AIDS Indicator Survey

Guidelines for the AIDS Indicator Survey Interviewer Training

Macro International Inc.
Calverton, Maryland

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The AIDS Indicator Survey was developed as part of the MEASURE DHS project. MEASURE DHS assists countries worldwide with the collection and use of data to monitor and evaluate population, health and nutrition programs. Funded by the U.S. Agency for International Development (USAID), MEASURE DHS is implemented by Macro International Inc. in Calverton, Maryland.

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CONTENTS

I. INTRODUCTION

Interviewer and supervisor training have a very significant impact on the quality of the AIDS Indicator Survey work and on the longer-term capabilities of the implementing organization. This training constitutes one of the major activities of an AIDS Indicator Survey.

This manual was produced as an aid to the AIDS Indicator Survey (AIS) 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 Manual, which contains 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 the AIS data collection. It is important to understand that variation in AIS procedures may undermine the quality and comparability of the data. Trainers are encouraged to develop country-specific training within these guidelines.

This manual should 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 training for other surveys.

An electronic file for this manual is available on the MEASURE DHS website: http://www.measuredhs.com

II. RECRUITMENT OF FIELDWORKERS

Good fieldworkers are essential for a successful survey. Each AIS team is composed of a supervisor, field editor and four interviewers. The selection of the fieldworkers is the first step toward obtaining high-quality data.

A. 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 for and interviewing candidates:

SEX

- In the AIS, respondents are always interviewed by a member of the same sex. As both male and female respondents are to be interviewed, about half of the AIS team should be composed of men and half of women.
- The field editors are generally female so that they can observe interviews with female respondents, and also interview women. The supervisors are usually male so that in addition to other duties they can observe interviews with male respondents as well as interview men.

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 another language, be sure to test the candidate's reading knowledge in that language as well as her speaking ability.
- Hire interviewers who can speak minority languages. Using translators should be a last resort.
- When recruiting speakers of 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 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 should have higher educational qualifications.

PROFESSIONAL EXPERIENCE

- Previous survey experience is not necessary, although it is helpful for supervisors and field editors.

B. Number of Candidates Recruited

First, determine the number of fieldworkers needed. The total sample size, the anticipated difficulty in finding respondents, the average duration of interviews, and the scheduled duration of the fieldwork should factor into the calculation.

There should always be extra field staff members 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 to be necessary for the fieldwork. Sex and language capabilities should be taken into account when determining the number of backup interviewers.

C. Finding Field Staff

Begin recruiting field staff only after deciding on 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 for this type of survey; in this case, the timing and duration of the fieldwork 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 it 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.

D. 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 defence against pressure to hire an individual who does not have the proper skills or qualifications.

THE TEST

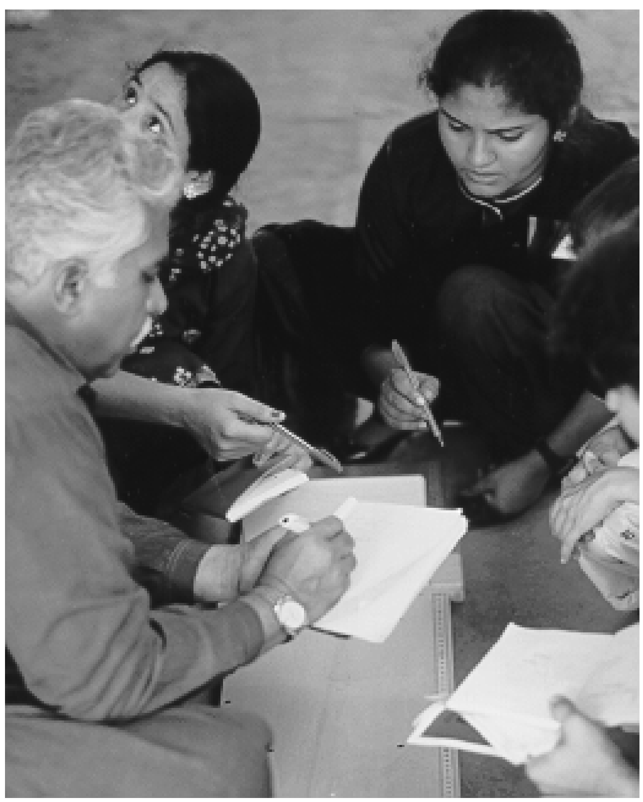
- A short written test can provide an assessment of a candidate's ability to become a good interviewer. The test may include a couple of easy arithmetic problems (addition, subtraction, and multiplication) and a short text with multiple-choice questions. The test should be prepared in the language(s) 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 three or four questions that have been taken from the questionnaire, including instructions, and she must ask the questions and record the answers given by the "respondent." This kind of test will allow an evaluation of the candidate's 1) ability to read and understand directions, 2) neatness of handwriting, 3) attention to detail, and 4) language abilities.

