TRAINING GUIDELINES FOR DHS SURVEYS

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March 2000

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INTRODUCTION

Interviewer and supervisor training has a very significant impact on the quality of DHS survey work and on the longer-term capabilities of the implementing organization. It constitutes one of the major activities of a DHS survey.

This manual was produced as an aid to DHS staff for use in the design and implementation of field staff training. This document provides general guidelines for organizing and conducting the training of the field staff. The Interviewer's and Supervisor's Manuals, which contain more detailed discussion of specific elements of the questionnaire and fieldwork procedures, also should be used during training.

These guidelines are intended to establish a standard approach to DHS data collection. It is important to understand that variation in DHS procedures may undermine the quality and comparability of the data. Training staff are encouraged to develop country-specific training within these guidelines.

This manual can be adapted to the needs of each country. For example, the agenda can be modified and distributed to training participants. This manual may also be used as a model for planning other surveys training.

This manual was created in Microsoft Word 97. For an electronic copy, please contact: MEASURE *DHS+*, ORC Macro, 11785 Beltsville Drive, Calverton, MD 20705 (Telephone 301-572-0200; Fax 301-572-0999), reports@macroint.com.

I. RECRUITMENT OF FIELDWORKERS

Good field workers are essential for a successful survey. Each DHS team is composed of a supervisor, field editor, 4-5 interviewers, and a health technician. The selection of the field workers is the first step to obtaining high-quality data.

CHARACTERISTICS OF FIELD STAFF

Before the recruitment of field staff begins, determine the characteristics that each team member should have. Keep in mind the following when advertising and interviewing candidates:

SEX

- In DHS, respondents are always interviewed by a member of the same sex. If only female respondents are to be interviewed, all of the interviewers should be female. If the survey includes male respondents, one or more interviewers per team should be male.
- The field editors are generally female so that they can observe interviews with female respondents.

LANGUAGE ABILITIES

- Depending on the country, interviewers may need to know several languages.
- Before beginning the interview process, determine the languages in which most interviews will be conducted and how many speakers of each language are needed. This calculation should take into account the distribution of languages in the selected sample (not the distribution in the entire country).
- If the questionnaire has been translated into a language, be sure to test the candidate's reading knowledge as well as her speaking ability.
- Hire interviewers who can speak minority languages. Using translators should be a last resort.
- When recruiting speakers for minority languages, find interviewers who also know the main language(s) in which interviews will be conducted.

EDUCATIONAL BACKGROUND

- All candidates must be able to be read, write, and do basic arithmetic. Thus, all field staff should have formal education through high school, although different countries can determine the necessary minimum level of education.
- In general, supervisors and field editors should have higher educational qualifications.

PROFESSIONAL EXPERIENCE

- Previous survey experience is not necessary, although it is helpful for supervisors and field editors. If the survey includes anemia testing, each team will need to have one health technician who has medical training and experience handling blood.

Number of candidates recruited

- First, determine the number of field workers needed. The total sample size, the anticipated difficulty in finding respondents, the average duration of interview, and the scheduled duration of the fieldwork will factor into the calculation.

- There should always be extra field staff who can fill in for those who drop out or are dismissed during training. Always hire and train approximately 10 percent more people than you have calculated are necessary for fieldwork. Sex and language capabilities should be taken into account when determining the number of backup interviewers.

Finding Field staff

Begin recruiting field staff only after deciding upon the necessary interviewer qualifications. Permanent staff from the implementing agency or another government agency may be used in the survey. In most cases, however, the interviewing staff will be temporary employees who are hired for the duration of the survey.

It is possible to place an advertisement in newspapers or magazines. An announcement may be placed on bulletin boards at universities. Some countries have employed students; in this case the timing and duration of the field work will need to be planned according to their school breaks, and there may be little flexibility in the schedule. Word of mouth may also be an effective way of finding candidates, but may result in pressure to hire certain individuals who have personal contacts.

Consider recruiting locally through branch offices. There are two main advantages to recruiting in the same region where the interviewers will be working. The first is that it will be easier for field staff to visit their families on free days. The second is that if there are regional language variations, it may be easier to find speakers of the local languages.

Selecting Interviewers

The selection of interviewers should be composed of two main parts: a test and an interview. Standardization of the selection process will help you pick the best candidates and will also provide a sound excuse if there is pressure to hire an individual who does not have the proper skills or qualifications.

<u>THE TEST</u>

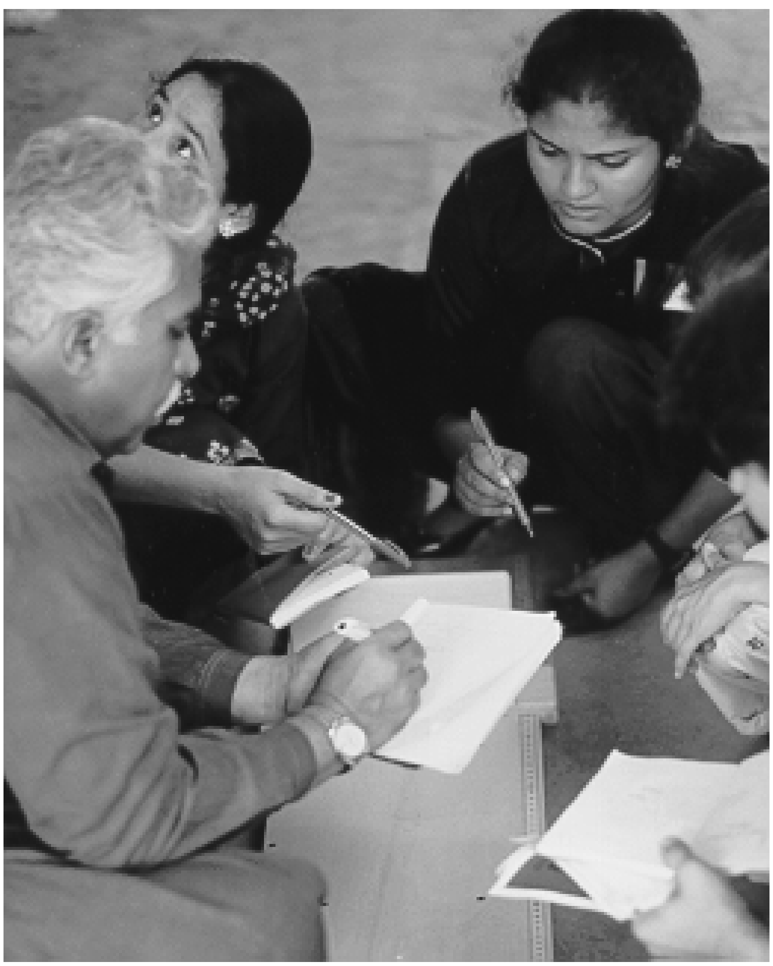
- A short written test can provide an assessment of a candidate's ability to become a good interviewer. The test may include a couple of easy arithmetic problems (addition, subtraction, and multiplication) and a short text with multiple-choice questions. The test should be prepared in the language(s) of the questionnaire. *Remember, an interviewer may speak a language but not be able to read it proficiently.*

- Interviewer role-playing is another testing strategy. The candidate is given a sheet with 3-4 questions that have been taken from the questionnaire, including instructions, and must ask the questions and record the answers given by the "respondent." This kind of test will allow an evaluation of the candidates' 1) ability to read and understand directions, 2) neatness of handwriting, 3) attention to detail, 4) language abilities.

<u>THE INTERVIEW</u>

If a test cannot be given, have each candidate fill out a short application form before the interview. This will give some indication of the candidate's ability to follow directions and will provide a handwriting sample.

Standardize the selection of candidates by asking them the same questions. The questions may be typed up on a sheet of paper with space left for the recruiters' comments. If one sheet is used for each candidate, the recruiters' comments can be saved for future reference.



The interview should cover the following areas:

TOPIC	DETAILS
Educational and professional background	♦ Formal educational attainment. ♦ Special training (if considered applicable). ♦ Previous work experience including the employer and the specific duties of the position.
Language ability	♦ Knowledge of specific languages and level of proficiency in reading and speaking. ♦ To test proficiency in a language: 1) converse in the language for a few minutes, or 2) ask the candidate to read aloud several questions written in the language and then provide answers.
Availability for duration of survey period	♦ Careful questioning can help identify individuals who know that they will not be available during the whole period. ♦ In cases where a candidate is proposing to take a leave of absence from a permanent job, survey organizers may ask the candidate to submit a letter from their employer stating that they will be given a leave of absence for the required dates. ♦ When asking candidates about their availability, remember that surveys often run over the expected amount of time.
Daily schedule	♦ Explain that this job requires significant hours on the evenings and weekends. ♦ Ask if she is willing to work whenever needed.
Willingness to be posted to a rural area/different part of country	♦ Explain that interviewers will be based around the country, some in rural areas. ♦ Ask if there are places she is not willing to work. ♦ If a candidate is likely to be posted to a certain part of the country (based on language ability, for example), make sure to mention this in the interview.
Physical fitness	♦ Explain the physical requirements of the job (including extensive walking and carrying equipment). ♦ Ask if the candidate is physically able to handle the job.
Goals and interests	♦ Ask the candidate why she wants the job. ♦ Discuss how this experience can help the candidate achieve future goals.

There must also be a subjective component to the interview process. In particular, try to understand whether or not the candidate has the following personal attributes:

Appropriate appearance and demeanor

Interviewers must approach strangers and conduct interviews with people from a variety of backgrounds. The interviewer's dress should allow her to fit into the communities in which she will be interviewing. Also, because of the content of the interviews, it may be a distinct disadvantage if interviewers look too young.

