A Guide for Training Field Interviewers and Supervisors

March 2002

--- INTRODUCTION ---

This manual was created to use in conjunction with the Child Needs Assessment Tool Kit.

The Child Needs Assessment (CNA) Tool Kit offers organizations a process for gathering statistically valid data, analyzing the data automatically, and producing objective reports that document demographics, conditions, and needs within the survey area. The Tool Kit is available at no cost.

Organizations that wish to use the Tool Kit for needs assessment in an AIDS-impacted area may download it from the Internet or request a paper and diskette version from the Tool Kit developers, the Task Force for Child Survival and Development and the Early Child Development Team of the World Bank. The Tool Kit explains the process for data collection and assessment. It provides the survey tool as well as the actual, non-proprietary software used to input data and generate reports with instructions for using the software.

**Audience for This Training Manual**

This training material is written for the person(s) responsible for selecting and training the field-work team, composed of interviewers and their supervisors. Interviewers conduct the interviews and record answers on the surveys; supervisors oversee the data collection process. We assume the trainer will be the Project Director or someone reporting to the Project Director.

**CNA Tool Kit as Reference**

Additional information regarding the staffing and process of data input, analysis, and generation of reports is included in the Appendices of the CNA Tool Kit. Please note that this manual is intended to supplement the CNA Tool Kit; the trainer must have access to a print version of the kit when using this manual.

**How to Use This Manual**

The training agenda, on pages 3-4, lists twelve (12) training modules. Within each module, we list the goals of the module, the estimated time needed to cover the material, and exercises for in-class learning activities. In addition, evaluation questions are included to be kept in mind by the trainer upon completing the module. We are not suggesting formal evaluation, but these questions need to considered. We suggest you present the modules in sequential order.

**Comments and Questions**

We welcome your comments and feedback on this supplemental training manual and the Child Needs Assessment Tool Kit. Please address comments to Dr. Martha Rogers of the Task Force for Child Survival and Development (mrogers@taskforce.org or 404-592-1431) or to Amber Surrency of the Early Child Development Team of the World Bank (ecd@worldbank.org).
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--- TRAINING THE FIELD TEAM ---

Introduction

Before conducting the survey, you will need to devote time to training interviewers and supervisors to perform their tasks.

The training for interviewers and supervisors should provide the information, examples, and practice that they need to do their jobs. Practice is the most important of these elements of training. Without practice, the interviewers may not realize that they do not understand a particular point or technique. Without observing practice, you and the supervisors will not know if they are prepared to do their jobs. All practice should be followed by feedback on what was done well and what needs improvement.

Suggested Training Modules

The following training modules cover the necessary content areas and indicate points to provide information, examples, and practice. Each module includes the goal of the module, our estimate of the time needed to cover the material, points to cover with the entire group, and exercises or activities for small groups of interviewers and supervisors. These modules should be followed in sequential order while training the interviewers responsible for conducting the field work and their supervisors.

This training is intended for literate adults and based on “situated learning” in which the participants (the interviewers and supervisors) learn on site, within a social context, and are aided by their peers. We recommend that you have the interviewers and supervisors work in small groups as frequently as possible and that the composition of the groups change from module to module to provide the most productive adult learning environment.

REMEMBER: Ample time should be set aside for training to ensure that every interviewer and supervisor has a perfect understanding of the entire survey and the procedures to be used in the field. Help interviewers who are having difficulty as much as possible during the training; encourage them to help one another learn.

Re-assigning Participants

It is possible that at the end of the training you will have identified some participants who will not be able to appropriately conduct a survey or supervise the interviewers. It is important that you re-assign or release them and not risk the validity of the survey process. We recommend that you speak to these people individually and offer them a different task or project.

Using the Appendices

In the appendices we have included several sections that we believe will help you in training as well as help the interviewers and supervisors in the field.

We suggest that you arrange to also train the data entry clerks. Completing Module A Training for Data Entry with the data entry clerks will help insure that they accurately record the data that the trained interviewers collect.

The glossary is similar to the one in the Tool Kit. If there are terms you identify during your training that we should include, please contact us.
The **Project Director’s Checklist** offers an itemized list of suggested steps to plan, prepare, and conduct as well as enter the data collected, generate the reports, and analyze the results.

The **Supervisor’s Checklist** offers a specific review of the facts that a supervisor should review with the interview team at the start and conclusion of each day of the survey process.

We recommend that, if possible, you copy and distribute copies of the **handouts**. While the information on the handouts will be covered during the training, your interviewers and supervisors may need the paper reminders when in the field.
--- TRAINING AGENDA---

<table>
<thead>
<tr>
<th>Module</th>
<th>Estimated Time Needed To Accomplish</th>
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For field testing, please record the actual time you needed to carry out each section of the training in hours and minutes. This will allow us to give future users an estimate of the amount of time needed for each section.

1. Administrative Arrangements
   - Introductions
   - Address administrative details (such as transportation)
   - Identify questions that must be answered during the training
   ____ hours ____ minutes

2. Introduction to the Survey
   - Familiarize interviewers and supervisors with issues faced by families in areas affected by HIV/AIDS
   - Introduce the survey and discuss its purpose
   ____ hours ____ minutes

3. Defining the Roles of the Interviewer and Supervisor
   - Explain responsibilities of interviewer and supervisor
   ____ hours ____ minute

4. Understanding the Survey and Survey Questions
   - Familiarize interviewers and supervisors with survey design and content
   - Question-by-question explanation and discussion
   ____ hours ____ minutes

5. Interviewing Techniques and Initiating the Interview
   - Tips for good interviewing
   - Practice beginning steps of survey
   ____ hours ____ minutes

6. Practice Role Playing
   - Practice interviewing
   - Practice recording responses
   ____ hours ____ minutes

7. Supervision and Monitoring
   - Describe supervisor’s responsibilities
   - Explain interaction between supervisor and the interviewers and the Project Director
   - This exercise is for supervisors only; interviewers may take time to practice using the survey on their own in role plays
   ____ hours ____ minutes

8. Practice Anthropometric Technique
   - Train interviewers in the proper techniques for collecting and recording anthropometric measurements
   ____ hours ____ minutes
9. Household Selection Process
   (This exercise is for supervisors only; interviewers may take time to practice anthropometric measurements or take time to rest)
   - Familiarize supervisors with cluster sampling
   - Train supervisors in how to identify households for survey

10. Practice Interviews in the Community
    - Give interviewers and supervisors practical, real life experience in interviewing

   **NOTE:** this is the most critical part of the training. Each interviewer should be sent out in a community not chosen for the cluster survey to practice for one day, completing as many household interviews as possible.

11. Review of Survey Schedule
    - Review logistics of how the interview teams will conduct the survey

12. Review of Survey Process
    - *This section is for supervisors only*
      - Discussion of possible problems, causes, and solutions
      - Examples of situations that may occur and how to deal with them
      - Review of schedule; when and how to report to the project director
      - Distribution of survey forms, maps, and population data on communities where clusters will be located, supplies, etc.
      - Time to study and ask questions about maps and data

A. Training for Data Entry
   - Familiarize data entry clerks with the design of the survey
   - Inform and motivate clerks to accurately record data

   **Total training hours for interviewers** = _____ hours ___ minutes
   **Total training hours for supervisors** = _____ hours ___ minutes
   **Total* training time for data entry clerks** = _____ hours ___ minutes

*The actual training hours required will depend on the number of people being trained, the ease or difficult with which they master the interviewing skills, etc. The number of days required to accomplish the training will depend on how many hours per day people can concentrate on learning new things, the time taken for breaks and meals, the time of day when community practice will be most efficient, and so on.*
1. ADMINISTRATIVE ARRANGEMENTS

**Participants:**
All interviewers and supervisors

**Estimate of Time Needed:**
We suggest allowing XX minutes to complete this module.

**Goals of This Module:**
- Help interviewers and supervisors get to know each other.
- Address immediate questions in participants’ minds.
- Identify questions to be answered during the training.

