undernutrition among women and children, and to increase income, resilience, women’s empowerment, dietary diversity, and appropriate feeding practices, and improve hygienic environments. Program efforts are designed to impact the population in Zones of Influence (ZOIs) in Feed the Future target countries, including [Country]. Progress in achieving Feed the Future’s objectives is tracked using population-based performance indicators collected at baseline and then periodically thereafter.

The Feed the Future [Year] [Country] Phase Two Zone of Influence (P2-ZOI) Midline Indicator Assessment is the first assessment of the Feed the Future P2-ZOI indicators in [Country] since the baseline indicator values were established. Midline data are collected for the P2-ZOI midline indicator assessment through the P2-ZOI Midline Survey, which comprises a main survey and parallel survey.

The assessment will provide the United States Agency for International Development (USAID) Bureau for Resilience and Food Security, USAID [Country], the Government of [Country], and development partners with information about short-term progress of the P2-ZOI indicators.

The Midline Survey is being conducted in the P2-ZOI of [Country]. [Contractor] has subcontracted [Survey implementing organization] to carry out fieldwork and related activities for the Midline Survey.

This report presents the details of the main field staff training and pilot. The main purpose of the pilot is to run an end-to-end test of all survey procedures under field conditions and resolve any issues that arise. The pilot identifies issues with fieldwork procedures, logistics, and communication. The pilot also identifies issues with the Census and Survey Processing System computer-assisted personal interviewing (CAPI) data collection system, including data transfer and transmission.

[Survey implementing organization] started preparations for the Midline Survey in [Month] [Year]. Prior to conducting the main field staff trainings and pilot, [Survey implementing organization] supported or carried out the following key survey implementation activities:

* Household listing training, followed by the household listing operation
* In-Country Data Manager training and training of trainers (TOT)
* Cognitive and survey pretests

# Main field staff training and pilot

## 2.1 Recruitment of field staff

A total of [X] trainees participated in the main field staff training, of whom [X] also participated in the TOT. The trainees were recruited based on the following criteria: [criteria].

## 2.2 Interviewer’s training

An intensive [XX]-day Interviewers’ training was conducted from [start date] through [end date]. (A detailed training schedule is included in **Appendix A**.) [Survey implementing organization] survey team members led the training, and TOT participants assisted with facilitation. Project staff from [Contractor] and USAID also attended and provided necessary inputs during the training. For the first [X] days, the trainees were trained on the survey objectives, Interviewers’ roles and responsibilities, interviewing techniques, and the survey content using paper versions of the questionnaires. After reviewing each questionnaire module, the trainees participated in mock interviews and role playing to further refine their knowledge and familiarity with the questionnaire content. Trainees were then trained on using the CAPI system over [X] days. Topics included an introduction to CAPI, tablet basics, CAPI data collection, assigning tasks, and transferring data. During the CAPI training, trainees gained experience using the tablets by entering data from the mock interviews into the CAPI system and transferring the data to a Field Supervisor’s tablet.

The main issues trainees encountered during the Interviewers’ training included the following:

* [Issue #1 and solution]
* [Issue #2 and solution]

A detailed list of issues encountered during the training (and pilot) is included in **Appendix B.**

## 2.3 Field Supervisor and Quality Control and Support team trainings

In addition to the Interviewers’ training, [X] trainees selected to serve as Field Supervisors attended a [X]-day training, which was based on the content of the *Field Supervisor’s Manual*, and [X] trainees selected to serve as Quality Control and Support (QCS) team members attended a [X]-day training, which was based on the content of the *QCS Team’s Manual*, to learn about their respective roles and responsibilities. Detailed training agendas for both trainings are included in **Appendix A**.