Maturity

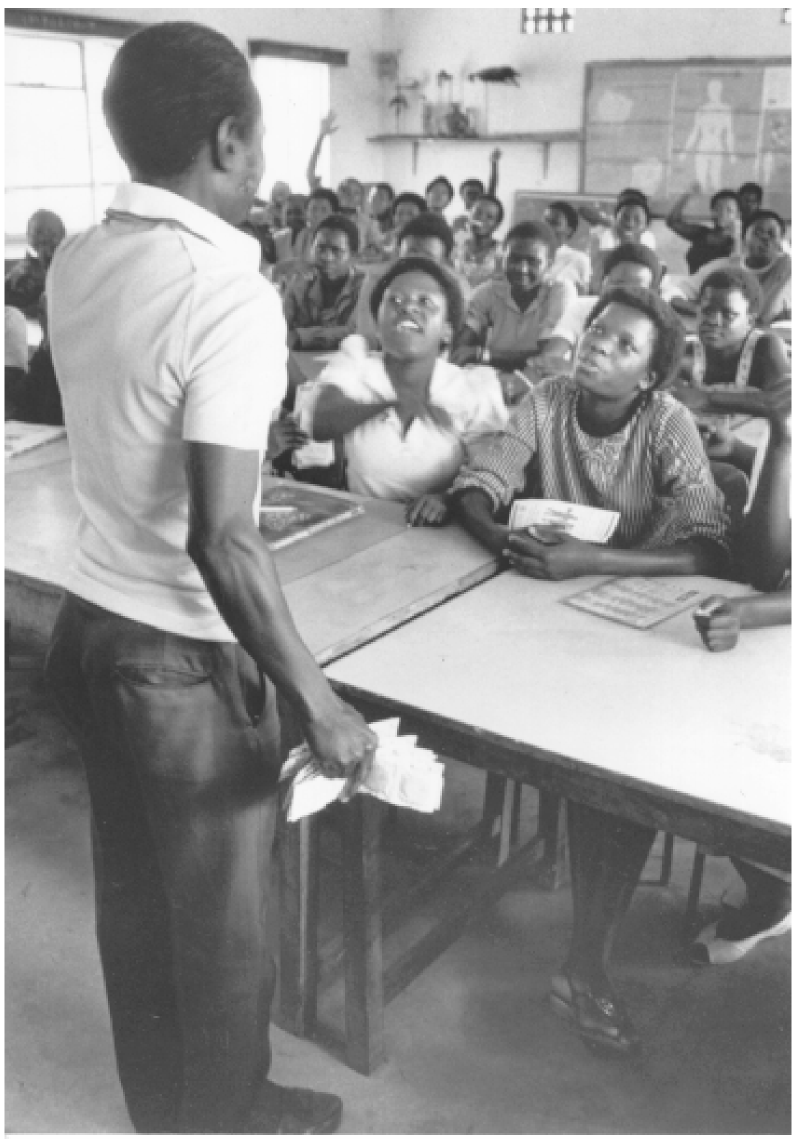
The field staff will spend most of their work time alone and will have to use their judgement on a daily basis. Each fieldworker needs to be mature enough to handle the problems that inevitably come up in the field.

Curiosity, attention to detail, and interest in other people

These attributes are also desirable in a candidate.

GIVE INFORMATION

- Invite the candidate to ask questions.
- Candidates should be fully informed about the requirements of the job, conditions of fieldwork, and the salary range and payment schedule. Consider preparing a basic information sheet to give to each candidate.



II. ADMINISTRATIVE AND LOGISTICAL ASPECTS OF TRAINING

TRAINERS

Senior host-country staff will be in charge of conducting the training of DHS field staff. The MEASURE *DHS+* representative can assist wherever appropriate and feasible, given constraints of time, language, country sensibilities, etc. A separate training of trainers will be required when the senior survey staff have not had previous training experience or when the DHS representative is not directly involved in conducting the training. In many cases, the training course for the survey pretest will develop the skills of the trainers for the main survey.

DHS recommends the following training personnel:

- At least two senior people should divide the tasks during the classroom lectures and the field practice sessions. Both persons should attend the training course at all times, to ensure uniformity of instruction.
- One senior staff person, who is not directly involved in the training course, should be responsible for most of the administrative and logistical tasks during the training period. This allows the trainers to focus exclusively on the course.
- Team supervisors may make presentations on specific topics or discuss problems they noticed while observing practice interviews.

- Invite outside lecturers to provide in-depth information on selected topics, e.g.:

TOPIC	MATERIALS AND SPECIAL EQUIPMENT
Family Planning Methods ♦ Discuss all methods on contraceptive use table ♦ Explain different types of delivery systems	Samples of contraceptive methods Copies of pamphlets/brochures advertising family planning
Maternal Health ♦ Types of health service personnel and delivery points ♦ Current and recent health promotion campaigns ♦ Focus topics such as nutrition and malaria	Vitamin A capsules Iron tablets Samples of anti-malaria drugs
Child Health ♦ Vaccination types and schedules ♦ Common treatments for diarrhea, respiratory infection, and malaria ♦ Current and recent health promotion campaigns ♦ Other child survival interventions covered in survey	Health cards Vaccination cards ORS packets Samples of anti-malaria drugs
Anthropometric Measurements Training ♦ Height ♦ Weight	Scales (1-2 per team) Boards (1-2 per team)
Anemia Training	Measure *DHS*+ slide show on anemia testing Anemia testing equipment and supplies (see anemia training manual for details)
Topics covered in supplemental modules (such as AIDS)	

TRAINING DURATION

The duration of training will depend on the number of trainees, length of the questionnaire, number of working hours per day, etc. The schedule should be flexible enough to allow for a few extra days in case trainers decide that field workers are not yet ready to begin actual data collection.

TYPE OF TRAINING	TIME REQUIRED
Pretest	2–3 weeks
Main survey	3-4 weeks
Anthropometric measurements	Several additional days
Anemia testing	Four days (health technicians only)
Supervisors and field editors	Two to three additional working days incorporated into the main survey training

TRAINING SCHEDULE

- Training should last no more than 8 hours per day (preferably 6-7 hours) in class.

- Begin each class on time. Take attendance every morning and keep track of late arrivals.

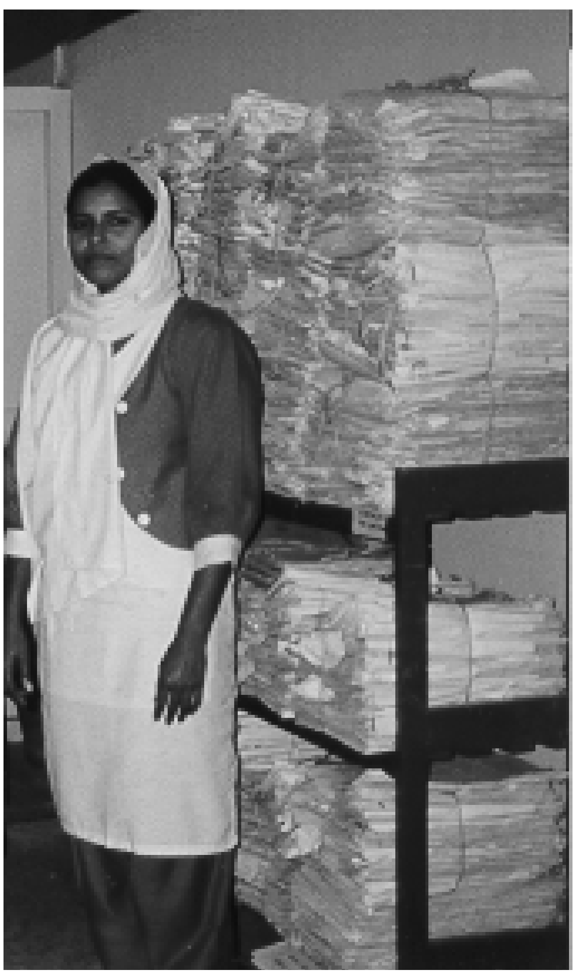
- Break every one and a half to two hours.

- Trainers should meet for at least one-half hour at the end of the day to evaluate the day's work and plan activities for the next day.

- Trainers will also be expected to work after hours to correct tests and edit practice questionnaires, which should be returned to the trainees the following day and discussed.

SIZE OF TRAINING CLASS

- In general, the smaller the number of trainees, the better. DHS recommends 30-35 candidates in a class at one time.



- If a larger number is to be trained, two or more separate training sessions may be organized. In order to maximize standardization of instruction, however, it may be preferable to keep all of the participants together for lectures, and then split them into smaller working groups.

- If training must be conducted at different sites simultaneously, it will be necessary to establish reliable and frequent contact between the sites. This will maximize uniformity in answering questions that arise during the course of training.

- Train more persons than are ultimately needed for field work. A general rule is to train 10 percent more candidates than will be selected. This ratio should be higher if several languages are used or if there are other reasons why interviewers cannot be shifted between teams.

- Trainees may be eliminated whenever appropriate during the course. Some extras should be retained throughout the course, however, in case some candidates drop out at the last moment.

- Those trainees who are not selected as field workers may be assigned other duties for which they are qualified. For example, those who are not selected as supervisors may qualify as interviewers, and those who are not selected as interviewers may be used as questionnaire control clerks in the office.

- In addition to the field staff, data processing staff also must receive detailed instruction on the questionnaires. The easiest way to accomplish this is to include them in the interviewers' training course or, as suggested above, to reassign those who are not selected for field positions, as long as they qualify for the data processing tasks.

Location of Training

Training should be organized in a location with:

1. Adequate space and light
2. A minimum of noise
3. A large blackboard
4. Comfortable seating for all participants, preferably at tables

Ideally, the training site should have several extra rooms reserved. These rooms can be used to hold special sessions for supervisors/field editors, training for anemia testing, or smaller practice groups.

MATERIALS FOR TRAINING

TRAINING MATERIALS FOR INTERVIEWERS

ITEM	QUANTITY PER INTERVIEWER
Interviewers' Manual Use extensively throughout training.	1
Questionnaires	1-2 in main training language 8–10 of each in interview languages
Blue ball point pens	2
Clipboards (Optional)	1
Briefcase/plastic binder (Optional)	1

ADDITIONAL MATERIALS FOR SUPERVISORS AND FIELD EDITORS

ITEM	QUANTITY PER PERSON
Supervisor's and Field Editor's Manual	1
Red ball point pens	2

TEACHING MATERIALS

ITEM	COMMENTS
Chalk (colored, if possible)	If blackboard is available
Posterboard or large sheets of paper	
Large felt marking pens	
Overhead projector (If available) ♦ Screen ♦ Transparencies of each page of questionnaire ♦ Colored transparency pens	If overhead is not available, use enlargements of questionnaire pages.
Copies of all control forms	See Supervisor's Manual
Sample maps and household listing forms	
Samples of additional fieldwork materials	See below

ADDITIONAL MATERIALS FOR FIELDWORK

ITEM
Vaccinations cards (Samples of all types used in country)
ORS packets (Samples of all types used in country)
Vitamin A capsules
Iron capsules
Malaria drugs (if applicable)

SPECIAL EQUIPMENT AND MATERIALS

ITEM	COMMENTS
Anthropometric measurements equipment ♦ Scales ♦ Measuring boards	1-2 per team
Anemia testing equipment ♦ HemoCue photometer ♦ Microcuvettes ♦ Tenderlett lancets ♦ Gloves	This equipment should be ordered well in advance of training. Sterile gauze, rubbing alcohol, and batteries may be purchased locally.
Salt testing kits	Usually obtained from local UNICEF office
Tape recorder	Optional
Samples of contraceptives, vitamin A capsules, etc.	See page 10 for list of additional materials for special lectures

The best training aid is, of course, the trainer. Trainers should be well-informed about the survey in general and should have studied the questionnaires and manuals in detail. An unprepared trainer can have disastrous results on both the quality of the data and the morale of the field staff.