THE INTERVIEW

- 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 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 (i.e., 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 work during evenings and weekends. ♦ Ask if he or 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 where he or she is not willing to work. ♦ If a candidate is likely to be posted to a certain part of the country, because of language ability, make sure to mention this in the interview.
Physical fitness	♦ Explain the physical requirements of the job (e.g., extensive walking and carrying supplies). ♦ 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 inter-viewers look too young.

Maturity

The field staff will spend most of their work time alone and will have to use their judgment 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 an 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.

III. ADMINISTRATIVE AND LOGISTICAL ASPECTS OF TRAINING

A. Trainers

Senior host-country staff will be in charge of conducting the training of AIS field staff. If an AIS consultant or representative from a foreign country is involved in the survey implementation, that person can assist wherever appropriate and feasible, given constraints of time, language, country sensibilities, and so forth. A separate training for trainers will be required when the senior survey staff have not had previous training experience or when the AIS consultant 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.

The following training personnel are recommended for the AIS:

- At least two senior staff 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.

Outside lecturers should be invited to provide in-depth information on HIV/AIDS, such as the following:

TOPIC	MATERIALS AND SPECIAL EQUIPMENT
Safer Sex	
♦ Discuss why sex can be unsafe (diseases, violence)	Charts and graphics of various STIs, their symptoms and modes of transmission.
♦ Discuss ways in which alcohol use and having multiple partners can contribute to unsafe sex	Demonstration of the spread of diseases through social networks.
♦ Discuss methods of making sex safer (condom use, limiting number of partners, reducing influence of alcohol on sexual relations)	Demonstration of male and female condoms.
♦ Discuss importance of women's ability to negotiate safer sex for themselves	Mechanisms women can use to negotiate safer sex for themselves.
HIV/AIDS Prevention	
♦ Discuss the variety of ways in which HIV can be transmitted, including mother-to-child transmission	Models that demonstrate various opportunities for HIV transmission (including country-specific examples)
♦ Explain different misconceptions about how HIV is spread	Information pamphlets on HIV/AIDS
♦ Discuss ways to prevent HIV transmission	Review of male and female condom use
♦ Discuss stigmatization of people with HIV/AIDS	
Voluntary Counseling and Testing for HIV & STIs	
♦ Importance of VCT to help stem AIDS epidemic, as well as spread of other STIs	
♦ Review of symptoms of AIDS and other STIs	
♦ Crucial nature of informed consent for testing	
♦ Anonymity of results	
♦ Treatment	

B. Training Duration

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

TYPE OF TRAINING	TIME REQUIRED
Pretest	8 days
Main survey	12 days
Supervisors	Two to three additional working days incorporated into the main survey training.