**In Class:**
Introduce yourself and ask the participants to state their names and briefly describe themselves. Request that the participants create nametags or write their name on a folded sheet of paper placed in front of them.

Address the working arrangements for the survey. Unanswered questions about these practical matters will distract the group and interfere with the learning process. We suggest you include information about:
- Salary and per diem
- Working hours
- Training schedule, including times for breaks
- Survey schedule
- Transportation

Participants will likely ask you questions about the survey that you intend to answer during the training sessions. Acknowledge the validity of the questions but do not try to answer them at this time. Instead, write down all of these questions and explain that they will be addressed during the training. At the end of the training, revisit the questions to make sure that all have been answered.

It may be best to delay announcing assignments to survey teams until the end of training, when you will know better each person’s strengths and weaknesses and how different people work together.

**Notes:**
The blank space below is provided for any notes you may wish to include.
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2. INTRODUCTION TO THE SURVEY

Participants in This Module:
All interviewers and supervisors
Consider including data entry clerks, as well

Estimate of Time Needed:
We suggest allowing XX minutes to complete this module, including the Exercise.

Goals of This Module:
- Familiarize interviewers and supervisors with the issues and problems faced by families in areas heavily affected by the HIV/AIDS epidemic.
- Introduce the survey and discuss its purpose.
- Engage the participants by encouraging them to discuss what they know about the HIV/AIDS epidemic and how it affects families, especially the children.

In Class:
Motivate the interviewers and supervisors by fully explaining the purpose of the survey and the need for the data. Examples of points to include:
- Many developing countries in Africa, as well as several countries in Asia including India, have been especially hard hit by the HIV/AIDS pandemic. In some areas, as many as one in every three women of childbearing age are infected with HIV and will succumb to AIDS, probably before their children reach adulthood.
- Because so many young people are dying, the social framework that has been used for generations to care for widows, widowers, and young children is heavily stressed, and the needs of many young children and their families are not being met.
- In order to make sensible suggestions for improvement of this situation, we need to know what are the needs of families and young children in our community and how people are dealing with the problems. That is the purpose of doing this survey.
- The survey needs to be accurate so we will have a true picture to help us make program or policy recommendations and not base our actions on rumors, guesses, or our own personal opinions.
- The results need to be precise so that we can measure changes in the situation at some later point in time.
- This is important work and we need to do it well.

Exercise:
Engage the interviewers and supervisors in a discussion by asking them:
- How do HIV and AIDS affect an individual, a family, a community?
- What happens to children whose parents die of AIDS?
- How do you think our program might use the information from the survey?

Evaluation:
Do the interviewers and supervisors understand the issues and problems faced by families in areas heavily affected by the HIV/AIDS epidemic? Do the participants understand what the survey will measure? Do they understand why getting this information is important for our program?
Notes:
Use the space below for any notes you may wish to include.
3. DEFINING THE ROLES OF THE INTERVIEWER and SUPERVISOR

Participants in This Module:
All interviewers and supervisors

Estimate of Time Needed:
We suggest allowing XX minutes to complete this module, including the Exercise.

Goals of This Module:
- Define the responsibilities and tasks that interviewers and supervisors will be assigned.
- Begin training of the techniques to use when interviewing.

In Class:
Broadly define the survey process and the important role the interviewers and their supervisors will play. Include points such as:
- The survey process is one of people asking questions and other people providing answers.
- Respect the cultural mores as well as the basic human dignity and privacy of the respondent.
- The people of whom you ask questions will need to understand four basic facts:
  - What is the purpose of the survey?
  - Why have they been selected?
  - What is expected of them?
  - What will they receive for their time/efforts?

Review the characteristics of a good interviewer:
- Articulate
- A good listener
- Patient and does not interrupt or rush the respondent
- Persistent but not aggressive, to gain the respondent’s permission to conduct the survey and to gather answers to questions that the respondent is hesitant to volunteer
- Understands the issues
- Understands the questions and can rephrase them if necessary
- Is able to put the respondents at ease, assuring them that there are no right or wrong answers
- Is organized and prepared. Before beginning the survey, the interviewer must have completed all paperwork from the prior interview and be ready with a new survey, pencil or pen, and measuring equipment.
- Ends the survey with a thank you to the respondent
- Respects the individual’s privacy and maintains confidentiality

Review the characteristics of a good supervisor:
- A good interviewer!
- Tactfully honest
- Able to offer constructive criticism
- Knowledgeable about the survey area, the culture, the politics
Explain that interviewers will be divided into teams of 2 persons each, and that each team will report to a supervisor. Then review the tasks of interviewers and their supervisors:

**Daily Routine**
- Each day of the data collection phase of the survey, interviewer teams will meet with their supervisor to discuss their daily assignments.
- Supervisors will send interviewer teams out on their own or may accompany them to do the interviews, depending on the experience of the interviewer teams. Teams must assure that they have all equipment needed for the day, maps and directions to the site, and other necessary supplies.
- Teams (and supervisors) will travel to the site for the interviews, conduct interviews, and return home.
- Upon returning home, each team will debrief their supervisor about the work done that day.
- Supervisors then check all forms thoroughly, identify and correct any errors, and turn completed forms into the data entry clerk.

**Procedure Upon Arrival at Interview Site**
- If necessary, inform local leaders about the survey upon arrival in communities.
- Identify the households that will be approached for participation in the survey.
- Confirm that the measuring equipment and surveys are ready.
- Walk to the first household.
- Develop rapport and gain the consent of the primary caregiver to be interviewed.
- Request that the caregiver sign the consent form, if a written form is used.
- Conduct the interviews in the language of the respondent, using the standard survey.
- Record the respondent's answers accurately.
- Write as legibly as possible.
- Assure that all interviews and forms are complete or that a plan has been made for completion.
- Report any problems encountered, questions, or concerns to the supervisor.

*(These tasks are itemized on page 43 to serve as a handout.)*

**Exercise:**
Ask if interviewers or supervisors have any questions about the information provided. Answer all questions or write down the unanswered questions on a list to address later.

**Evaluation:**
Do the interviewers and supervisors understand their roles and general duties?

**Notes:**
Use the space below for any notes you may wish to include.
4. UNDERSTANDING THE SURVEY and SURVEY QUESTIONS

Participants in This Module:
All interviewers and supervisors
Consider including data entry clerks, as well

Estimate of Time Needed:
We suggest allowing XX minutes to complete this module, including the Exercise.

Goals of This Module:
- Familiarize interviewers and their supervisors with the survey design and content.
- Review each question in the survey. Discuss what information is being elicited by each question, when to probe for answers and when not to probe, and so on.