III. CONTENT OF THE TRAINING COURSE

How to Build Morale

Active involvement in the training process is a good way to motivate interviewers. Trust and positive reinforcement are key to creating an effective learning environment. Here are some ideas that may create such an environment:

Get to know the participants

Begin training with introductions or a mixer. Ask trainees to wear nametags the first couple of days, and learn their names as quickly as possible.

Stress the importance of the survey

Explain to interviewers why these data are needed. Discuss how the data collected in previous/other DHS surveys were used, and show copies of previous DHS reports or reports from other countries.

Ask questions

Trainers should regularly call on those trainees who seem less attentive, but should take care not to embarrass anyone.

Encourage trainees to ask questions

Trainers should reinforce good questions with praise and should be careful not to show disappointment or frustration at bad questions. Slower trainees may eventually become the best interviewers.

Occasionally, ask a trainee to read aloud

Having a trainee read an important part of the Interviewer's Manual to the class can encourage participation and vary the presentation. But do not let them go on for more than a few minutes before changing readers.

Avoid pointing out individual trainees' errors in front of the class

Errors can be brought to the attention of the group without mentioning the individual who made them.

Emphasize cooperation

While it should be made clear that trainees are competing for a limited number of positions, it is still important for trainers to emphasize the need for teamwork and cooperation.

Be willing to accept criticism

If a candidate happens to point out a particular shortcoming of the questionnaire or method of presentation, don't get defensive.

Do something special for the participants

You may want to issue certificates of course completion, hold a party at the end of training, or print T-shirts, vests, briefcases, etc. with the survey title or logo.

Put the survey in the spotlight

Invite a high official to open the training course. Arrange for coverage of the survey in the news media (this has the two-fold effect of improving morale of field staff and facilitating cooperation of communities and respondents).

> *One of the primary objectives of training is to promote a sense of enthusiasm and pride among the prospective field staff. The best work is accomplished by those who care about what they are doing, feel that their work is important, and sense that they are respected by their superiors.*

Techniques of Training

Mock interview

- In a mock interview, one trainee interviews another. "Respondents" need not answer truthfully, if they do not want to. It is often useful to do mock interviews in groups of three or four so that two participants can observe the interview and take notes of the problems that occur. When the first interview in a group is finished, interviewers can rotate so that all members of the group get a chance to practice.
- Trainers should move from group to group, listening to parts of each interview and making note of any problems or errors. These should be discussed section by section with the whole class.
- Make mock interviews a regular activity. Trainees will gain practice in reading and administering the questionnaire and trainers will have an opportunity to assess participants' understanding and skills development.
- Interviewers should have lots of practice in all of the languages in which they will be working.

Demonstration interview

- This is an interview (or part of an interview) conducted either by a trainer or a supervisor in front of the class. The benefit of this exercise is to show how a good and efficient interview is conducted. Demonstration interviews are particularly useful early in training to show trainees what the process of interviewing is like.
- Demonstration interviews can also be used to give examples of how to probe for ages and dates, how to handle an uncooperative respondent or how to tactfully get rid of unwanted listeners at an interview, or any aspect of filling in the questionnaire with which trainees are having particular difficulty.
- Trainees can record in their own questionnaires the answers given during demonstration interviews. After discussing the interview, the trainer should then review the correct answers with the trainees.

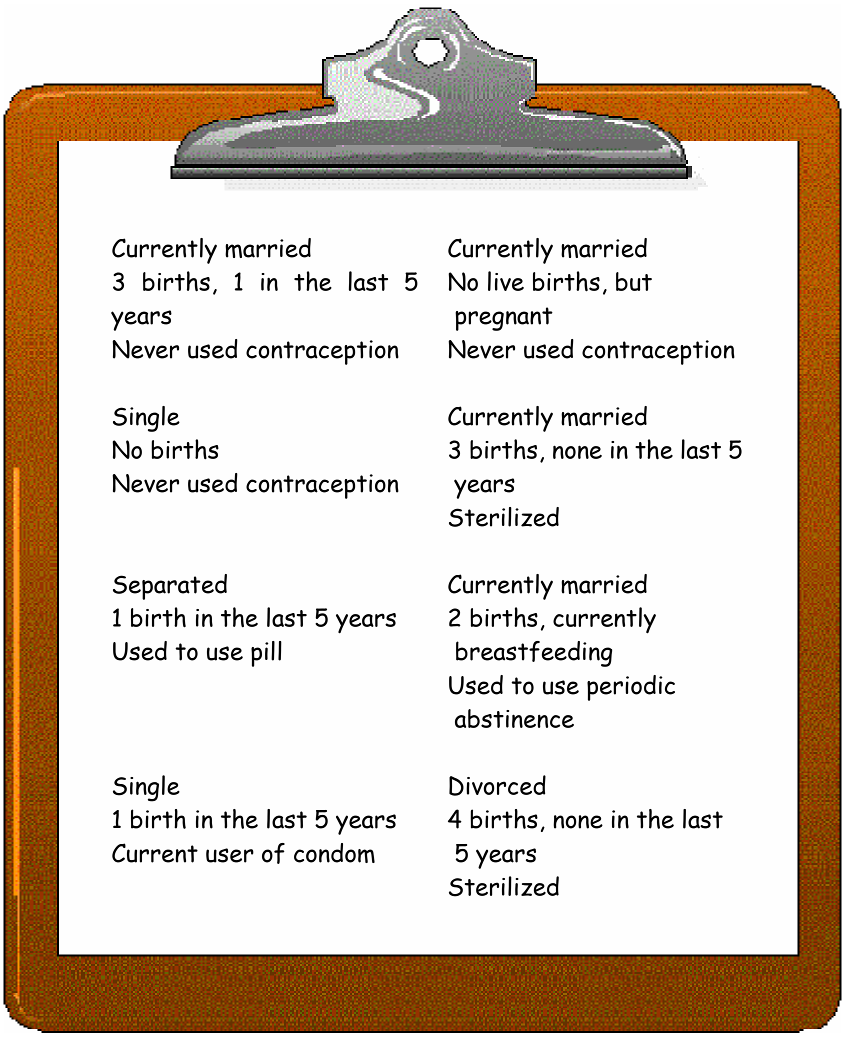
Front-of-class interview

- In this approach a trainee comes to the front of the class to do an interview or partial interview. Respondents can be selected from among the trainers or trainees.
- The rest of the class should listen and either fill in their own questionnaires or make notes to give feedback after the completion of the interview.
- This approach allows you to check whether trainees notice the errors being made and to correct errors made by the interviewer. It is useful to tape record these exercises, so that the problems can be illustrated by playing back the relevant part(s).

> *DHS strongly recommends an active training style. A variety of teaching methods should be used, with an emphasis on supervised practice.*

For the above exercises, it is useful to assign different characteristics to the 'respondent' to ensure that trainees have practice covering different parts of the questionnaire and are exposed to different situations.

Below are some examples of combinations of respondent characteristics to use in these exercises. Before the interview begins, the 'respondent' may want to jot down the names and birth dates of her 'children' to ensure reasonably consistent answers:



If there are enough blank vaccination cards available, the respondent can also fill out one (in pencil, so it can be changed for another interview) to show to the 'interviewer'. The cards should be attached to the questionnaire so that the 'supervisor' can check that the dates were copied correctly.

DEMONSTRATION INTERVIEW WITH REAL RESPONDENT

- Find women who are willing to be interviewed in front of the class. These respondents may be found among employees of the institution carrying out the survey. They should be told that they do not need to answer possibly embarrassing questions exactly. Make sure that the trainees are aware of this.

- This exercise simulates a real interview because the respondent does not know in advance what specific questions will be asked, and the trainees will be exposed to common interviewing problems.

PRACTICING ANTHROPOMETRIC MEASUREMENTS

- Demonstrate proper weighing and measuring techniques in front of the entire class. Ask participants to follow along in their interviewer's manuals.
- Participants should split into teams to practice. Team members who are observing the measurer and assistant should read the directions step-by-step and provide feedback on their observations.
- Arrange practice sessions at nearby kindergartens and health facilities. Two half-days of practice are normally sufficient. Each participant should have experience measuring children lying down (under age two).

ANEMIA TRAINING

- Health technicians will need to practice anemia testing in the classroom and at a local health facility.
- Please refer to the anemia training manual for details.

FIELD PRACTICE

Practice interviewing is perhaps the most significant part of interviewer training. In an actual interview situation, the trainee will become aware of the issues she does not understand. The supervisors and trainers will be able to identify those sections of the questionnaire where trainees are making mistakes. Towards the end of the training session, several days should be set aside for practice in the field.

Scheduling

- Field practice should be conducted at the end of the training period so that participants benefit from administering the entire questionnaire including anthropometric measurements and anemia testing.
- Two whole days should be devoted to field practice. For each day of field practice, spend a day in the classroom reviewing questionnaires and discussing problems.

Location

- The areas selected for field practice should be as close to the training site as possible and should contain a sufficient number of eligible respondents.
- It is helpful to schedule field practice in both rural and urban areas.
- Make arrangements in several clusters if a large number of interviewer candidates are being trained. This will ensure that there are enough respondents for everyone to have practice.
- If the questionnaire has been translated into more than one language, make sure to select clusters where all versions of the questionnaire may be practiced.
- *Field practice should not be conducted in an area selected for the actual survey.*

Organization

- It is usually easiest to organize trainees into teams, with trainers or supervisors to accompany each team.
- All training staff should observe as many interviews as possible. This will allow them to give participants individual feedback and also use interviewer performance as a basis for making decisions about field staff.
- During the first session, trainees should just concentrate on conducting interviews with eligible women (after completing the household schedule). During later practice sessions, use of the control forms, then height and weight measurement, and use of maps can be added in order to gradually approximate actual field demands.