## 2.4 Knowledge assessment of trainees

To assess the knowledge of the trainees during the Interviewers’ training, four quizzes were administered to all participants. Quizzes were administered at three points during the questionnaire content training: after the completion of Modules 1-2A, after the completion of Modules 3-6, and after the completion of Modules 7-8. The fourth quiz was administered after the CAPI training. In addition, separate quizzes were administered to Field Supervisors and QCS team members on their roles and responsibilities. Across the training participants, the average quiz scores were as follows:

* Quiz 1 (Survey procedures and Modules 1-2A): [XX]%
* Quiz 2 (Modules 3-6): [XX]%
* Quiz 3 (Modules 7-8): [XX]%
* Quiz 4 (CAPI): [XX]%
* Quiz 5 (Field Supervisor): [XX]%
* Quiz 6 (QCS): [XX]%

Questions that were answered correctly by fewer than [XX] percent of the training participants were thoroughly reviewed and addressed with the trainees. Links to the quizzes and the quiz results are included in **Appendix C.**

Training facilitators closely monitored the performance and level of participation of trainees throughout the Interviewers’ training. Based on this monitoring and quiz scores, [X] trainees did not perform sufficiently to qualify for an Interviewer position. In addition, [X] trainees dropped out during the training due to personal reasons.

## 2.5 Pilot

The pilot was carried out over [X] days in [location of pilot] from [start date] through [end date], including [X] days of travel and [X] days of fieldwork. A total of [X] field teams were formed, each consisting of five members—one Field Supervisor and four Interviewers (at least two female Interviewers and up to two male Interviewers). Within each field team, Interviewers worked in teams of two, comprising either two female Interviewers or a male and a female Interviewer. [X] Interviewer teams comprised female pairs, and [X] Interviewer teams comprised male-female pairs. Each Interviewer team was assigned [X] main survey households and [X] parallel survey households.

[Insert additional pilot details.]

**Table 1** shows the number of surveys conducted in the pilot, by language. [Describe the results presented in Table 1.]

Table 1: Main and Parallel Surveys Conducted by Language

| **Language of questionnaire** | **Number of Interviewer teams** | **Interviews conducted\*** | | |
| --- | --- | --- | --- | --- |
| **Main survey** | **Parallel survey** | **Total** |
| [Language 1] |  |  |  |  |
| [Language 2] |  |  |  |  |
| [Language 3] |  |  |  |  |
| [Language 4] |  |  |  |  |
| **Total** |  |  |  |  |

\*Reflects the number of households with a final household result code of complete; that is, Modules 1 and 2 were completed and all other modules for which the household was eligible had a final result code.

On average, the main survey questionnaire took [amount of time] to administer in a household, and on average, the parallel survey questionnaire took [amount of time] to administer in a household. Additional module-level completion, refusal, and duration information can be found in **Appendix D**.

Throughout pilot fieldwork, [X] QCS team members provided oversight to the field teams. In addition, [Contractor] and [Survey implementing organization] survey team members accompanied Interviewers and provided supervision and support. Any issues that emerged were communicated among the QCS teams and survey team members.

Frequency tables for the data collected in the pilot have been tabulated and submitted through secure file transfer as an **annex** to this report. In addition, a table of “Other (specify)” responses collected by Interviewers during the pilot is included in **Appendix E.**

# Meeting to discuss issues encountered during pilot

At the conclusion of the pilot, on [date], a review meeting was held at [location]. During the meeting, pilot participants reported issues they encountered with the questionnaire content, translations, the CAPI system, and procedures to the survey team. Most of the issues identified were resolved on the day of the review.