In Class:
Give interviewers and supervisors a general overview of the types of data to be collected:
- Household characteristics: information about household members, especially the main caregiver and the children
- Living conditions: information about the quality and type of housing, source of drinking water, sanitation facilities
- Supervision and care of children: information about support for the caregiver from outside sources, caregiver’s activities regarding income generation and care of the children, caregiver’s knowledge of how to take care of an ill child, health of the main caregiver, who would care for children if he/she becomes unable, who generally takes care of the young children
- Stigma around HIV/AIDS: information about how willing the family would be to take care of someone with AIDS or take in children whose parents died of AIDS
- Legal issues affecting widows and orphans: information on how orphaned children are cared for in the community, wills and inheritance
- Child rights
- Education of children
- Material well-being: information about household income, basic material needs of the children (e.g., bedding, clothes, shoes, food)
- Child health and nutrition: information about access to health care
- Psychosocial well-being
- Orphans
- Child caregivers and heads of household
- Child growth

Explain how data will be used and emphasize that accurate data collection will assure valid analysis that will help develop the most helpful and effective local programs.

In Class:
Give an overview of the survey. Points to include:
1. The survey consists of two parts:
The HOUSEHOLD SURVEY (pages A-1 plus 1-13) with several questions that are asked only once of each household.

The CHILD MODULE (pages 14-18) with questions that are asked about each child under 8 years of age.

2. Not all households are eligible. Only those with children less than 8 years of age may be included.

3. The respondent is the person in the household who spends the most time caring for the young children. This could be the mother, the father, another adult, even a child if no adults are living in the household. Explain to the interviewers and supervisors what is meant by “child-headed households.”

4. Explain why we need to conduct the survey anonymously and, if possible, in private. (see page 9, “Issues to Consider,” in CNA Tool Kit. The relevant paragraph is included below.)

When surveys ask “sensitive” data, particularly about HIV, that respondents might not want to share with others, data are often collected “anonymously.” Sensitive data refers to information that respondents want to keep private. An example of this kind of information is HIV status of family members. Anonymous means that the interviewer does not collect information that can be used to identify the respondent. In other words, one cannot identify the respondent by reading the survey, and information within the survey cannot be linked to an individual. For the purposes of confidentiality, the use of anonymous questionnaires should be strongly considered for this assessment, since it contains sensitive information. The survey has been designed not to collect identifying information, once the interview is complete. Respondents can be asked to sign a consent form, but this form is kept separate from the survey instrument and cannot be linked by a respondent number or other identifying information.

Exercise:

Distribute a copy of the survey to each student. Explain and discuss each question on the survey until it is fully understood.

At the end of each section (separated by gray bars within the survey), ask the group if there are any questions that they would feel uncomfortable asking or that the respondent might feel uncomfortable answering. If a question is identified, encourage discussion on how the question might be rephrased to reduce the uncomfortable feeling yet not change the meaning.

(See CNA Tool Kit Appendix III, pages III-1 through III-16, for explanations of the two modules and each survey question. If possible, offer interviewers a copy of these explanations for their reference.)

Evaluation:

Do the interviewers and supervisors understand the questions? Can they rephrase the questions while maintaining the meaning when the respondent does not understand?

Do any of the interviewers feel they will need guides to accompany them in the survey area and introduce them to the respondents?

Notes:

Use the space below for any notes you may wish to include.
5. INTERVIEWING TECHNIQUES AND INITIATING THE INTERVIEW

Interviewing technique is likely to be unfamiliar to interviewers and it is difficult to teach. Demonstration and role plays are especially important in teaching this set of skills, which includes gaining the confidence of the respondent, judging the reliability of responses, and clarifying information as necessary.

Participants in This Module:
All interviewers and supervisors
Consider including data entry clerks, as well

Estimate of Time Needed:
We suggest allowing XX minutes to complete this module, including the Exercises.

Goals of This Module:
- Discuss good interviewing skills
- Discuss how to approach persons in the household and gain their confidence and consent to participate in the survey
- Discuss what to do in case of refusal to participate

In Class:
Remind the interviewers and supervisors of the characteristics of a good interviewer, which were discussed in Module 3 (Defining the Role of Interviewer and Supervisor). Ask for volunteers to repeat some of the characteristics.

Thoroughly review tips for good interviewing, which include:
- Once a caretaker has agreed to participate, identify a quiet and private place to conduct the interview. Respondents are likely to provide the most honest answers if the interview is conducted in privacy, out of the sight and hearing of neighbors.
- Ask the questions exactly as they are written (or with any minor wording changes that were agreed upon during training). You must ask the questions exactly as all the other interviewers do so that the results can be combined and interpreted meaningfully.
- Ask the questions in a respectful manner and do not imply that some answers are “better” than others. Caregivers might refuse to answer questions about property inheritance if they fear revealing the information might make them vulnerable. They might refuse to answer questions about seeking health services for the children if they believe the interviewer will criticize their actions.
- When an answer is unclear, ask the question again or ask it in a slightly different way, being careful to not change the meaning or “lead” the respondent into a particular response.
- If an answer seems inconsistent with previous information given by the caregiver, or if you have some reason to disbelieve an answer, try to discover the truth by asking another question or asking a question slightly differently. However, do not be overly persistent. A caregiver may change his/her answer just because persistent questioning suggests that the interviewer is dissatisfied with the answer.
- Allow respondents to fully explain their answers to your questions. But when respondents are veering off topic or using every question as a lengthy discussion, gently remind them of the question and ask for their specific answer so that completing the survey will not become unduly burdensome or long for them.

See page 41 for a list of good interviewing tips that may be copied for the interviewers and supervisors.

**Exercise:**

Practice the initial phase of the interview by distributing copies of the introductory script and the flow chart. (See pages VII-2 and VII-3, at the beginning of the survey instrument, Appendix VII of the CNA Tool Kit.) Ask for volunteers to role play as interviewer and as three different respondents. Give the role-playing respondents a flow chart that has their answers circled, so that different scenarios are played out.

Ask the volunteers to follow the script and flow chart. Remind the class that the interviewer must:

- Introduce yourself or have your guide (someone from or familiar with the community who understands the survey project’s purpose and activities and can act as a point of contact between community members and the project team) introduce you before asking questions.
- Briefly explain the purpose of the survey and cite the relevant authorities that have approved the survey.
- Explain that the households being surveyed were randomly selected.
- Determine eligibility of the household. (See flow chart on page VII-3 of the CNA Tool Kit.)
- Identify the appropriate respondent. Explain that you would like to speak with the adult member of the household who is the primary caregiver for any young children who live there. (See flow chart on page VII-3 of the CNA Tool Kit)
- Know what to do if the appropriate respondent is not at home and arrange a time to return.
- Obtain consent from the respondent.
- Know what to do if the respondent refuses to participate. (Answer: collect information about reasons for refusal according to the flow sheet; thank the respondent for their time; and move to the next household.)

**Guidance for Trainer:** Make sure interviewer can answer all questions that might come up such as information about the organization, the survey, their health. Make sure interviewer is polite, respectful, and can follow the flow sheet’s instructions.

**Exercise:**

Go over problems that may arise during the above exercise. Ask how the interviewers might handle the problems listed below:

- Whom to interview if two mothers each with children less than 8 years of age live in the same household. If both are available and willing to participate, the interviewers should randomly pick one of the women to interview (e.g., by flipping a coin, drawing straws, etc.). If one is not available or willing to participate, the interviewers should complete the interview with the mother who is available and willing.
- Whom to interview when an older child or adolescent cares for a chronically ill parent and young sibling. The interviewers should interview the individual who regularly spends the most time caring for children less than 8 years of age. If a parent is chronically and/or seriously ill and another person has assumed the responsibility of regularly caring for young children in the household, the interviewers should interview this other person.
• What to do if the interviewers find a very ill child or respondent, or if the adult respondent asks about treatment of HIV/AIDS. The interviewers should not offer medical advice but should encourage the respondent to seek care for the individual. Offer the name and location of the nearest health worker or clinic.