Feedback

- The trainees will have questions after practice interviewing and time should be allocated for classroom discussion following practice interview sessions.
- An especially important part of practice interviewing is that the trainee receives feedback on her performance. It is very important that this be done so that interviewer errors or faulty techniques are corrected before they become ingrained habits. During the training period, time must be allocated for discussing interviews and edited questionnaires with each interviewer.
- If there are many interviewer candidates, ask them to exchange questionnaires for editing. Then supervisors and training staff can review the editing and lead team discussions of problems. This exercise helps identify candidates for field editor positions and also allows supervisors and senior staff to identify misconceptions among the interviewer candidates.

THE AGENDA FOR INTERVIEWER TRAINING

GENERAL GUIDELINES

The illustrative agenda given in ANNEX 1 shows how a typical DHS training course may be scheduled. Note that the agenda describes morning and afternoon sessions. The local cultural and logistical setting will determine the particular daily routine, but keep in mind the following:

- Training days more than 8 hours in length are counterproductive. Mid-morning and mid-afternoon breaks are recommended.

- Certain parts of the questionnaire, by their very nature and length, require more time than others.

- The sections covered later will generally require less time than sections presented earlier simply because the trainees will have become familiar with the fundamentals of questionnaire administration, i.e., skip patterns, consistency checking, etc.

- Whenever possible, training that involves physical activities (e.g. mock interviews, field practice, etc.) should be scheduled later in the day when the trainees' energy and attention may be lower.

- Organizers of the training course should remember to include two extra days in the schedule to allow for delays or extra training.

ANTHROPOMETRY/ ANEMIA TESTING TRAINING

- Three full days should be scheduled for anthropometry training. This could be modified to six half days, with the other part of the days devoted to field practice or other training topics.

- In order to find adequate numbers of mother/child pairs for practice, organize trips to nearby nursery schools and/or clinics.

- The health coordinator for anemia testing will conduct special training for those individuals who have been selected as health technicians.

DATA QUALITY

Inform interviewers that their performance will be monitored for quality throughout field work; supervisors will periodically spot-check households and field editors will review all completed questionnaires. Intentional data manipulation will result in immediate dismissal, and the interviewers should know that the senior staff can and will detect data manipulation if it occurs. This can be demonstrated by charts showing displacement of ages or birth dates (see discussion of field check tables in section 3).

HOMEWORK

Outside of the formal training hours, it will be useful to assign some light homework. Homework assignments may include:

1. Reading from the relevant sections of the Interviewer's Manual before they are covered in class
2. Practice interviewing friends or family

EVALUATION AND TESTING OF TRAINEES

TESTS

During both supervisors' and interviewers' training, at least two tests should be administered: one after the questionnaires have been explained in detail and one towards the end of the training course. The tests should not be too complicated. The goal of the tests is to identify specific candidates who are having difficulties with concepts or procedures and to establish a basis for decision-making when candidates are judged to be of nearly equal ability based on other criteria. ANNEX 2 provides sample test questions. Trainers should keep records of test scores and performance on practice interviews, since it is sometimes necessary to have some objective criteria on which to base the dismissal of candidates.

QUIZZES

Short, periodic quizzes can be an effective means of identifying problems. The quizzes should be reviewed (interviewers may grade their own quiz or switch with the person sitting next to them) and discussed immediately.

TESTING AND EVALUATION TECHNIQUES

- After collecting tests or quizzes, review the questions one by one.
- Grade tests and quizzes immediately, so that you can return them to trainees the following day.
- It is useful to make intentional errors on selected pages of the questionnaire (especially the tables) and ask trainees to find and describe the errors. This method is particularly effective in identifying individuals to serve as field editors.

PERSONAL EVALUATION

- Tests should not be the only criteria for evaluating trainees. In order to fully assess a candidate's ability to administer the questionnaire, trainers need to observe all candidates from the first day of training.

IV. SUPERVISOR AND FIELD EDITOR TRAINING

THE CANDIDATES

Supervisors often serve as pretest interviewers, in which case they may need little additional training to serve as supervisors. In some cases, supervisors may be selected from those participating in the general field staff training. This selection should be based, as much as is possible, on objective criteria (see section on Evaluating and Testing of Trainees).

LOGISTICS

SCHEDULE

If supervisors are identified prior to the general field staff training, they should receive several days of specialized training before the general field staff training course begins. If they are selected from those participating in the general field staff training, then 1-2 days must be set aside towards the end of the training to work with the supervisors.

Field editors are usually selected from the pool of field staff trainees and should join the supervisors for the specialized training on how to observe interviews, how to edit questionnaires, and how to organize completed questionnaires for transport to headquarters.

If possible, it is helpful to train the supervisors and field editors before the final day of field practice so as to simulate as closely as possible the conditions of the actual field work. This also allows trainers to check the work of the supervisors and field editors.

MATERIALS

The Supervisor's Manual will be the focus of the supervisor and field editor training.

Make up and discuss some examples of questionnaire pages with errors (especially the birth history). Supervisors and field editors can be asked to find the errors and then told how to mark them.

CONTENT OF TRAINING COURSE

In addition to the topics covered for interviewers, supervisors should receive additional instruction in the following areas:

- Sample implementation and map reading, including one day in a sample segment to practice reading the map and locating selected households.
- How to observe interviews, edit questionnaires, and give feedback to interviewers.
- Principles of, and strategies for, data quality monitoring.
- Team leadership, including facilitating team communication, deal-

ing with problems, etc.

EVALUATION

Giving supervisors and field editors a brief test (consisting, for example, of questionnaires with errors) is a good way to evaluate their ability to find errors and deal with them appropriately. If possible, on the final day of field practice, interviewers should be organized into teams each with a supervisor and field editor. Trainers can then observe supervisors' and field editors' performance in the field. Completed questionnaires should be edited during the field practice or immediately thereafter and then given to trainers to review that evening.

ROLE OF SUPERVISORS DURING INTERVIEWER TRAINING

An advantage of having previously identified supervisors, is that they can assist during the general field staff training. This will be an opportunity for the supervisors to gain experience, in addition to establishing their leadership in the survey.

- Supervisors may assist with the mock interviews, supervising each group in turn, and with the practice interviews in the field.
- Supervisors should help edit questionnaires and be a resource for the trainers.
- It is helpful for the trainer(s) to call on supervisors to participate from time to time in order to identify them as leaders.
- Some supervisors may be used to give demonstration interviews.

V. FIELDWORK SUPERVISION

Training does not end when fieldwork is launched. Interviewers need close supervision, especially in the first few days of field work. Very often, interviewers have not had enough practice with problems frequently encountered in the field. Supervisors and field editors will need to work together to identify interviewers who require extra assistance or retraining.

SUPERVISION OF EARLY FIELDWORK

LOGISTICS

Unless logistics and language/ethnic variations do not allow, all of the field teams should start work in a small area to allow for maximum supervision, at least for a few days. If this is not feasible, senior staff should arrange to visit each team at least once within the first week of fieldwork. If serious problems are evident, it may be necessary to recall one or more teams for further training.

OBSERVATION OF INTERVIEWS

Each interviewer should be observed during the first two days of field work. To accomplish this, supervisors, field editors, and senior staff will have to sit in on interviews and give immediate feedback to interviewers.

EDITING QUESTIONNAIRES

DHS procedures call for thoroughly editing all completed questionnaires within a day of the interview; this is particularly important during the first few days of fieldwork. Supervisors and field editors should share the task to ensure that all questionnaires are thoroughly scrutinized and all errors are tactfully discussed with the interviewer.

DAILY TEAM MEETINGS

Setting aside half an hour a day for a team meeting can be a valuable mechanism for discussing problems, setting schedules and reviewing rules. Such meetings allow team members to air grievances and can serve to avert potentially bigger problems.

RE-INTERVIEWS

In most DHS surveys, one of the supervisor's responsibilities is to conduct re-interviews with approximately 5 percent of the households covered in the survey. The supervisor visits the household a day or two after the original interview and fills only the household questionnaire. The purpose of the re-interviews is to ensure that the interviewers are visiting the selected households and to ensure that they do not intentionally misreport ages so as to reduce their workload. The supervisor should compare the re-interview questionnaire with the original questionnaire and discuss any discrepancies with the interviewer.

QUALITY CONTROL TEAM

In many DHS surveys—especially those with fewer local languages—it is advisable to train 1-2 quality-control teams work in the field for the entire duration of the field work, circulating around all teams. Their job is to observe interviewers review the edited questionnaires and conduct re-interviews.

Monitoring data quality with Field-Check Tables

Data quality is closely linked to the performance of interviewers and their supervisors with respect to the identification of selected households and eligible respondents as well as the accurate completion of the questionnaires. The teams' performance should be monitored closely throughout fieldwork.

Using Field-Check Tables

- Field-check tables are one way of monitoring data quality while the field work is still in progress. They are tabulations of data which are produced periodically by the data processing chief in order to monitor the performance of each team separately. Each table focuses on an important aspect of data quality. Annex 3 contains a detailed description of each table.

- These tables help maintain an ongoing link between teams in the field and senior staff at survey headquarters. Use of these tabulations is crucial during early field work while there remains the option of personnel retraining or re-interviewing of problem sample segments. If the data from a team show problems, it may be useful to produce individual interviewer-level tabulations that would identify whether the problems are team-wide or restricted to one or two team members.

Limitations of Field-Check Tables

- During the initial stages of fieldwork, when quality control is especially important, not enough questionnaires have been completed to generate field-check tables for each team.

- One option is to produce field-check tables for all interviewers after the first few days of fieldwork. This is another reason to begin fieldwork in a geographically-restricted area. After approximately 100 questionnaires have been completed tables can be run and feedback given to all of the teams as a group.

- Field-check tables should never be used as a substitute for the fieldwork supervision methods listed in the preceding section.

Continuing Supervision of Fieldwork

It is important to keep monitoring interviewer performance throughout the duration of the fieldwork. Both the supervisor and the field editor should continue to sit in on interviews until the end of fieldwork. Senior staff should also observe as many interviews as possible when they visit teams.