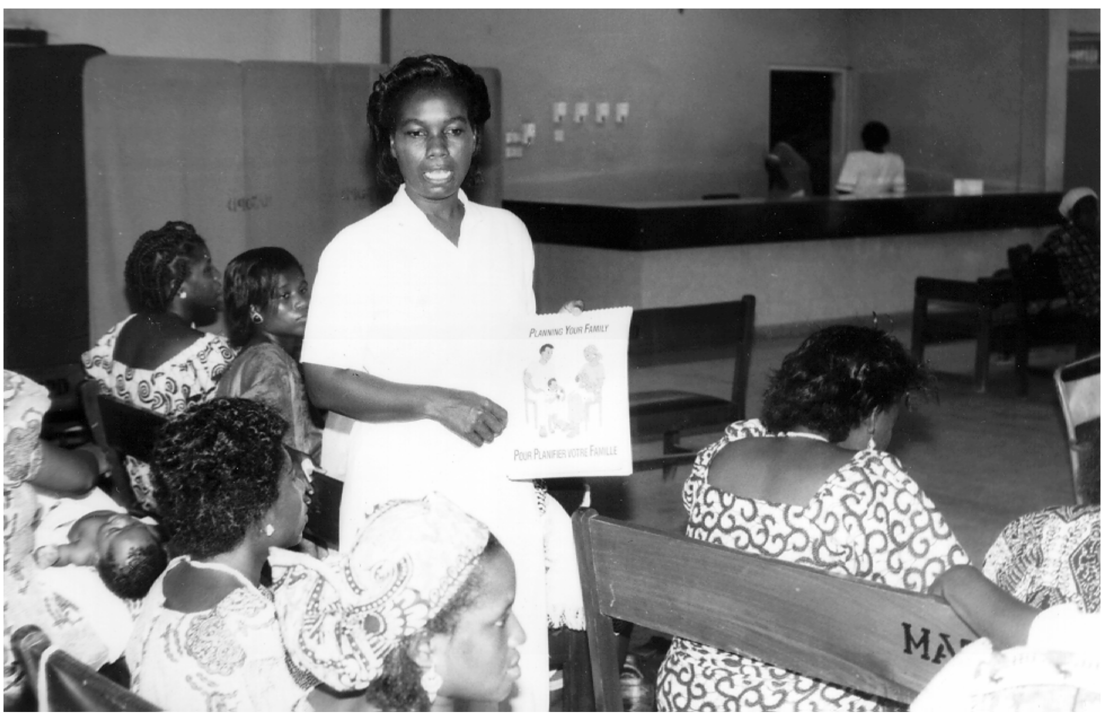
C. Training Schedule

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

- Begin each class on time. Take attendance every morning, and keep track of late arrivals.
- Break every 1.5 to 2 hours.
- Trainers should meet for at least 30 minutes 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.

D. Size of Training Class

- In general, the smaller the number of trainees, the better. It is best to have no more than 30 to 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 fieldwork. 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 or during the fieldwork.

- Those trainees who are not selected as fieldworkers may be assigned to 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; however, trainees should be reassigned only if they truly possess the skills necessary for the positions in question.

- In addition to the field staff, data processing staff must also receive detailed instruction on the questionnaires. One way to accomplish this is to include them in the interviewer's 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.

E. Location of Training

Training should be held 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
5. Appropriate audiovisual equipment.

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

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.

F. Materials for Training

TRAINING MATERIALS FOR INTERVIEWERS

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

ADDITIONAL MATERIALS FOR SUPERVISORS AND FIELD EDITORS

ITEM	QUANTITY PER PERSON
Supervisor's Manual—Use extensively throughout training.	1
Red ballpoint pens	2

TEACHING MATERIALS

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

IV. CONTENT OF THE TRAINING COURSE

A. 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. To 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 other AIS surveys were used, and show copies of previous AIS reports from other countries.

Ask questions

Trainers should regularly call on those trainees who seem less attentive, but should be careful 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 a person's error 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, do not 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, and so forth, 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 twofold 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 the job is important, and sense that their superiors respect them.

B. 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 to cover any aspect of filling in the questionnaire with which trainees are having 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.