• What to do when others disrupt your private and quiet interview space. When interviews are conducted in people’s homes, often others will be coming and going during the course of the interview. It is important that respondents continue to complete the interview with privacy. Depending on the situation, the interviewers may ask the respondent if he or she would like to continue with an interview, arrange to complete the interview at a different time, or move to another room, outside, or to a different location.

**Evaluation:**
Can the interviewers confidently initiate the survey process? Are interviewers prepared to respond given different situations of finding people absent home, unwilling to participate, and so on?

**Notes:**
Use the space below for any notes you may wish to include.
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6. PRACTICE ROLE PLAYING

Participants in This Module:
All interviewers and supervisors
Consider including data entry clerks, as well

Estimate of Time Needed:
We suggest allowing XX minutes to complete this module, including the Exercises.

Goals of This Module:
- Familiarize interviewers and supervisors with the interview process
- Discuss how to record answers on the survey form

Exercise:
Conduct a sample interview. Administer the survey (you acting as the interviewer) to a person familiar with the survey acting as the respondent. Have the participants (interviewers and supervisors) record the answers. After this sample interview, go over each question and ask participants what they recorded for each answer. Correct mistakes as they go along.

Conduct a second sample interview, where you reverse roles. As the respondent, you should give vague or incomplete answers so the interviewer can demonstrate effective ways to probe for needed information without leading the respondent.

Exercise:
Assign the interviewers to small units of 2 to 4 with one supervisor. Distribute role-playing situations (see next page) and ask the units to move to areas so that they can talk and not distract other units. Determine a time to reconvene.

Ask each unit to practice conducting an interview, with one student serving as interviewer and one as respondent. The others in the unit should carefully observe the interviewing techniques and record the answers along with the practice interviewer. After the interview, they can give constructive feedback. (The supervisor in the group must ensure that the feedback is constructive: one way to do so is to first ask everyone to point out something that was done well and then ask for suggestions for improvement.) Have the supervisor collect the practice surveys for later review.

Reconvene the participants and go over any difficulties they may have had in their small group practice interviews.

Evaluation:
Do the interviewers demonstrate suitable behavior during the survey process? Can the supervisors offer constructive feedback? Are there any persons who should not be sent out into the field?

Notes:
Use the space below for any notes you may wish to include.
Suggested Role Playing Situations

Below are descriptions of hypothetical respondents. The role-playing respondent should answer survey questions based on this information, making up any characteristics or situations not here included.

1. Respondent is a young mother with 3 children under the age of 5, and she is breastfeeding the youngest. She lives with the children’s father and appears relatively healthy, although she seems very tired and stressed. Food and clean water are difficult to regularly access. The children have visited a traveling health clinic.

2. Respondent is a young mother of an infant and also cares for 3 nephews for her brother, their father. The baby’s father has left the village. Her brother’s wife died of unknown causes 6 months ago. Her brother is providing an adequate income for the combined family.

3. Respondent is grandmother caring for 5 children between ages 3 and 12. The children’s mother (her daughter) died during childbirth of the youngest; the children’s father is bedridden and presumably dying. The children attend school sporadically. The grandmother is very hesitant to offer factual answers.

4. Respondent is a 12-year-old boy who cares for two younger siblings (both less than 8 years of age) while his mother works in another city some distance away. He has some education but is not currently attending school. The house is very clean and the boy very responsible for the welfare of the younger children but he appears to have little access to good nutrition or medical care.
7. SUPERVISION AND MONITORING

This part of the training is for supervisors only. Interviewers should use this time to review interviewing techniques and for role playing.

Participants in This Module:
Supervisors only

Estimate of Time Needed:
We suggest allowing XX minutes to complete this module, including the Exercises.

Goals of This Module:
- Discuss role of supervisors
- Discuss how they will interact with the interviewers and the Project Director

In Class:
Remind the supervisors of the characteristics and responsibilities of a supervisor, which were discussed in Module 3 (Defining the Role of Interviewer and Supervisor). Ask for volunteers to repeat some of the points.

Review the tasks of a supervisor, which include:

Planning
- If necessary, inform local leaders about the survey upon arrival in communities and arrange for local guides.
- Work with the Project Director to select the clusters of households to be surveyed. The Project Director should have already identified the clusters (e.g., villages, neighborhoods).

Supervision
- Give interviewers their daily assignments. This include the area to be surveyed, transportation, and other logistics.
- Give guidance to interviewers on conducting the survey; answer their questions.
- Monitor the interviewers’ performance:
  - Depending on the skill and experience of the interviewers, the supervisors may need to go with the interview team during the first days of the field work until the supervisor is certain that the interviews can function on their own in the field.
  - During these first days of field work, the supervisor should observe at least one of the interviews conducted by each team. (This is especially important during the first days of the survey. It is usually best to watch and listen to the interview without comment and then to offer suggestions afterward. However, if an interviewer is having major problems, interrupt the interview to avoid having to throw out the results. It is advisable to throw out the data if the interviewer had major problems asking survey questions, clarifying questions for the respondent, or recording the respondent’s answer; select another household to survey.)
  - Once interviewers are allowed to go out on their own, the supervisors are responsible for debriefing each interview team at the end of the field-work day. During the debriefing, supervisors must look for incomplete or unclear entries, inconsistencies, and arithmetical errors. They must watch for patterns that may suggest a question is being asked carelessly or not at all. For example, if the response to one question is repeatedly recorded in the same way, the supervisor should observe an interview to see if the interviewer is asking the question appropriately.
Identify and solve problems (i.e., show an interviewer who is asking a question or recording data incorrectly how to do it right).

Give feedback to interviewers on their performance.

**Administration**

- On completion of each cluster, or at the end of the debriefing each day:
  - Check each survey form for mistakes or incomplete answers.
  - Put all surveys from the cluster in order.
  - Provide completed surveys to the Project Director and/or data entry clerk.

- Assist and report to the Project Director.

Emphasize the importance of monitoring the performance of interviewers, giving them feedback, and solving problems.

Stress the need for supervisors to review each interviewer’s surveys and make any corrections before submitting to the data entry clerk. It may occasionally be necessary to return to a household to correct an error. Hand out a copy of the “supervisor’s checklist” (see page 39) that can be used by supervisors to debrief each interview team at the end of each day of field work. Go over this checklist.

Explain that supervisors will practice observing interviews and giving feedback during the community practice. Tell them to notice common difficulties that interviewers may have and bring them to your attention.

**Exercise:**

Ask the supervisors to divide into pairs, with one serving as the interviewer and one serving as the supervisor. Use the sample surveys (those completed during the Exercise in Module 6 of this training) to role play the debriefing that should take place at the end of each field-work day using the supervisor’s checklist. They should practice using the checklist to debrief the interviewer. Have them switch roles and repeat the exercise.

**Notes:**

The blank space below is provided for any notes you may wish to include.
8. PRACTICE ANTHROPOMETRIC TECHNIQUES

Participants in This Module:
All interviewers and supervisors

Estimate of Time Needed:
We suggest allowing XX minutes to complete this module.

Goals of This Module:
- To train interviewers in the proper techniques for collecting and recording anthropometric measurements.

In Class:
Explain to interviewers and supervisors that it is important that height and weight measurements be as standardized as possible. The growth measurements will provide important comparative data.