ANNEX 1 ILLUSTRATIVE TRAINING AGENDA

	MORNING	AFTERNOON
<u>Day 1</u> **Introduction and overview of project**	Opening Ceremony. Introductions. Objectives of the survey, brief overview of demography of country, description of the international DHS program, general organization, period of performance, role of interviewers and supervisors, importance of the interviewers. Administrative matters, rate and timing of payment, survey regulations. Overview of project, including brief description of pretest, data processing, analysis. (Interviewer's Manual Section I). Importance of Results.	Introduction of questionnaires and manuals. Description of the sample and eligibility criteria. General section-by-section explanation of questionnaires.
<u>Day 2</u> **General techniques and procedures; household questionnaire**	Techniques of interviewing (Interviewer's Manual Section II). Field Procedures (Interviewer's Manual Section III). Quick demonstration interview. How to record answers on the questionnaire and how to correct errors (Interviewers' Manual Section IV).	Presentation of the Household Questionnaire and detailed explanation (excluding salt testing, height and weight); handling eligibility criteria; examples (Interviewers' Manual Section V). Practice in groups (mock interviews) filling in the Household Questionnaire.
	Explanation of Section 1 of the Women's Questionnaire. Detailed discussion of how to collect age data and use of age/date conversion charts, consistency checking, etc. Examples. Mock interviews in groups, covering Section 1 (Interviewers' Manual Section VI/A). Discussion of group practice. Solutions to problems.	Explanation of Section 2 of the Women's Questionnaire (Interviewers' Manual Section VI/A). Detailed discussion section 2 including training on use of calendar. Examples. Mock interviews in groups, covering Section 2.

<u>Day 4</u> **Section 2 cont., Section 3**	Discussion of group practice on section 2. Solutions to problems. Lecture on human reproduction in relation to methods of family planning.	Explanation of Section 3. Examples. (Interviewers' Manual Section VI/C). Front-of-class practice of Sections 1-3.
<u>Day 5</u> **Section 3 cont., Section 4A**	Mock interviews on Section 3 and review of practice. Lecture on national child health initiatives as they relate to topics covered in questionnaire. Introduction to Section 4A. (Interviewers' Manual Section VI/D).	Explanation of Section 4A. Front-of-class practice on Section 4A. Mock interviews on Section 4A.
<u>Day 6</u> **Section 4B**	Explanation of Section 4B (Interviewers' Manual Section VI/D). Front-of-class practice on Section 4B.	Mock interviews on Section 4B Quiz on HH Q and Women's questionnaire 1-4 and review of answers
<u>Day 7</u> **Sections 5-6**	Explanation of Sections 5-6. Examples. (Interviewers' Manual Section VI/E-F).	Mock interviews on Section 5-6.
<u>Day 8</u> **Sections 7-8**	Explanation of Sections 7-8. Examples. (Interviewers' Manual Section VI/G-H).	Mock interviews on Section 7-8.
<u>Day 9</u> **Review/ Practice/Test**	Review of whole questionnaire. Discussion of problem parts of questionnaire.	Mock interviews with both questionnaires. Test.
<u>Day 10</u> **Local languages**	Review of test results. Discussion of different languages to be used in survey. Discussion of local language versions in small	Mock interviews in language groups. In class interviews with real respondents (local languages).

	groups.	
<u>Day 11</u> **Field practice (Questionnaires only)**	Field practice in pairs (preferably one more experienced and one less experienced trainee together), with all trainers and supervisors observing and assisting in finding suitable respondents. Each trainee to do at least two interviews. Supervisors to edit questionnaires in the field and give to trainers to re-edit.	
<u>Day 12</u> **Field Practice Review, Discussion of forms and editing**	Discussion of previous day's practice. Trainers and supervisors to review problems, errors, and observations made during field practice. Trainers to return edited questionnaires to supervisors, who in turn will discuss with each trainee individually.	Principles of editing questionnaires. Explanation of Control Forms. How to handle households with no eligible women or with more than one eligible woman. Test that emphasizes catching errors in completed questionnaires. Prospective field editors identified by senior staff.
<u>Day 13</u> **Field Practice (questionnaire and forms)**	Field practice in teams working in URBAN mock sample segments; supervisors assigning work from household listing sheets, use of maps, use of Supervisor's Assignment Sheets and trainees using Interviewer's Assignment Sheets.	
<u>Day 14-15</u> **Height and weight training**	Training in height and weight measurement. (Interviewers' Manual Section VI/H and Appendix 1 or Appendix 2, depending on whether respondent anthropometry will be collected).	
<u>Day 16</u> **Field Practice (including height, weight, and anemia testing)**	Field practice as in Day 11, but with height and weight measurement and anemia testing included and in RURAL mock sample segment.	
<u>Day 17</u> **Review, test, Administrative Issues**	Discussion of practice interviews. Time for extra review of any persistent problems. Discussion of methods of data quality monitoring -- field editing, spot-checking, and field-check tables.	Test. Administrative matters. **<u>Evening</u>** Final selection of interviewers and field editors by team and supervisor.
<u>Day 18</u> **Administrative and logistical issues**	Trainees informed of Final Selection. Discussion of Test Results. Logistics of main survey fieldwork. Interviewers leave.	Meeting of senior field staff, data processing chief, supervisors, and drivers to go over preparation for main survey work (see Part IV of this document). Procedures for monitoring sample implementation and data quality, use and timing of field-

	check tables.

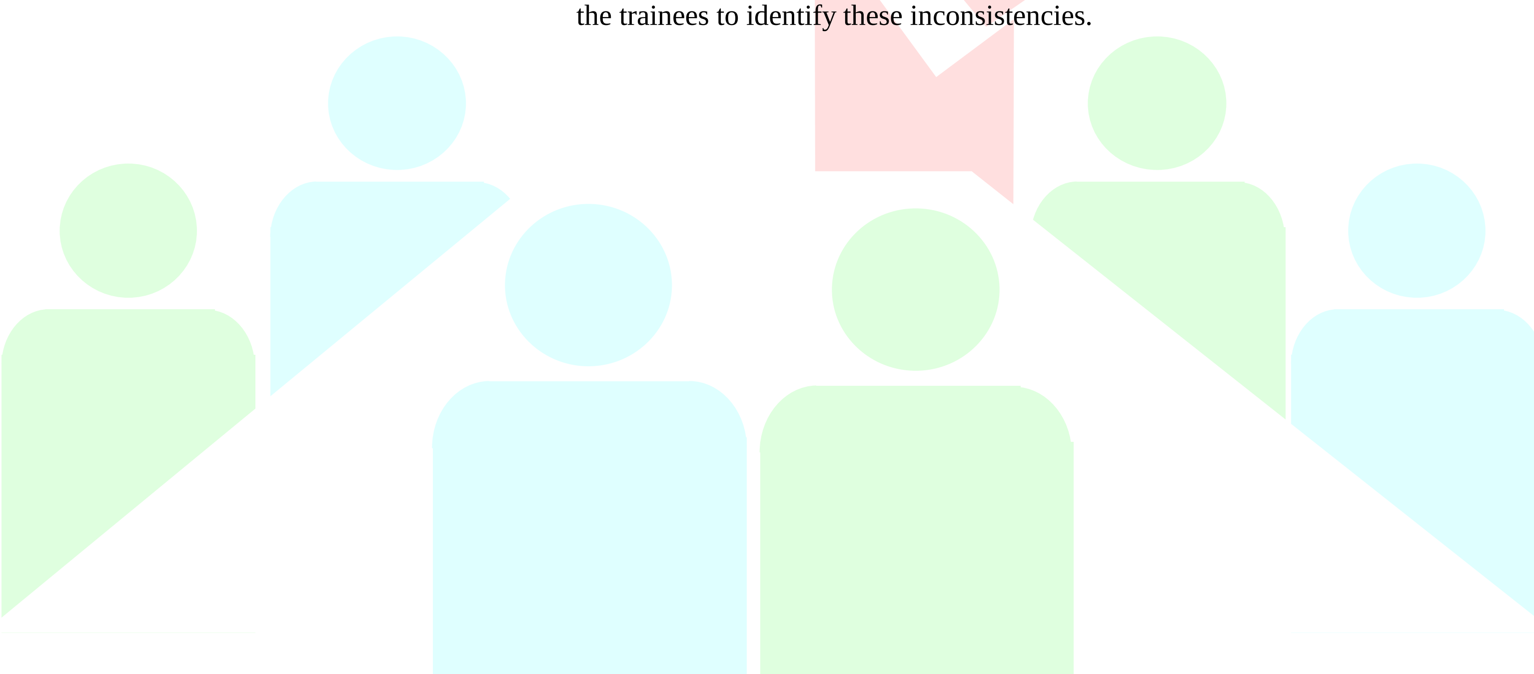
ANNEX 2 SAMPLE TEST QUESTIONS

Tips for testing

- Keep tests relatively short.
- Avoid essay or short answer questions.
- Consider giving brief quizzes (2-4 questions) once or twice a week.
- Give the correct answers immediately after collecting the tests.
- Return corrected quizzes/tests the following day and review any problems.

Other Testing Techniques

- Provide information for the calendar and ask participants to fill in.
- Give a birth history table with mistakes and ask participants to edit. Mistakes could include:
    1) an inconsistency between birth date and age,
    2) a birth interval of less than 7 months,
    3) age at death recorded as 1 year, and
    4) missing answers to questions such as 213 or 221. This is a particularly good exercise for field editors and supervisors.
- Ask trainees to copy the dates from a sample vaccination card to the vaccination table. Include some inconsistent dates on the card and ask the trainees to identify these inconsistencies.



SAMPLE TEST QUESTIONS

HOUSEHOLD QUESTIONNAIRE

1) Who qualifies to answer the household questionnaire? (Check one)

____Any member of the household
____Any adult who is in the dwelling at the time of the interview
____Any member of the household who is 15 years of age or older.
____Any female ages 15-49 who is a member of the household or slept there the previous night.

2) Who of the following should be listed on the household schedule? (Yes or No)

____The 14-year-old niece of the head of the household who lives in the household during the week and returns to her village each weekend.
____A three-day-old baby who lives with his mother in the household.
____A male cousin of the head of household who came to visit yesterday, spent the night, but will return to his own home in the evening.
____The nanny who comes to the household at 7 AM each morning and stays all day long.
____A man who is considered the head of the household but is currently living and working in another town and only comes home once a month.

3) What do you do if the originally selected household has moved away and another household is living in their dwelling? (Check one)

____Find the originally selected household.
____Interview the household that is there.
____Skip that household completely.
____Substitute another household.

4) Who is eligible for interview with the Woman=s Questionnaire? (Yes or No)

____The 50-year-old female head of household.
____A 15-year old girl, a neighbor, who spent last night in the household.
____A 20-year-old nanny who comes to the house every day to look after the children.
____A female relative from another village who temporarily is living with the family and will celebrate her 50th birthday at the end of the week.