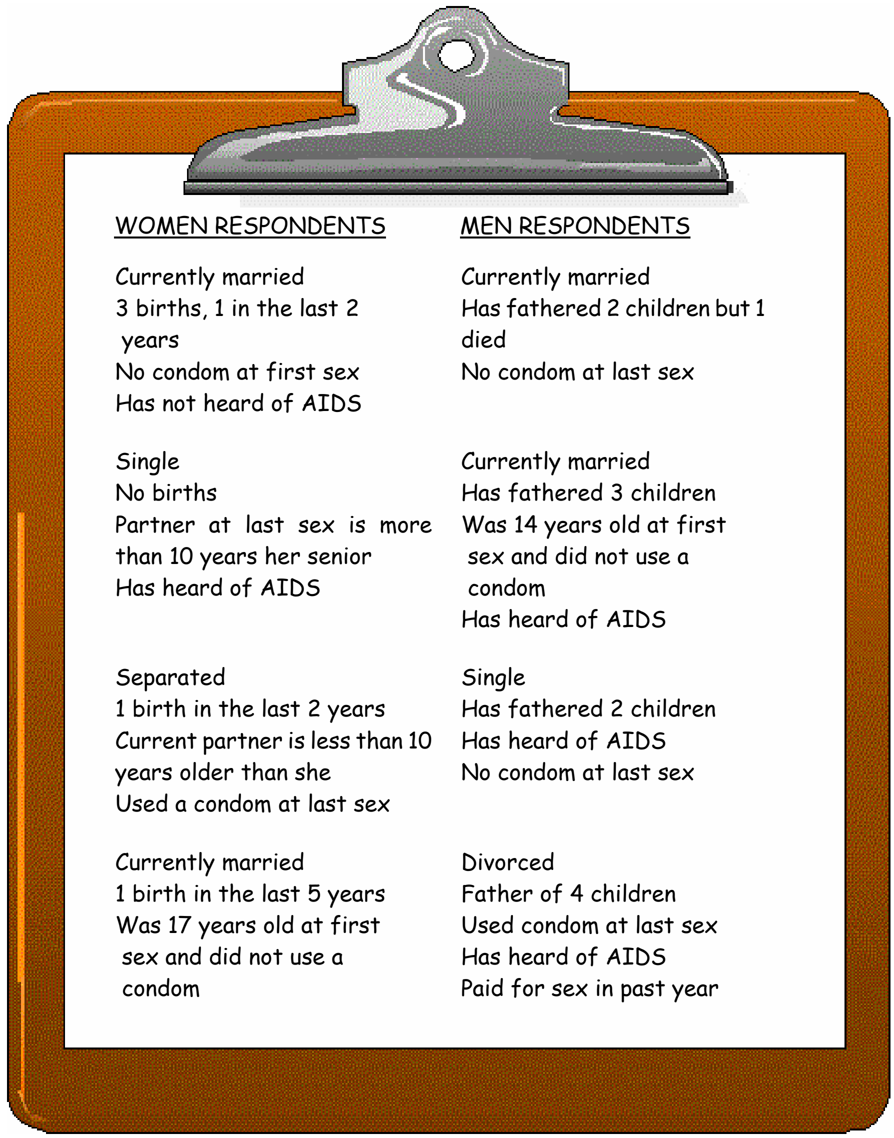
FRONT-OF-CLASS INTERVIEW

- 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 take notes to give feedback after 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 problems can be illustrated by playing back the relevant part(s).

An active training style is strongly recommended for the AIS. 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 her characteristics to ensure reasonably consistent answers:



<u>DEMONSTRATION INTERVIEW WITH REAL RESPONDENT</u>

- 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 embarrassing questions exactly.
- 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.

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

C. Field Practice

Scheduling

- Field practice should be conducted at the end of the training period so that participants benefit from administering the entire questionnaire.
- Two to three whole days should be devoted to field practice. For each day of field practice, spend at least half 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.
- Field practice should be conducted in both rural and urban areas.
- Make arrangements for field practice 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 use interviewer performance as a basis for making decisions about field staff.
- During the first session, trainees should concentrate on conducting interviews with eligible women and men after completing the Household Schedule. During later practice sessions, use of the control forms 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 allows supervisors and senior staff to identify misconceptions among the interviewer candidates.

D. The Agenda for Interviewer Training

GENERAL GUIDELINES

The illustrative training agenda, given in Annex 1, shows how a typical AIS 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.

- The questionnaire 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 (e.g., skip patterns, consistency checking).

- Whenever possible, training that involves physical activities (e.g., mock interviews, field practice) 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.

DATA QUALITY

Inform interviewers that their performance will be monitored for quality throughout fieldwork; supervisors will periodically spot-check households and 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 adtes (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 the following:

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

E. 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 toward 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 decisionmaking when candidates are judged to be of nearly equal ability according to 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 (e.g., 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 the trainees to find and describe the errors.

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.

V. SUPERVISOR AND FIELD EDITOR TRAINING

A. 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 possible, on objective criteria.

B. 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 to 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 before the final day of field practice so as to simulate as closely as possible the conditions of the actual fieldwork. 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 Household Schedule). Supervisors and field editors can be asked to find the errors and then told how to mark them.

C. 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, (e.g., a half-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 and dealing with problems.

D. Evaluation

Giving supervisors and field editors a brief test (e.g., 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 a 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.