If possible, all interviewers should use the same type of mechanical scale and metric measuring board. Additionally, wherever possible, the measurement and recording should be conducted by two people.

Note: We have assumed that metric scale is being used. If another scale is being used (e.g., pounds/inches), then you will need to have a plan for converting these measurements into metric scale prior to giving the forms to the data entry clerk.

Demonstrate to the class the proper use of the scale and measuring board. (If possible, use several children during the demonstration. If no child volunteers are available, select persons of varying height and weight for the demonstration.)

Distribute copies of the “Instructions for Anthropometric Measurements,” including the diagrams, found in Appendix X of the CNA Tool Kit.

Exercise:
Have pairs of interviewers practice measuring height and weight.

Notes:
Use the space below and on the back page for any notes you may wish to include.
9. HOUSEHOLD SELECTION PROCESS

Participants in This Module:
Supervisors only. Interviewers should practice anthropometric techniques during this time or take a break.

Estimate of Time Needed:
We suggest allowing XX minutes to complete this module.

Goals of This Module:
- To familiarize supervisors with cluster sampling
- To train supervisors in how to identify households for survey

In Class:
Explain cluster survey methodology. Refer to the CNA Tool Kit, “Methods for Conducting the Survey,” pages 11-16, which includes an explanation of the process for selecting households to be included in clusters. The Project Director should have already decided whether sampling of the population is needed, based on the information outlined on pages 5-16 of the CNA Tool Kit (See “Planning the Survey” and “Methods for Conducting the Survey” in the Tool Kit). In this training guide we have assumed that sampling is needed and that cluster sampling will be used to select households to survey. Points to include in your discussion with supervisors:

- Why we need to interview only a sample of households, rather than surveying each one.
  Explain to the supervisors that the first step to conducting a survey is to first determine if it is possible to survey every household within the catchment area of the organization. If this is feasible, then no sampling is necessary—every household is surveyed.

In most cases, the number of households within the catchment area of the organization will be too large to feasibly survey every household. In this case, one must pick a representative sample of households. Sampling means that only some of the households in the catchment area are picked for survey. The concept of “representative” is important and means that the sample of households interviewed must reasonably represent the entire group. To accomplish this, a random sample needs to be chosen. In situations where there is a census of the entire targeted population, households can be randomly chosen by various means such as picking every fifth household or using a random numbers table (Appendix II in the CNA Tool Kit). For situations where there is no census, a methodology called “cluster” sampling has been developed. The cluster sampling method has been used widely in developing countries to assess health measures such as immunization levels among children less than 2 years of age (Expanded Program on Immunizations, EPI).

In using the cluster sampling methodology and choosing a “representative sample” of the survey population, a reasonable estimate of the occurrence of characteristics of interest can be obtained. A “reasonable estimate” means that the estimate we obtain from the survey will be within a defined range of the precise rate of occurrence if we had surveyed every family within the catchment area.

For this survey, we will assume that we are only interested in characteristics that are present in at least 20% of families or children. Anything occurring less frequently than that represents a “relatively rare” problem that will be a much lower priority. For example, if we find that 50% of the families lack the money for paying school fees, then this might be a program element that we would want to target. If fewer than 10% of families lack money for school fees, then we might not focus our initial efforts on that problem since it occurs rarely
in our population. By knowing how frequently families encounter certain problems, we can design our program to address the most important needs.

- Discuss steps to conducting a survey using cluster sampling (see page 12 of the CNA Tool Kit). Let supervisors know which steps have already been done by the Project Director (steps 1-4 below) and which step needs to be done by the supervisor and/or interview team (step 5 below).

1. Define the geographic bounds of the area to be surveyed.
   Explain that programs are designed to target a particular population. This survey targets all families with young children living in the catchment area of the project. The geographic bounds of the survey form a map that represents the physical area in which the survey population resides.
   For use both in this training exercise and in carrying out the survey, create a map indicating the area to be surveyed.

2. Define natural groupings of populations (neighborhoods, villages) that will serve as the “clusters” within the geographic boundaries.
   On the map, indicate these natural groupings by drawing circles that indicate villages or streets that indicate city blocks. Put in landmarks for orientation. Label the “clusters” with numbers or letters and indicate that this will be used to identify the cluster being surveyed. (We have provided a sample map on page 51.)

3. Determine the number of households within each cluster.
   Next, prepare a list of these “clusters”. Be sure to include communities which are not on official census lists such as new settlements, refugee camps, etc., as well as official villages and towns or neighborhoods.
   For each of the clusters, you must know the total number of households. If you do not have a listing of all the households, then the total number can be estimated from the total population. [HINT: If you know the total population and can estimate the average size of each household, divide the total population by the average size of households to calculate the number of households.]

   \[ \text{Total population} \div \text{Average size of households} = \text{Total number of households} \]

4. Select the clusters to be surveyed.
   Supervisors probably only need a general idea of how you picked the clusters. Show them the table created by listing the clusters, the number of households in each cluster, and the cumulative household number column. Indicate that by using both a random number and a sampling interval, the clusters can be picked by a method called sampling proportionate to size. This means that larger clusters have a greater chance of being picked, so that the clusters to be surveyed represent a random and representative sample of the whole area.

5. Select the households within each cluster to be surveyed.
   - Go over step 5 in detail (see page 16 of the CNA Tool Kit). Points to include:
     - Choosing a central point within the cluster (e.g., market place)
     - Choosing a direction in which to proceed using the “spin the bottle” technique.
     - Mapping households along a line in the direction chosen from the central point to the edge of the cluster
- Randomly choosing a household as the starting point.
- Using the “next closest household” method to choose other households for survey.

- For this exercise, we have included three sample maps of typical villages or city
  neighborhoods. (See pages 53-57.) You may hand these out to supervisors or use them for
  transparency overheads or to recreate on a flipchart. Use these sample maps to demonstrate
  how a central point might be chosen, how a mapping exercise from central point to edge of
  cluster might be done, how a starting point is chosen, and how the subsequent households for
  survey are chosen. Refer to the “chair” exercise below for more details.

Exercise:
After explaining the methods, engage supervisors to demonstrate the process by using the chairs in
the room. Ask them to arrange the chairs to represent the “cluster” or village to be surveyed. Chairs
should be arranged similar to how households would be located within the village. Place the podium
or other objects to represent landmarks within the village (e.g., market, church, school, etc.). Engage
supervisors by asking them which one of the landmarks might serve as a central point within the
village. Then demonstrate how one would proceed to the chosen central point, spin the bottle to
choose a random direction, and begin mapping the households in a straight line to the edge of the
village. Each household along the straight line should be numbered sequentially.

Exercise:
Explain to supervisors that the next step is to pick at random a household that will be the starting
point and first household to be approached about the survey. To do this, they will use the random
number table (Appendix II in the CNA Tool Kit). Demonstrate for the supervisors how to select a
random number from the random number table:

- Hand out a copy of the table from Appendix II/CNA Tool Kit
- The number digits in the random number to be chosen is based on the number of
  “households” (chairs) from the mapping exercise above (number of chairs from central point
to edge of cluster). For example, if there are 16 chairs, you will be choosing a 2-digit
  number. Please note to the supervisors that each numbered house must have 2 digits. For
  example, household number 1 is written as 01.
- Next, chose a direction (right, left, up, or down) in which you will read the numbers from the
table.
- With your eyes closed, use a pointed object to touch the random number table that should be
  lying flat on a table or desk. Your starting point is the digit closest to the point where you
touched the table.
- In the direction you chose, read the number of digits required, in this case, 2 digits.