5) What do you do if a person originally identified in the household schedule is later determined to be neither a usual resident nor to have slept in the household the night before? (Check one)

____Make a note in the margin.
____Tell the supervisor.
____Inform the respondent that you represent NSO and that it is important to obtain accurate data.
____Delete this person by drawing a line through the row and renumber all subsequent listings.

6) How do you change the following answer to 05?

```
+-----+
  |0 | 4|
  +-----+
```

7) For an interview conducted in March 2000, which of the following persons have consistent information?

	Mo. of Birth	Yr. of Birth	Age
a)	01	94	7
b)	10	75	25
c)	03	82	18
d)	08	52	48

8) For each individual listed below, fill in the boxes for the level of school and number of years attended at that level.

	Has (NAME) ever attended school?	What is the highest level of school (NAME) has attended? What is the highest grade (NAME) completed at that level?	
	(14)	(15)	
	YES NO	LEVEL	GRADE
(a) woman finished her third year in college	1 2 NEXT LINE	☐	☐☐
(b) a woman attended primary school but never finished her first year	1 2 NEXT LINE	☐	☐☐
(c) a child completed primary school in 7 years, but never attended secondary school	1 2 NEXT LINE	☐	☐☐
(d) a woman completed two and a half years of secondary school	1 2 NEXT LINE	☐	☐☐

CODES FOR EDUCATION:

Level of Education	No. Yrs. at Level
1 = Primary	00 = less than one year completed
2 = Secondary	98 = DK
3 = Higher	
8 = DK	

9) You are filling in the household questionnaire. The respondent, Mary, says that her husband, John, is the head of the household. After you have completed columns 2,3, and 4 for John and Mary, she tells you that her sister Ruth is visiting and stayed in the house the previous night. Ruth is 36 years old. Please complete line 3 for Ruth.

LINE NO.	USUAL RESIDENTS AND VISITORS	RELATIONSHIP TO HEAD OF HOUSEHOLD	SEX	RESIDENCE		AGE	ELIGIBILITY		
	Please give me the names of the persons who usually live in your household and guests of the household who stayed here last night, starting with the head of the household.	What is the relationship of (NAME) to the head of the household?*	Is (NAME) male or female?	Does (NAME) usually live here?	Did (NAME) stay here last night?	How old is (NAME)?	CIRCLE LINE NUMBER OF ALL WOMEN AGE 15-49	CIRCLE LINE NUMBER OF ALL MEN AGE 15-54	CIRCLE LINE NUMBER OF ALL CHILD-REN UNDER AGE 6
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(8a)	(9)
			M F	YES NO	YES NO	IN YEARS			
01			1 2	1 2	1 2		01	01	01
02			1 2	1 2	1 2		02	02	02
03			1 2	1 2	1 2		03	03	03

* CODES FOR Q.3 RELATIONSHIP TO HEAD OF HOUSEHOLD:

01 = HEAD
02 = WIFE OR HUSBAND
03 = SON OR DAUGHTER
04 = SON-IN-LAW OR DAUGHTER-IN-LAW
05 = GRANDCHILD
06 = PARENT
07 = PARENT-IN-LAW
08 = BROTHER OR SISTER
10 = OTHER RELATIVE
11 = ADOPTED/FOSTER/STEPCHILD
12 = NOT RELATED
98 = DON=T KNOW

WOMEN'S QUESTIONNAIRE SECTION 1

1) What do you do if you find out during the individual interview that the respondent is 14 years of age? (Check one)

- ____Continue with the interview, but write A14 YEARS OLD@ at the top of the first page of the questionnaire.
- ____Politely excuse yourself and ask your supervisor what to do.
- ____Ask a few more questions, terminate the interview, and write AINELIGIBLE@ at the top of the first page of the questionnaire.
- ____Double-check the age of the respondent by asking other members of the household.

2) What do you do if an eligible woman is at a neighbor's home at the time you complete the Household Questionnaire? (Check one)

- ____Interview all other eligible respondents and leave.
- ____Make an appointment to return when the woman will be there.
- ____Try to find the woman.
- ____Substitute another woman of eligible age.

3) How do you record half past one in the afternoon in Question 101?

```
                +-------+
HOUR.......     |   |   |
                +---+---|
MINUTES....     |   |   |
                +-------+
```

WOMEN'S QUESTIONNAIRE SECTION 2

1) Which of the following should be included in the birth history:

	YES	NO
A stillborn baby	1	2
A child born the day before the survey......................................	1	2
A child adopted by the respondent..	1	2
A baby boy who died after 1 day...	1	2

2) What do you record in Question 220 if a woman says that her child died when he was two weeks old? (After probing, the woman still can not give a more precise age at death in days.)

212 What name was given to your (first/next) baby? (NAME)	213 Were any of these births twins?	214 Is (NAME) a boy or a girl?	215 In what month and year was (NAME) born? PROBE: What is his/her birthday?	216 Is (NAME) still alive?	217 IF ALIVE: How old was (NAME) at his/her last birthday? RECORD AGE IN COM-PLETED YEARS.	218 IF ALIVE: Is (NAME) living with you?	219 IF ALIVE: RECORD HOUSEHOLD LINE NUMBER OF CHILD (RECORD '00' IF CHILD NOT LISTED IN HOUSEHOLD)	220 IF DEAD: How old was (NAME) when he/she died? IF '1 YR', PROBE: How many months old was (NAME)? RECORD DAYS IF LESS THAN 1 MONTH; MONTHS IF LESS THAN TWO YEARS; OR YEARS.	221 Were there any other live births between (NAME OF PREVIOUS BIRTH) and (NAME)?
01	SING....1 MULT...2	BOY .. 1 GIRL . 2	MONTH.. YEAR	YES..... 1 NO....... 2 220	AGE IN YEARS	YES....... 1 NO 2	LINE NUMBER (NEXT BIRTH)	DAYS .... 1 MONTHS.. 2 YEARS..... 3	

3) What do you record in Question 220 if a women states that her child died when he was one year old?
[NOTE: This is a tricky question. In fact, nothing should be recorded yet. The interviewer is first expected to probe to determine the exact age at death in months.]

4) What do you record in Question 220 if a women states that her child died when he was 11 and a half months old?

5) You are filling out the birth history table and the respondent has told you that she has 2 children, Matthew and John. When you ask Q 221, she says that she did give birth to a baby girl in January 1995, but the baby died a few hours later, before she could even be named. Complete the birth history:

212 What name was given to your (first/next) baby? (NAME)	213 Were any of these births twins?	214 Is (NAME) a boy or a girl?	215 In what month and year was (NAME) born? PROBE: What is his/her birthday?	216 Is (NAME) still alive?	217 IF ALIVE: How old was (NAME) at his/her last birthday? RECORD AGE IN COM-PLETED YEARS.	218 IF ALIVE: Is (NAME) living with you?	219 IF ALIVE: RECORD HOUSEHOLD LINE NUMBER OF CHILD (RECORD '00' IF CHILD NOT LISTED IN HOUSEHOLD)	220 IF DEAD: How old was (NAME) when he/she died? IF '1 YR', PROBE: How many months old was (NAME)? RECORD DAYS IF LESS THAN 1 MONTH; MONTHS IF LESS THAN TWO YEARS; OR YEARS.	221 Were there any other live births between (NAME OF PREVIOUS BIRTH) and (NAME)?
01	SING....1 MULT...2	BOY .. 1 GIRL . 2	MONTH.. YEAR	YES..... 1 NO....... 2 220	AGE IN YEARS	YES....... 1 NO 2	LINE NUMBER (NEXT BIRTH)	DAYS .... 1 MONTHS.. 2 YEARS..... 3	
02	SING....1 MULT...2	BOY .. 1 GIRL . 2	MONTH.. YEAR	YES..... 1 NO....... 2 220	AGE IN YEARS	YES....... 1 NO 2	LINE NUMBER (GO TO 221)	DAYS .... 1 MONTHS.. 2 YEARS..... 3	YES .... 1 NO 2
03	SING....1 MULT...2	BOY .. 1 GIRL . 2	MONTH.. YEAR	YES..... 1 NO....... 2 220	AGE IN YEARS	YES....... 1 NO 2	LINE NUMBER (GO TO 221)	DAYS .... 1 MONTHS.. 2 YEARS..... 3	YES .... 1 NO 2

WOMEN'S QUESTIONNAIRE SECTION 3

1) Does it count as periodic abstinence if a woman does not have sex during a certain period of the month because she or her husband did not feel like it?

2) In response to question 328 (source of current method of contraception), the respondent, who has already stated that she and her husband use condoms, says that her husband is responsible for obtaining them.

True or False: You should circle code 33 for AFRIEND/RELATIVE.@

WOMEN'S QUESTIONNAIRE SECTION 4A

1) How do you record the answer if a woman tells you that she first put (NAME) to the breast 36 hours after his birth? (Question 440)

```
IMMEDIATELY ...000
                    +-------+
HOURS ............. 1 |   |   |
                    +---+---|
DAYS ...............2 |   |   |
                    +-------+
```

2) Before beginning section 4A (Pregnancy, Postnatal Care and Breastfeeding), you must fill in the line number, name and survival status of each birth in the 5 years preceding the survey. If a woman had twins, should they be considered as one birth, or separate births?

<u>WOMEN'S QUESTIONNAIRE SECTION 6</u>

1) After the respondent has stated that she would choose to have three children in her whole life, she gives the following response to question 615: AAt least one of each, God willing.@ Record her response below:

615	How many of these children would you like to be boys, how many would you like to be girls and for how many would the sex not matter?	BOYS GIRLS EITHER NUMBER ..... [ ][ ] ..... [ ][ ] ..... [ ][ ] OTHER __________________ 96 (SPECIFY)	

2) In response to question 612 a woman says: AMy sister got very fat after she began taking pills, and my cousin told me that IUDs give you bad cramps. That's why I've decided not to use contraception.@ Record her response below:

612	What is the main reason that you think you will not use a method at any time in the future?	NOT MARRIED .... 11 FERTILITY-RELATED REASONS INFREQUENT SEX/NO SEX .... 22 MENOPAUSAL/HYSTERECTOMY ...... 23 SUBFECUND/INFECUND .... 24 WANTS AS MANY CHILDREN AS POSSIBLE .... 26 OPPOSITION TO USE RESPONDENT OPPOSED .... 31 HUSBAND OPPOSED .... 32 OTHERS OPPOSED .... 33 RELIGIOUS PROHIBITION .... 34 LACK OF KNOWLEDGE KNOWS NO METHOD .... 41 KNOWS NO SOURCE .... 42 METHOD-RELATED REASONS HEALTH CONCERNS .... 51 FEAR OF SIDE EFFECTS .... 52 LACK OF ACCESS/TOO FAR .... 53 COST TOO MUCH .... 54 INCONVENIENT TO USE .... 55 INTERFERES WITH BODY'S NORMAL PROCESSES .... 56 OTHER __________________ 96 (SPECIFY) DON'T KNOW 98	→614

WOMEN'S QUESTIONNAIRE SECTION 7

1) In response to questions 710, a woman says that she teaches history at the local high school and she sells vegetables at the local market on the weekends. Record her response:

710	What is your occupation, that is, what kind of work do you mainly do?	☐☐	

2) When asked question 706 (What is your husband's occupation? That is, what does he mainly do?) The respondent says the following: AUnfortunately, my husband is unemployed. He has been out of work since his taxi broke down last year.@ You write:

____
____
____

WOMEN'S QUESTIONNAIRE SECTION 8

1) When asked question 810, the respondent says, "Even though his wife said that it was just a respiratory infection, I believe that our neighbor John died of AIDS." What answer code would you circle?