E. 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.

VI. FIELDWORK SUPERVISION

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

A. Supervision of Early Fieldwork

LOGISTICS

- Unless logistics and language/ethnic variations do not allow it, 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 2 days of fieldwork. To accomplish this, supervisors, field editors and senior staff will have to sit in on interviews and give feedback to interviewers immediately after they have completed an interview.

EDITING QUESTIONNAIRES

- AIS 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 that all errors are tactfully discussed with the interviewer. All questionnaires should be edited before the team leaves the enumeration area in case it is necessary to revisit a respondent to clarify some information or to resolve an inconsistency.

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

- 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 after the original interview and completes only the Household Schedule section (Columns 2 to 9) on a blank Household Questionnaire, without referring to the questionnaire the interviewer completed. 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 AIS surveys—especially those with few local languages—

it is advisable to train one or two quality control teams to work in the field for the entire duration of the fieldwork, circulating around all teams. Their job is to observe interviewers, review the edited questionnaires, and conduct re-interviews.

B. Monitoring Data Quality with Field-Check Tables

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

C. Using Field-Check Tables

- Field-check tables are one way of monitoring data quality while the fieldwork is still in progress. These are data tabulations that 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 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 fieldwork, when 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.

D. 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 combined 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, field-check tables can be run and feedback can be given to all of the teams as a whole.

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

E. Continuing Supervision of Fieldwork

It is important to continually monitor interviewer performance throughout the duration of the fieldwork. The supervisor should continue to sit in on interviews until the end of the fieldwork. Senior staff should also observe as many interviews as possible when they visit teams and should thoroughly check some questionnaires that have already been completed by an interviewer.

ANNEX 1. ILLUSTRATIVE TRAINING AGENDA

	MORNING	AFTERNOON
<u>Day 1</u> **Introduction and overview of project, general techniques and procedures**	Opening ceremony. Introductions. Objectives of the survey, brief overview of demography of country, description of the international and national HIV/AIDS program, general organization, period of performance, role of interviewers and supervisors, importance of 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. Techniques of interviewing (Interviewer's Manual, Section II).
<u>Day 2</u> **General Techniques and Procedures; household Questionnaire. Explanation sections 1 and 2.**	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 (Interviewers' Manual Section V). Handling eligibility criteria. Examples	Practice in groups (mock interviews) filling in the Household Questionnaire. Explanation of Individual Questionnaire, Sections 1 and 2.
<u>Day 3</u> **Practicing techniques; discussion of sections 1 and 2; introduction of sections 3 & 4**	Detailed discussion of how to collect age data and use of age/date conversion charts, consistency checking, etc. Examples. Mock interviews in groups, covering Sections 1 and 2 (Interviewers' Manual Section VI). Discussion of Sections 1 and 2 group practice. Solutions to problems.	Lecture on safer sex (see chart on page 10). Detailed discussion of Sections 3 and 4. Examples. Mock interviews in groups, covering Sections 3 and 4. Discussion of group practice on Sections 3 and 4. Solutions to problems.

	MORNING	AFTERNOON
	Explanation of Sections 3 and 4 of the Individual Questionnaire	
<u>Day 4</u> **Overview Of Sections 1-4; Sections 5-6.**	Front-of-class practice of Sections 1-4. Explanation of Section 5. Lecture on HIV/AIDS (see table on page 10). Mock interviews on Section 5 and review of practice. Solutions to problems. Emphasis on sensitivity with regard to these questions.	Lecture on VCT (see table on page 10). Explanation of Section 6. Front-of-class practice on Section 6. Mock interviews on Section 6.
<u>Day 5</u> **Sections 1-6: Quiz and review**	Quiz on household and individual questionnaires (Sections 1-6) and review of answers. Front-of-class practice on Sections 1-6. Review of Individual Questionnaire.	Discuss problem parts of questionnaire. Mock interviews of entire questionnaire. Test.
<u>Day 6</u> **Local languages**	Review of test results. Discussion of problem areas. Discussion of different languages to be used in survey. Discussion of local language versions in small groups.	Mock interviews in language groups. In class interviews with real respondents (local languages).
<u>Day 7</u> **Supervisor Training**	Supervisors meet with senior AIS staff for special training. All other field staff may have free day. Review the duties of the supervisor in the Supervisor's and Field Editor's Manual. Discuss supervisory, logistical, and administrative duties.	
<u>Day 8</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.	