Have supervisors divide into pairs and practice choosing random numbers. Confirm that each
supervision understands the method.

Exercise:
After deciding on a random number between 01 and 16 (as in the example above), demonstrate to the
supervisors how to determine which household (chair) will serve as the starting point. For example,
if your random number chosen was “05”, count the chairs from the central point to household number
05. Make sure supervisors understand that household number 05 will be the first household
approached for the survey.
Exercise:
Next, teach supervisors how to select the next household for survey, using the “next closest” method as follows:

- After selecting the starting point, go to the next nearest household in any direction (that is, the household whose front door is closest to the front door of the household just visited). If you cannot tell which household is nearest, make a random selection, perhaps by flipping a coin or spinning the bottle.

Have the supervisors practice with the “chair village”.

Notes:
The blank space below is provided for any notes you may wish to include.
10. PRACTICE INTERVIEWS IN THE COMMUNITY

Participants in This Module:
All interviewers and supervisors

Estimate of Time Needed:
We suggest allowing XX minutes to complete this module.

Goals of This Module:
- To give interviewers practical, real life experience in interviewing before starting the survey. Remember that this is the most critical part of the training.

Exercise:
If feasible, choose a convenient sample of households within a community that will not be surveyed. If necessary, obtain permission from authorities to conduct interviews in the area. Have clean copies of the survey and pens or pencils ready for everyone.

Divide the supervisors and interviewers into teams that will conduct practice interviews. Direct each team to a different area so that they will not disturb one another or cause unnecessary confusion in the community. (You might acknowledge that you are not using the random selection methodology to assure that teams do not interview the same households and that actual interviews must follow the random selection process.)

The supervisor should closely observe several of each interviewer’s interviews. After each interview, the supervisor should tell the interviewer what was done well and correct any problems with interviewing or recording answers. The supervisor should note any questions or points that need to be discussed with the rest of the group and the Project Director.

NOTE: It is best for the supervisor to wait on making corrections or suggestions to the interviewers until they are away from the household. If discussions of this nature take place in front of the caregiver, the supervisor should explain that the survey is a training exercise.

Have the interviewers conduct as many interviews as possible given the time allotted for the community practice exercise. They should conduct at least 2-3 and record answers for several interviews conducted by other team members. After the community exercise, arrange for interviewers to return to the classroom. Encourage them to discuss any problems encountered and answer their questions.

Exercise:
After discussing any problems with gathering information, interviewers and supervisors must learn to check the survey forms. Explain that each interviewer is responsible for checking his or her own surveys to see that all answers are entered correctly and legibly. If a respondent’s answer was unclear, or if an interviewer does not know how to record an answer, the interviewer should make notes to the supervisor in the margin. Have the interviewers check their surveys from practice interviews and submit them to supervisors for review. Supervisors should then go over the forms with each interviewer, praising them for their effort and also pointing out any mistakes.

Notes:
The blank space on the next page is provided for any notes you may wish to include.
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11. REVIEW of SURVEY SCHEDULE and CONCLUSION of TRAINING for INTERVIEWERS

Participants in This Module:
All interviewers and supervisors

Estimate of Time Needed:
We suggest allowing XX minutes to complete this module.

Goals of This Module:
- To review logistics of how the interview teams will conduct the survey.

In Class:
Announce assignments to the survey teams. Give each interviewer and supervisor a schedule of where the teams will be throughout the survey. Give them information on when and where to report for duty. Remember that interviewers need time to discuss any problems they anticipate concerning transportation, security, overnight stays, etc.

In Class:
Check to see that all questions have been answered. Dismiss the interviewers, stressing:
- the important of the work to be done; and
- your confidence that they will do it well.

Notes:
The blank space below is provided for any notes you may wish to include.
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12. REVIEW OF SURVEY PROCESS and CONCLUSION of TRAINING for SUPERVISORS

Participants in This Module:
Supervisors only

Estimate of Time Needed:
We suggest allowing XX minutes to complete this module. This section of the training is for supervisors only.

Goals of This Module:
- Identify possible problems, causes, and solutions, and discuss situations that may occur and how to deal with them.
- Answer any remaining questions that supervisors may have.
- Confirm that supervisors thoroughly understand how to select households for the survey.
- Review schedule: when and how to report to the Project Director.
- Distribute survey forms, maps, and population data on communities where clusters will be located, supplies, etc.
- Answer questions about maps and data.

In Class:
Two exercises will be done during this session. The first exercise will be to review and debrief supervisors about the in-community practice session. The second exercise will be to go over a hypothetical set of problems that might be encountered during the field work and how these problems should be handled. At the conclusion of the exercises, review all logistics.

Exercise:
Ask supervisors for additional problems or findings they identified while observing the in-community practice interviews and reviewing the interviewers’ practice surveys. Probe to uncover what portions of the interviews went smoothly and what portions were difficult. Check with other supervisors to determine if the observations/problems are common among all interviewers or isolated. Encourage the group to work together to find recommendations for the difficult situations. Remind them in their problem solving they should consider:
- Is there really a problem or simply a misunderstanding?
- Is the problem widespread, just with a few people, or unique to an individual?
- What are the causes of the problem?

Exercise:
Assign groups of supervisors one of the “problems” as identified in the “Examples of Problems, Causes, and Remedial Actions” chart on page 49 or problems that you have observed during the training. Ask each group to identify at least two possible causes and possible actions for the problem. Reconvene the class and ask one volunteer from each group to report on their problem, causes, and actions.
**Review Logistics**

Establish regular survey team meetings at which interviewers, supervisors, and the Project Director can discuss problems and potential solutions.

Distribute survey forms and other materials and supplies or inform supervisors where these items will be located. Review the schedule for field work and be sure all supervisors understand the assignments of their team(s). Answer any remaining questions.

**Notes:**

The blank space below is provided for any notes you may wish to include.
A. TRAINING FOR DATA ENTRY

Participants:
Data entry clerks

Goals:
- Motivate data entry clerks to accurately record data by helping them understand the purpose and importance of the survey.
- Help data entry clerks become familiar with the design of the survey so that they may efficiently enter data from completed surveys and can identify incomplete surveys and know how to handle them.
- Assure clerks can confidently use the computer and the CNA software.

In Class
- We suggest that the data entry clerk(s) participate with the interviewers and supervisors in training modules #2, 4, 5, and 6 to become familiar with the survey and its purpose.
- Prior to attending the training, explain responsibilities of the data entry clerk: keeping track of all forms, entering data, saving files, and generating analysis tables.
- Outside of the training for interviewers and supervisors, review using the computer and specifically using the CNA software, with special attention to saving the data. Use Appendix IV in the CNA Tool Kit.

Exercise:
Give the clerks completed surveys from the samples that were conducted by the interviewers in training.

If there are more than four (4) clerks, divide the group into smaller units. If possible, position each unit in front of a computer. If there is only one computer, ask one clerk to sit at the computer terminal with the other clerks closely observing and periodically change the person sitting at the computer terminal. Ask the computer operator to demonstrate turning on the unit, opening the CNA program, entering data from one survey, saving the survey, and exiting the program.
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Anonymous Survey – A survey that does not collect personal information that can be used to identify the person answering the survey questions. Anonymous surveys are used when sensitive information is being asked. Please note that you cannot go back to the household once the survey has been completed, since you will not know which household or individual has been interviewed.