2) In response to question 816, the respondent answers, "Only if it's a close relative." Record her response:

ANSWER KEY

HOUSEHOLD QUESTIONNAIRE

1)
2)
3)
4)
5)
6)
7)
8)
9)

WOMEN'S QUESTIONNAIRE SECTION 1

1)
2)
3)

WOMEN'S QUESTIONNAIRE SECTION 2

1)
2)
3)
4)
5)

WOMEN'S QUESTIONNAIRE SECTION 3

1)
2)

WOMEN'S QUESTIONNAIRE SECTION 4A

1)
2)

WOMEN'S QUESTIONNAIRE SECTION 6

1)
2)

WOMEN'S QUESTIONNAIRE SECTION 7

1)
2)

WOMEN'S QUESTIONNAIRE SECTION 8

1)
2)

ANNEX 3 FIELD-CHECK TABLES

RUNNING THE FIELD-CHECK TABLES

- The data processing chief will be responsible for producing four rounds of field-check tables: the first when 200-300 household questionnaires have been received and entered at survey headquarters, the second when about 750 have been entered, the third after 1500 have been entered, and the last round when approximately half of the sample has been entered.
- For field-check tables produced after the first round, the data processing chief should analyze data selected from a specific period of fieldwork. This will give a better idea as to the quality of the most recent data collected by the team.

- While it is acceptable to run a few more tables than the ones described here, it is important that the total number not exceed 15 tables. If too many tables are run, quick analysis and feedback is not possible.

REPORTING THE FINDINGS FROM THE FIELD-CHECK TABLES

Senior survey staff will work together with the data processing chief and DHS country representative to interpret the tables and identify problems. If data collection problems are discovered at the team level, it will be useful to investigate whether problems are team-wide or restricted to one or two of the team members by producing individual-level tabulations. Immediate action should be taken to address the problems. Then a brief (one page or less) written report should be produced detailing the specific teams and individuals who had problems and what actions were taken. The report is useful only if it is completed within a few days or a week of table production. One copy of each report should be kept with in-country senior staff, and one copy should be sent or carried to DHS.

Feedback to the Interviewing Teams

The supervisors of teams whose data indicate marked lapses in data collection should be told immediately (through the field coordinator) of the specific problems observed. The supervisors are then responsible for reviewing with the interviewers and field editor the relevant sections of the questionnaire or procedures that are associated with each problem. If the problem is severe and does not cease after team members have been notified, a halt to data collection may be justified. Retraining, or in some cases dismissal, may be necessary. If inspection of the tables reveals data that are of very good quality, then this positive feedback also should be conveyed to the teams in the field.

Effective use of these tables is the only means by which certain data collection errors can be detected in time to remedy the problems in the field. Training staff, senior field staff, the data processing chief, supervisors, and field editors should meet *during the training period* to discuss data quality monitoring in general and the field-check tables specifically.

Interpreting the filed-Check Tables

The following tables are based on hypothetical results from the household and women's questionnaires. If the survey includes a men's questionnaire, Tables 2, 3, and 4 could be produced by sex.

Table FC-1: Household response rates

Serious biases can be introduced to the data when a significant proportion of the sampled households are, for whatever reason, not interviewed. The level of household "non-response" needs to be kept low (no greater than 5 percent) so that the results from the DHS survey are representative of the country as a whole, and not only of those households that are convenient to find and interview. Field-check Table 1 monitors the performance of field workers in terms of non-response to the household questionnaire.

Table FC-1 Percent distribution of sampled households by result of household interview and household response rate, by interviewer team

	Result of Household Interview											
Team	Complete (1)	HH present No resp. (2)	House-hold absent (3)	Post-poned (4)	Refused (5)	Dwell-ing vacant (6)	Dwelling destroyed (7)	Dwelling not found (8)	Other (9)	Total	N	House-hold response rate (%)*
Team 1	97.0	0.0	0.5	0.6	1.3	0.4	0.1	0.1	0.0	100.0	325	98.0
Team 2	96.5	1.0	0.0	1.0	0.9	0.0	0.5	0.1	0.0	100.0	365	97.0
Team 3	87.7	2.3	0.0	3.0	6.0	0.1	0.2	0.7	0.0	100.0	347	88.0
Team 4	98.2	0.2	0.2	0.7	0.2	0.0	0.3	0.0	0.2	100.0	352	98.9
All Teams	94.8	0.9	0.2	1.3	2.1	0.1	0.3	0.2	0.1	100.0	1389	95.4

$$* \ \frac{(1)}{(1)+(2)+(4)+(5)+(8)} \times 100$$

Interpretation: In this hypothetical example, notice that the overall rate of response is about 95 percent, which is considered marginally acceptable. Notice also that Team 3 has particular problems, especially with refusals. This evidence suggests that members of Team 3 are probably not following the DHS procedures for contacting household respondents, establishing rapport, etc. as described in the Interviewer's Manual. This may be the result of inadequate emphasis placed on these issues during training, failure by the supervisor to adequately establish community support for the survey, or perhaps because supervisors were placing unrealistic time limits on the interviewers.

TABLE FC-2: ELIGIBLE WOMEN RESPONSE RATES

As with household response rates, an individual response rate of less than 95 percent is unacceptable. Field-check Table 2 monitors the performance of interviewers in regard to non-response to the individual questionnaire.

Table FC-2. Percent distribution of all eligible women by result of individual interview and individual response rate, by interviewer team

	Result of Individual Interview								
Team	Completed (1)	Not at Home (2)	Postponed (3)	Refused (4)	Partial Interview (5)	Other (6)	Total	N	Individual Response Rate (%)*
Team 1	96.8	2.5	0.4	0.0	0.3	0.0	100.0	350	96.8
Team 2	97.2	1.5	0.1	1.0	0.0	0.2	100.0	373	97.4
Team 3	90.1	8.3	0.1	1.5	0.0	0.0	100.0	321	90.1
Team 4	99.4	0.2	0.1	0.3	0.0	0.0	100.0	380	99.4
All Teams	95.9	3.1	0.2	0.7	0.1	0.0	100.0	1424	95.9

* (1)
--------------------- x 100
(1)+(2)+(4)+(5)+(8)

Interpretation: In this example, serious lapses in field procedures among members of Team 3 are evident. Notice in particular, the large percentage of women who were not at home among Team 3 respondents. This strongly suggests that the interviewers are not taking time for return visits.

TABLE FC-3: AGE DISPLACEMENT (12-18)

Collection of age information in the household schedule must be done accurately and honestly to obtain a representative sample of women. Sometimes these data are manipulated by the interviewer in order to conduct fewer individual interviews. Field-check Table 3 indicates whether interviewers are intentionally displacing the ages of young women from the eligible range (15 and over) to an ineligible age (14 and under). Essentially, we are looking for a deficit of women 15 years old compared with those 14 and 16 years old.

Table FC-3. Percent distribution of women (12-18 years) listed in the household schedule by single years of age and age ratio at 15 years by interviewer team										
	AGE OF WOMEN									
Team	12	13	14	15	16	17	18	Total	N	Age Ratio*
Team 1	14.5	14.4	15.5	12.7	14.5	14.4	14.1	100.0	350	84.7
Team 2	14.7	14.6	15.1	13.1	14.1	14.3	14.2	100.0	370	89.7
Team 3	15.6	15.3	15.0	11.5	14.3	14.2	14.1	100.0	347	78.5
Team 4	14.9	14.8	15.3	12.7	14.4	13.9	14.0	100.0	365	85.5
All Teams	14.9	14.8	15.2	12.5	14.3	14.2	14.1	100.0	1432	84.7

* Age ratio:
100 * Number of women age 15
½ (N of women age 14 + N of women age 16)

Interpretation: In this example, there is a deficit of women 15 years old, compared with women 14 and 16 years old. Normally, one would expect roughly equal numbers of women at these three ages (and therefore the age ratios should be near 100). It appears that members of all four teams in this example are "pushing" significant numbers of women aged 15 across the eligibility boundary to age 14 so that they will not have to interview them. This is a serious lapse in field procedures.

TABLE FC-4: AGE DISPLACEMENT (46-52)

Field-check Table 4 monitors the performance of interviewers in terms of displacement of women over the age eligibility boundary, i.e., from ages less than 49 and under to ages 50 and over.

Table FC-4 Percent distribution of women (46-52 years) listed in the household schedule by single years of age and ratio at 49 years by interviewer team										
	AGE OF WOMEN									
Team	46	47	48	49	50	51	52	Total	N	Age Ratio*
Team 1	13.5	13.4	12.4	11.6	20.2	14.3	14.6	100.0	150	71.2
Team 2	13.7	13.6	13.1	10.1	22.0	13.3	14.2	100.0	170	80.5
Team 3	14.4	13.3	13.0	11.5	19.5	15.2	13.1	100.0	147	70.8
Team 4	14.7	13.0	17.3	10.7	18.4	13.9	12.0	100.0	165	60.0
All Teams	14.1	13.3	14.0	11.0	20.0	14.2	13.5	100.0	632	64.7

* Age ratio
100 * Number of women age 49
½ (N of women age 48 + N of women age 50)

Interpretation: This field-check table is more difficult to interpret than the previous table (FC-3); even without intentional displacement, many women will report their ages as 50 due to digit preference or rounding. If the age ratio is significantly lower than 100, this may or may not indicate intentional displacement. If, however, the problem is restricted to or is much worse in one or a few teams, this would warrant more intensive spot-checking directed at identifying interviewers who are manipulating ages. In this example, more intensive spot-checking should be implemented in Team 4, and perhaps Teams 1 and 3.