	MORNING	AFTERNOON
<u>Day 9</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 10</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. [Note: Household listing must be completed at this time.]	
<u>Day 11</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. Final selection of interviewers and field editors by team and supervisor.
<u>Day 12</u> **Senior field Meeting Administrative and logistical issues**	Supervisors, Field Editors, and other senior field staff (i.e. quality control staff) meet. Discussion of duties of all field staff and team members. Review of field editor Instructions in Supervisor’s and Field Editor’s Manual. Administrative and logistical matters. Logistics of main survey fieldwork. 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

A. Tips for Testing

- ♦ Keep tests relatively short.
- ♦ Avoid essay or short-answer questions.
- ♦ Give the correct answers immediately after collecting the tests.
- ♦ Return corrected quizzes/tests the following day and review any problems.

B. Other Testing Techniques

- ♦ Provide information for the Household Schedule and ask participants to fill it in.
- ♦ Provide a Household Schedule with mistakes and ask participants to edit it.
- ♦ Give a completed questionnaire with mistakes and ask participants to edit it. Mistakes could include the following:
  1. An error in the skip pattern or filter
  2. Missing answers to questions
  3. Incorrect recording of changes in answers
  4. Inconsistent responses.

  This is a particularly good exercise for supervisors.

C. Sample Test Questions

HOUSEHOLD QUESTIONNAIRE

1) Who qualifies to answer the Household Questionnaire? (Circle one)

1. Any member of the household.
2. Any adult who is in the house when you go to interview.
3. Any member of the household who is 15 years of age or older.
4. If no one is home after you make 3 call-backs, the neighbour can answer.

2) Which of the following persons should be listed on the Household Schedule? (Yes or No)

____1. 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.
____2. A three-day-old baby who lives with his mother in the household.
____3. 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.
____4. The nanny who comes to the household at 7:00 each morning and stays all day.
____5. A man who is considered the head of the household by the respondent but is currently staying and working in another town and only comes home once a month.

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

1. Find the originally selected household.
2. Interview the household that is there.
3. Skip that household completely.
4. Substitute another household.

4) Who is eligible for interview with the Individual Questionnaire? (Yes or No)

____1. The 50-year-old female head of household.
____2. A 15-year-old boy, a neighbour, who spent last night in the household.
____3. A 20-year-old nanny who comes to the house every day to look after the children.
____4. A relative from another village who temporarily is living with the family and will celebrate her 50th birthday at the end of the week.

5) You have just finished the Household Questionnaire. What should you do if a person originally identified in the Household Schedule is then determined to be neither a usual resident nor to have stayed in the household the night before? (Circle one)

1. Make a note in the margin.
2. Tell the supervisor.
3. Inform the respondent that you represent the national statistical office and that it is important to obtain accurate data.
4. 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 today [for example, March 2006] which of the following persons have consistent information? (Yes=1; No=2)

Mo. of Birth	Yr. of Birth	Age
01	96	10
10	77	29
03	84	22
08	58	48

8) For each individual listed below, record the answers for the level of school attended and number of years completed at that level.

	105. What is the highest level of school you attended?	106. What is the highest grade/form/year you completed at that level?
		GRADE
(a)A person who finished her third year in college.	Primary .... 1 Secondary .... 2 Higher..................... 3	[ ][ ]
(b) A person who attended primary school but never finished her first year.	Primary .... 1 Secondary .... 2 Higher..................... 3	[ ][ ]
(c) A person who completed primary school in 6 years but never attended secondary school.	Primary .... 1 Secondary .... 2 Higher..................... 3	[ ][ ]
(d) A person who completed two and a half years of secondary school.	Primary .... 1 Secondary .... 2 Higher..................... 3	[ ][ ]

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 the columns for John and Mary, she tells you that her sister Ruth and her husband Richard are visiting and stayed in the house the previous night. Ruth is 52 years old. Please complete line 3 for Ruth.**

LINE NO.	USUAL RESIDENTS AND VISITORS	RELATIONSHIP TO HEAD OF HOUSEHOLD	SEX	RESIDENCE		AGE	MARITAL STATUS	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)?	What is (NAME'S) current marital status?	CIRCLE LINE NUMBER OF ALL MEN AND WOMEN AGE 15-49
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
			M F	YES NO	YES NO	IN YEARS		
01	John Doe	0 1	1 2	1 2	1 2	5 2	1	01
02	Mary "	0 2	1 2	1 2	1 2	4 7	1	02
03			1 2	1 2	1 2			03