Main issues encountered during the pilot included the following:

* [Issue #1 and solution]
* [Issue #2 and solution]

A detailed list of issues encountered during the pilot (and Interviewers’ training) is included in **Appendix B.**

# Appendix A: Main field staff training schedules

# Appendix B: Issues identified during the Interviewers’ training and pilot

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **[Year(s)] [Country] Midline Interviewers’ Training and Pilot Issue Log** | | | | | | | |
| **Stage** | **Type of issueb** | **QREc** | **Item number** | **Finding or issue** | **Proposed change** | **Statusd** | **Next steps, if not complete** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

a Stage: Interviewers’ training (I) or Pilot (P)

b Type of issue: Content, CAPI, Translation, or Other

c QRE (questionnaire): Main (M) or Parallel (P)

d Status: Complete (i.e., proposed change was approved by USAID and made)

Tentative (i.e., proposed change was made but awaiting USAID approval)

In progress (i.e., proposed change was approved by USAID but not yet made)

# Appendix C: Quizzes and quiz results

Quiz 1: Survey Procedures and Modules 1-2A

[LINK]

Quiz 2: Modules 3-6

[LINK]

Quiz 3: Modules 7-8

[LINK]

Quiz 4: CAPI

[LINK]

Field Supervisor Quiz

[LINK]

Quality Control and Support Team Quiz

[LINK]

# Appendix D: Module-level pilot results

Table D.1: Number of Modules Completed, Average Module Duration, Average Number of Eligible Module Respondents per Household, and Number of Modules Refused for the Main Survey

| **Module** | | **Number completed** | **Average duration**  **(minutes)** | **Average number of eligible respondents per household** | **Number of refusals** |
| --- | --- | --- | --- | --- | --- |
| **Household-level modules** | | | | | |
| Module 1 | Household roster and demographics |  |  |  |  |
| Module 2 | Dwelling characteristics and household assets |  |  |  |  |
| Module 2A | Climate adaptation |  |  |  |  |
| Module 3 | Food security and resilience |  |  |  |  |
| **Individual-level modules** | | | | | |
| Module 4 | Women’s nutrition |  |  |  |  |
| Module 5 | Children’s nutrition, children under 2 years of age |  |  |  |  |
| Children’s nutrition, children 2-4 years of age |  |  |  |  |
| Module 6 | Women’s empowerment in agriculture |  |  |  |  |
| Module 7 | Agriculture technologies | | | | |
| 7.[X] | [VCC-1] |  |  |  |  |
| 7.[X] | [VCC-2] |  |  |  |  |
| 7.[X] | [VCC-3] |  |  |  |  |

Notes:

Household-level module durations include only modules that have module outcome=1 (completed).

Average duration is reported per household for household-level modules and per respondent for individual-level modules.

Table D.2: Number of Modules Completed, Average Module Durations, Average Number of Eligible Module Respondents per Household, and Number of Modules Refused for the Parallel Survey

| **Module** | | **Number completed** | | **Average duration (minutes)** | **Average number of eligible respondents per household** | **Number of refusals** |
| --- | --- | --- | --- | --- | --- | --- |
| **Household-level modules** | | | | | | |
| Module 1 | Household roster and demographics |  | |  |  |  |
| Module 2 | Dwelling characteristics and household assets |  | |  |  |  |
| Module 8 | Household consumption expenditure | | | | | |
| 8.1 | Food in the past 7 days |  | |  |  |  |
| 8.2-8.7 | All other sub-modules |  | |  |  |  |
| **Individual-level modules** | | | | | | |
| Module 7.90 | Plot map |  | |  |  |  |
| **Plot-level modules** | | [VCC-1] | [VCC-2] |  |  |  |
| Module 7.91 | Plot information and identification |  |  |  |  |  |
| Module 7.92 | Plot area |  |  |  |  |  |

Notes:

Household-level module durations include only modules that have module outcome=1 (completed).

Average duration is reported per household for household-level modules, per respondent for individual-level modules, and per plot for plot-level modules.

# Appendix E: Other (specify) responses

# Annex: Pilot data frequencies

Please see the following files with frequency tables generated with pilot data:

* [File name for main survey data]
* [File name for parallel survey data]

They were submitted separately to the Bureau for Resilience and Food Security Country Manager through secure file transfer. The tables include all survey variables except those that capture direct personally identifiable information (i.e., [insert variable names and labels]).



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