TABLE FC-5: BIRTH DISPLACEMENT

Some interviewers intentionally displace the birth dates of children from the fourth or fifth year to the sixth year before the year of the survey, so as to decrease the length and difficulty of their assigned interviewing task. This practice seriously undermines the quality of the data. Field-check Table 5 measures the performance of interviewers regarding displacement of births from calendar years after the January 1995 cutoff date to before the cutoff date. If significant displacement has occurred, the birth year ratio will be found much lower than 100, which is the observed ratio when a smooth change in the number of births is observed from the year before the cutoff (1994) to the year after the cutoff (1996).

Table FC-5 Number and percent distribution ( ) of births by year of birth, and birth year ratio* for the year 1995 by interviewer team

	YEAR OF BIRTH												
	Before 1991	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Total	Birth Year Ratio*
Team 1	270	35	34	31	28	27	26	29	29	30	9	548	100.0
	(49.3)	(6.4)	(6.2)	(5.7)	(5.1)	(4.9)	(4.7)	(5.3)	(5.3)	(5.5)	(1.6)	(100.0)	
Team 2	246	30	35	35	40	19	31	35	36	35	11	553	74.5
	(44.5)	(5.4)	(6.3)	(6.3)	(7.2)	(3.4)	(5.6)	(6.3)	(6.5)	(6.3)	(2.0)	(100.0)	
Team 3	257	33	29	38	30	29	32	33	29	27	12	549	93.5
	(46.8)	(6.0)	(5.3)	(6.9)	(5.5)	(5.3)	(5.8)	(6.0)	(5.3)	(4.9)	(2.2)	(100.0)	
Team 4	261	34	33	33	30	29	27	32	31	30	10	550	101.2
	(47.5)	(6.2)	(6.0)	(6.0)	(5.5)	(5.3)	(4.9)	(5.8)	(5.6)	(5.5)	(1.8)	(100.0)	
All Teams	1034	132	131	137	128	104	116	129	125	122	42	2200	85.2
	(47.0)	(6.0)	(6.0)	(6.2)	(5.8)	(4.7)	(5.3)	(5.9)	(5.7)	(5.5)	(1.9)	(100.0)	

* Birth year ratio (1995):

$$100 \times \frac{\text{Number of births in 1995}}{\frac{1}{2}(\text{N of births 1994} + \text{N of births 1996})}$$

Interpretation: In this example, a clear case of intentional displacement is evident for Team 2, and a less certain case in Team 3. This represents a serious lapse in performance among Team 2 members, which needs to be communicated immediately to the field. If further birth date manipulation occurs, dismissal is the only recourse. (If individual-level tabulations identify that the problem is restricted to only some of the team members, the interviewers who are doing well may be reassigned to other teams, or be kept in some other capacity.)

TABLE FC-6: COMPLETENESS OF DATE/AGE INFORMATION FOR BIRTHS

One of the main objectives of the survey is to estimate mortality rates for different age groups of children. This is why data is collected on the age at death of deceased children. Interviewers are required to record at least an approximate age of death for all deceased children. Field-check Table 6 monitors the performance of interviewers regarding birth date completeness. The table is divided into two parts, one for surviving and one for deceased children, since we know that information concerning deceased children is typically less complete.

Table FC-6L Percent distribution of births by completeness of date/age information by interviewer team

	LIVING CHILDREN							
	Completeness of Reporting							
Team	Month and Year Given	Year and age	Year only	Age Only	Other	No data	TOTAL	N
Team 1	94.9	4.0	0.4	0.7	0.0	0.0	100.0	450
Team 2	96.9	1.5	0.4	0.4	0.4	0.2	100.0	453
Team 3	95.8	2.2	0.0	2.0	0.0	0.0	100.0	449
Team 4	72.5	11.2	6.7	4.5	2.2	2.9	100.0	448
All teams	90.1	4.7	1.9	1.9	0.7	0.8	100.0	1800

Table FC-6D Percent distribution of births by completeness of date information by interviewer team

	DEAD CHILDREN					
	Completeness of Reporting					
Team	Month and Year Given	Year only	Month Only	No data	TOTAL	N
Team 1	88.0	10.0	0.0	2.0	100.0	50
Team 2	95.7	4.3	0.0	0.0	100.0	47
Team 3	94.1	5.9	0.0	0.0	100.0	51
Team 4	69.2	19.2	1.9	9.7	100.0	52
All teams	86.5	10.0	0.5	3.0	100.0	200

In this example, the data from Team 4 are especially suspect – three percent of surviving births and 10 percent of deceased children are missing all information on birth date. Only 73 percent of surviving children and 69 percent of deceased children have both month and year of birth, compared to much better performance in the other teams. This is unacceptable, and points to a laxness on the part of the Team 4 field editor and supervisor, as well as the interviewers.

TABLE FC-7: HEAPING ON AGE AT DEATH

A common problem in the collection of data on age at death is "heaping" at 12 months of age. In other words, a large number of deaths are reported at 12 months relative to the number reported at months 9, 10, and 11, or at months 13, 14, and 15. Such heaping can result in the underestimation of the infant mortality rate (based on deaths in months 0-11) and overestimation of the child mortality rate (based on deaths in months 12-23 and years 2-4).

Heaping of deaths at 12 months of age is the result of two frequently encountered interviewing situations. The first situation occurs when respondents report age at death as "one year", even though the death may have occurred at 10 months, 16 months, etc. Some interviewers will record "1 year" (incorrectly) or (also incorrect) simply convert "1 year" to 12 months and record that without probing. The second situation in which heaping occurs is when a respondent initially reports that she does not the know the age but, when encouraged to recall the age, reports in terms of a preferred number of months (i.e., 12 rather than 11 or 13).

Field-check Table 7 monitors the performance of interviewers in two areas: recording age at death as "1 year," and "heaping" of age at death at 12 months.

Table FC-7 Number of deaths between 6 and 16 months old at death by reported month of age at death, and number of deaths with age at death reported as "one year", by interviewer team. Deaths in the 15-year period before the survey.* Death lacking age at death data are not included here

	AGE AT DEATH Reported in Months											
Team	6	7	8	9	10	11	12	13	14	15	16	"1 year"
Team 1	5	2	1	3	1	1	13	2	4	1	2	3
Team 2	4	3	2	4	0	2	10	4	5	3	4	0
Team 3	8	2	8	3	3	0	15	2	1	4	3	6
Team 4	7	2	4	1	4	3	4	5	4	3	3	0
All Teams	24	9	15	11	8	6	42	13	14	11	12	9

* includes deaths for which a calendar period of death could not be assigned because of missing birth date information.

Interpretation: Notice that Team 1 and especially Team 3 are having problems with recording age at death as "1 year." Teams 1 and 3 also have a problem with heaping at 12 months, although Team 2 has a problem as well in this area. This clearly indicates that members of these teams are not probing when necessary.

TABLE FC-8: NEONATAL DEATHS

Underreporting of births and deceased children seriously undermines data quality. Unfortunately, there is no certain way to determine whether an individual interviewer or team is omitting births of deceased children. This is because sampling fluctuations and genuine regional differences can produce differences among teams and individuals that are unrelated to data quality. Nevertheless, field-check Table 8 is useful in determining whether gross underreporting of infant deaths is occurring.

Table FC-8 Births by survival status, the percent distribution by age at death (for those who died), the ratio of neonatal deaths (< 1 mo.) to all infant deaths (< 12 mos.), and the ratio of infant deaths to all births, by interviewer team. Births in last 15 years, including deaths without a birth date given

	ALL BIRTHS							RATIOS	
	Age at Death in Months for Children Who Died								
Team	<1 (1)	1-11 (2)	12+ (3)	Missing (4)	Total (5)	Still Alive (6)	Total Births (7)	Neonatal to Infant (1)/(1)+2	Infant Deaths to Total Births (1)+(2)/(7)
Team 1	7	13	15	4	39	564	603	0.35	0.033
Team 2	25	18	20	0	63	533	596	0.58	0.072
Team 3	24	15	19	1	59	547	606	0.62	0.064
Team 4	25	16	17	0	58	537	595	0.61	0.069
All Teams	81	62	71	5	219	2181	2400	0.57	0.060

* includes deaths incorrectly recorded at " 1 year "

Interpretation: In this example, notice that results of Team 1 interviews are different in two ways: (1) there are very few neonatal deaths (<1 months) relative to total infant deaths (<12 months) and, (2) the ratio of infant deaths to total live births is small. Taken together, this strongly suggests that the members of Team 1 are failing to uncover childhood deaths. The case is strengthened by the fact that the shortfall of deaths among Team 1 members is in large part within the neonatal period, a period when omission of deaths is suspected. Also, if the infant deaths to total births ratio is substantially lower in one or more teams than in other teams (after accounting for the possible difference in sample segments), then omission of infant deaths is suspected. If omission is suspected, supervisors and field editors should be instructed to monitor individual interviewers to ensure that appropriate probing techniques and consistency checks are being employed.

TABLE FC-9: HEALTH CARD COVERAGE

Previous experience has shown that some interviewers are often not effective at getting the respondent to produce the health card (for section 4B), even when the mother says that she has one for the child. This is especially true in cases when there are several children born since the cutoff date. Field-check Table 9 monitors interviewer performance in obtaining child health cards, once mothers have said that they have one for the child(ren).

Table FC-9 Percentage of living children born since January 1995,* for whom a health card was reported (mother's recall) and for whom a health card was actually seen, by interviewer team. Children aged 0-59 mos.

Team	Health Card Reported by Mother (A)	Health Card Seen by Interviewer (B)	(A – B)/A	Number of Children (0-59 mos.)
Team 1	64	59	.08	235
Team 2	58	32	.45	231
Team 3	59	57	.03	240
Team 4	62	58	.06	249
All Teams	61	52	.15	955

* assuming 2000 survey date

Interpretation: Notice in this example, that Team 2 is doing much more poorly than other teams: 45 percent of mothers who said they had a card, did not produce the card for inspection by the interviewer. The percentage should not exceed 10 percent. These findings indicate that some of the Team 2 interviewers are not placing enough importance on getting the card. The supervisor must be instructed to remind the interviewers that only as a last resort, should the interviewer concede that the card is unavailable.