Catchment Area – A defined geographic area, usually the area served by the organization conducting the survey and for which the program of services for children and families will be developed.

Child Needs Assessment – Survey done in 25 systematically selected clusters of 5 households in which children 0-7 years of age live, to determine the needs of young children in areas heavily affected by AIDS.

Child-headed Household – A group of children living as a family unit with a child under the age of 16 acting as head of the house, caring for the younger children and making decisions for the unit.

Cluster – A small, natural grouping of households that is part of the population being surveyed.

Cluster Sampling – A method for choosing a random sample of households or individuals for a survey when there is no accurate census or listing of households or individuals. This technique has often been used for surveys of immunization levels in young children.

Confidentiality – The condition of honoring a request or expectation that information will be protected from disclosure.

Eligible Household – For purposes of this survey, a household in which at least one child less than 8 years of age lives.

Epi Info – A non-commercial software package with which to enter and analyze data.

Focus groups – A means of gathering information through open-ended questioning of a group of people who are members of the affected population or stakeholders in the issue.

Guide – An individual from or familiar with the community who understands the survey project’s purpose and activities and can act as a point of contact between community members and the project team.

Handout – A sheet of paper with summary information that duplicates or supplements the information offered during training.

Incentive – Cash, food, vouchers or something else of value used to encourage and reimburse individuals for their participation in the survey.

Institutional Review Board – The formally appointed ethics review committee at an institution established to ensure that research involving human participants conforms to standard regulations.

Interviewer – Native speaking, literate individual who has agreed to work on the assessment team and who will, after training, assume the responsibility to interview caregivers, record answers, follow-up on incomplete interviews, and deliver completed questionnaires to data entry personnel.

Primary Caregiver – For purposes of this survey, the person living in the household who spends the most amount of time caring without being paid for children less than 8 years of age.
Project Director – The individual who assumes responsibility for overseeing the planning and administration of the survey process to assess the needs of children in an area with a high rate of HIV infection.

Random number – A number selected by chance.

Random Numbers Table – A table used to select a random number.

Representative Sample – A sub-group representing the total population.

Respondent – the person in the household who spends the most time caring for the young children and so answers the survey questions.

Sensitive Data – Information that persons answering survey questions would want to keep private.

Situational analyses – A process of gathering and analyzing information to guide planning and action.

Supervisor – An individual on the survey team who assumes responsibility for overseeing data collection conducted by interviewers.

Surveys – Systematic interviews of either the entire population or a representative sample of the population that can be generalized to produce quantitative information about an entire population.
1. **PLANNING THE SURVEY**
   - Select time to conduct the survey and to train the staff.
   - Select population and geographic boundaries of areas to be surveyed.
   - Develop a budget.
   - Identify staff; suggested positions are described in the Tool Kit (see pages 6-7) and include:
     - Technical Consultant
     - Trainer
     - Interviewer
     - Supervisor
     - Data Entry Clerk
     - Translator
   - Identify and confirm facilities for training, data entry, and feedback sessions
   - Collect equipment and materials needed.

2. **SELECTING HHs TO SURVEY**
   - Determine if you can survey all households (HHs) or if you need a representative sample. If surveying all HHs, proceed to step 3; if not, continue below.
   - Does a recent census of the entire targeted population exist? If yes, determine a method for random selection of HHs (see Tool Kit Appendix II “Random Number Table”) and proceed to step 3. If not, continue below.
   - Identify natural groupings of populations (neighborhoods, villages) to serve as the “clusters” within the geographic boundaries
   - Determine number of HHs in each cluster. (See Tool Kit page 13 if you need to estimate this number.) Sample size for this survey requires 25 clusters of 5 HHs each.
   - Randomly select your 25 clusters following the procedure explained in the Tool Kit, pages 13-15.

(We have assumed that the interview teams will be responsible for randomly selecting HHs within their clusters. You should confirm that interviewers and their supervisors understand the procedure.)

3. **PREPARING TO CONDUCT THE SURVEY**
   - Have survey translated into local dialect and back translated to assure accuracy in interpretation of questions.
   - Conduct training, including practice interviews in the community.
   - Refine interview schedule.
   - Procure permission from local governments, as needed.
   - Arrange for travel to and from clusters for interviewers and their supervisors; arrange for lodging and meals if necessary.

4. **PERFORMING THE SURVEY**
   - Meet with supervisors during the survey to monitor progress and help solve problems.

5. **ENTERING DATA**
   - Monitor data entry to assure accuracy.
   - Confirm that backups are made and completed surveys are safely stored.

6. **ANALYSING RESULTS & GENERATING REPORTS**
   - Review the tables of basic needs, grouped under 12 topics; the tables are generated using a standard analysis.
   - Print reports that document needs as identified by analyses of the sample data.
   - Refer to the data dictionary (in the Tool Kit) and EpiInfo 6 (on website) if customized analyses are needed.
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--- SUPERVISOR’S CHECKLIST ---

Each Morning:
At the beginning of each interview day, set goals for each interview team. Before each interview team begins the day, check the following:

- Does the team know the area they are to survey? Does the team need a guide? Are maps needed? Is transportation ready?
- Does the team have the equipment needed and an adequate quantity of blank surveys?
- Determine a place and time to meet at the end of the day for the debriefing.

Debriefing at the End of the Day:
When each interview team returns, ask the following questions.

- Was the team able to visit each household identified? If not, learn which households were not visited and why. Determine if this team should return, if a different team should try to visit, or if the household will not be included in the survey.
- Are all surveys complete and legible? If not, ask interviewers to rewrite illegible sections. However, do not endorse their filling in missing information.
- Ask about any problems or questions the survey team may have had during the day.
- Review all forms carefully, and give forms to the data entry clerk.
- Review tomorrow’s assignment with interviewers.

   Be sure to praise the interviewers and encourage them in their work.
--- TIPS FOR GOOD INTERVIEWING ---

- Before asking questions, introduce yourself or have your guide introduce you.
- Explain that you would like to speak with the adult member of the household who is the primary caregiver for any young children who live there.
- Briefly explain the purpose of the survey and cite the relevant authorities who have approved the survey.
- Ask the questions exactly as they are written (or with any minor wording changes that were agreed upon during training). You must ask the questions exactly as all the other interviewers do so that the results can be combined and interpreted meaningfully.
- Ask the questions in a respectful manner and do not imply that some answers are “better” than others. Caregivers might refuse to answer questions about property inheritance if they fear revealing the information might make them vulnerable. They might refuse to answer questions about seeking health services for the children if they believe the interviewer will criticize their actions.
- When an answer is unclear, ask the question again or ask it in a slightly different way, being careful to not change the meaning or “lead” the respondent into a particular response.
- If an answer seems inconsistent with previous information given by the caregiver, or if you have some reason to disbelieve an answer, try to discover the truth by asking another question or asking a question slightly differently. However, do not be overly persistent. A caregiver may change his/her answer just because persistent questioning suggests that the interviewer is dissatisfied with the answer.
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--- PROCEDURES FOR INTERVIEWERS AND SUPERVISORS---

Daily Routine
- Explain that interviewers will be divided into teams of 2 persons each, and that each team will report to a supervisor.
- Each day of the data collection phase of the survey, interviewer teams will meet with their supervisor to discuss their daily assignments.
- Depending on the experience of the interviewer teams, supervisors will either send interviewer teams out on their own, or accompany them to do the interviews. Teams must assure that they have all equipment needed for the day, maps and directions to the site, and other necessary supplies. **CHECK YOUR LIST!**
- Teams (and supervisors) will then travel to the site for the interviews, conduct interviews, and return home.
- Upon returning home, each team will debrief their supervisor about the work done that day.
- Supervisors then check all forms thoroughly, identify and correct any errors, and turn completed forms into the data entry clerk.

Procedure Upon Arrival at Interview Site
- If necessary, inform local leaders about the survey upon arrival in communities.
- Identify the households that will be approached for participation in the survey.
- Confirm that the measuring equipment and surveys are ready.
- Develop rapport and gain the consent of the primary caregiver to be interviewed.
- Request that the caregiver sign the consent form, if a written form is used.
- Conduct the interviews in the language of the respondent, using a standard survey.
- Record the respondent's answers accurately.
- Write as legibly as possible.
- Assure that all interviews and forms are complete, or that a plan has been made for completion.
- Report any problems encountered, questions, or concerns to the supervisor.
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--- RESPONSIBILITIES OF AN INTERVIEWER ---

o Be organized and prepared.

o Thoroughly understand the purpose of the survey and the content of the survey form.

o Identify the appropriate person to interview. Gain the consent of the primary caregiver to be interviewed. Request that the caregiver sign the consent form, if needed.

o Conduct the interviews with courtesy and respect for the respondent, using the standard survey.

o Maintain confidentiality.

o Review the survey forms, correct mistakes, and make sure that forms are complete.

o At the end of the day of field work, offer the supervisor a debriefing on the day’s work and on any problems encountered.

To perform these tasks, the interviewers must be able to establish rapport with the caregiver, read, write, measure height and weight, and do simple arithmetic. Interviewers must speak the language of the respondents and not need to rely on an interpreter.
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--- RESPONSIBILITIES OF A SUPERVISOR ---

- Give interviewers their daily assignments.

- Give guidance to interviewers on conducting the survey; answer their questions.

- Identify clusters of households to be interviewed, as described in the Tool Kit under “Methods for Conducting the Survey,” pages 9-12.

- Monitor the interviewers’ performance:
  - Observe at least one of the interviews conducted. (This is especially important during the first days of the survey.)
    It is usually best to watch and listen to the interview without comment, and then to offer suggestions afterward. However, if an interviewer is having major problems, interrupt the interview to avoid having to throw out the results. If an interview cannot be corrected, it is permissible to throw out the data and interview another household at that time.
  - Review the survey completed by the interviewers. Look for incomplete or unclear entries, inconsistencies, and arithmetical errors. Be alert for patterns that may suggest a question is being asked carelessly or not at all. For example, if a question is repeatedly answered the same way, you may want to observe an interview to see if the interviewer is asking the question appropriately.

- Identify and solve problems (i.e., show an interviewer who is asking a question or recording data incorrectly how to do it right).

- Give feedback to interviewers on their performance.

- On completion of each cluster, or at the end of the day,
  - Check questionnaires for neatness, accuracy
  - Put all surveys from the cluster in order.
  - Provide completed surveys to the project director.

- Assist and report to the project director.
--- EXAMPLES OF PROBLEMS, CAUSES, & REMEDIAL ACTIONS ---

<table>
<thead>
<tr>
<th>PROBLEMS</th>
<th>POSSIBLE CAUSES</th>
<th>POSSIBLE ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviewers find widely different information within the same cluster</td>
<td>Diversity of households.</td>
<td>No action needed.</td>
</tr>
<tr>
<td>Survey team is behind schedule</td>
<td>Interviewers are unable to do the expected number of surveys per day because many people are not home during the day.</td>
<td>Send out interviewers during evenings or weekends when more people may be available at home.</td>
</tr>
<tr>
<td>Travel between clusters takes longer than expected.</td>
<td>Discuss the problem with the project director. Suggest re-evaluating transportation options or providing overnight accommodations for interviewers while they complete a cluster.</td>
<td></td>
</tr>
<tr>
<td>Survey team is often delayed by one interviewer whose assigned area was especially difficult or was sparsely populated.</td>
<td>Instead of waiting for the person, send someone to help complete the assignment.</td>
<td></td>
</tr>
<tr>
<td>Surveys of one interviewer are illegible</td>
<td>Poor handwriting or carelessness.</td>
<td>Explain the problem to the interviewer and see if it improves. If not, have him/her read entries to you at the end of the day.</td>
</tr>
<tr>
<td>From monitoring completed surveys, you suspect that grandmothers caring for the young are refusing to be interviewed.</td>
<td>Older women in the community distrust surveys.</td>
<td>Discuss the problem with the project director. Suggest hiring local women as guides.</td>
</tr>
<tr>
<td>From monitoring completed surveys, you suspect that caregivers in poor health are not being interviewed.</td>
<td>Interviewers are afraid of becoming ill themselves.</td>
<td>Discuss the problem with the project director. Explain routes of HIV transmission and infection precautions with interviewers.</td>
</tr>
<tr>
<td>Surveys of one interviewer are routinely incomplete</td>
<td>Interviewer is rushing to complete the surveys.</td>
<td>Stress the importance of quality over quantity. Ask interviewer to review survey for completeness before leaving household.</td>
</tr>
<tr>
<td></td>
<td>Interviewer does not understand coding, probes or skip patterns for certain questions.</td>
<td>Review problematic survey questions.</td>
</tr>
<tr>
<td>You suspect an interviewer is making up information on his/her surveys.</td>
<td>The interviewer is not interested in the survey results and would prefer to sit and drink tea than actually conduct the interview.</td>
<td>Explain why the survey is important. Check on this interviewer regularly. Report to the project director if necessary.</td>
</tr>
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</tr>
<tr>
<td>The interviewer is ashamed because others seem to work faster than he/she does.</td>
<td>Stress the importance of quality over quantity individually and in team meetings. Praise quality, not quantity.</td>
<td></td>
</tr>
<tr>
<td>Whatever the cause, if false data is confirmed:</td>
<td>Throw out the false data, whatever the reason for falsifying. If necessary, conduct more interviews to complete the cluster.</td>
<td></td>
</tr>
<tr>
<td>One interviewer repeatedly finds a much higher (or much lower) rate of HIV (or any other infection, illness or condition) than others.</td>
<td>The interviewer is asking about HIV (or any other infection, illness or condition) in a leading way or suggesting a “right” answer.</td>
<td>Point out the variance to the interviewer. Monitor his/her interviews and point out any time he/she asks a leading question.</td>
</tr>
<tr>
<td>Proper household selection procedures are not being followed</td>
<td>Guides are leading interviewers to houses they know to have family members with HIV/AIDS (or are intentionally avoiding such houses).</td>
<td>Tell the guide to not do this; explain the proper procedures and why they must be followed.</td>
</tr>
<tr>
<td>In large communities, interviewers are selecting areas to survey by convenience instead of randomly.</td>
<td>Supervisor does random selection and directs interviewers to specific houses.</td>
<td></td>
</tr>
</tbody>
</table>
Example of Rural District Survey Map

X = village

DISTRICT BOUNDARY

A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V

MAJOR HIGHWAY

MAIN CITY
pop=10,000

* ORGANIZATIONAL HEADQUARTERS

RIVER

UNINHABITED AREA
(very sparsely populated)

TO CAPITOL

pop=51
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Example of cluster with households along a road and farming land behind the homes
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Example of cluster with homes in central area and farming land surrounding the cluster
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Example of cluster with each household sitting on farming plot