CODES FOR Q.3 RELATIONSHIP TO HEAD OF HOUSEHOLD

01 = HEAD
02 = WIFE/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
09 = OTHER RELATIVE
10 = ADOPTED/FOSTER/ STEPCHILD
11 = NOT RELATED
98 = DON'T KNOW

CODES FOR Q.8 MARITAL STATUS

1 = MARRIED OR LIVING TOGETHER
2 = DIVORCED/SEPARATED
3 = WIDOWED
4 NEVER MARRIED AND NEVER LIVED TOGETHER

Individual Questionnaire, Section 1

1) **What should you do if you find out during the individual interview that the respondent is 14 years of age? (Circle one)**
   1. Continue with the interview, but write "14 YEARS OLD" at the top of the first page of the questionnaire.
   2. Politely excuse yourself and ask your supervisor what to do.
   3. Ask a few more questions, terminate the interview, and write "INELIGIBLE" at the top of the first page of the questionnaire. Then correct the respondent's age on the Household Questionnaire.
   4. Double-check the age of the respondent by asking other members of the household.

2) **What should you do if an eligible woman or man is at the market at the time you complete the Household Questionnaire?(Circle one)**
   1. Interview all other eligible respondents and leave.
   2. Make an appointment to return when the person will be home.
   3. Try to find the woman.
   4. Substitute another woman of eligible age.

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

HOUR		
MINUTES		

4) **When asked Q.116 (What is your occupation? That is, what kind of work do you mainly do?) The respondent says the following: "Unfortunately, I am unemployed. I've been out of work since my taxi broke down last year." You write:**

____

____

____

Individual Questionnaire, Section 2

1) **Should an adopted child be included among the number of children a woman has had? (YES/NO)**

2) **What should you do if the sum of Q.203, Q.205 and Q.207 do not match the interviewee's response to Q.209?**

3) **What if a male respondent says he doesn't know in response to Q.204 or Q.206?**

Individual Questionnaire, Section 3

1) **What should you do if your respondent is uncomfortable answering questions about their sexual activity?**

Individual Questionnaire Sections 4 and 5

1) **In response to Q.433, the respondent answers, "Only if it's a close relative." Record her response:**

2) **What should you do if a respondent tells you their HIV status when you ask them Q.424 or Q.427?**

3) **What should you do if a respondent tells you that they have symptoms of an STD, and asks you for medical advice?**

D. Answer Key

HOUSEHOLD QUESTIONNAIRE

1) 3
2) yes, yes, yes, no, no
3) 2
4) no, yes, no, yes
5) 4

6)

	5
0	~~4~~

7) yes, no, yes, no
8) a) 3, 03
   b) 1, 00
   c) 1, 06
   d) 2, 02

9) Ruth, 09, 2, 2, 1, 52, 1, not circled

INDIVIDUAL QUESTIONNAIRE, SECTION 1

1) 3
2) 2
3) Hour = 13, Minutes = 30

INDIVIDUAL QUESTIONNAIRE, SECTION 2

1) No
2) Re-ask questions 203, 205 and 207; correct as necessary
3) Probe and then circle no

INDIVIDUAL QUESTIONNAIRE, SECTION 3

1) Reassure them that all of their answers are absolutely confidential, and no one else will know what the respondent has said.

INDIVIDUAL QUESTIONNAIRE, SECTIONS 4 AND 5

1) Yes
2) If they tell you their status, then you can assume that the answer to questions 424 and 427 are “yes”.
3) Tell them that you are not a medical doctor, and that they should go to a health center to seek advice.

ANNEX 3. FIELD-CHECK TABLES

A. Running the Field-Check Tables

- The data processing chief will be responsible for producing several rounds of field-check tables. Depending on the size of the sample and the speed of data entry, the tables should be produced every two weeks. The first set of tables should be produced when 200 to 300 Household Questionnaires have been received and entered at survey headquarters.

- For field-check tables produced after the first round, the data processing chief may analyze data selected from a specific period of fieldwork. This can 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 are not possible.

B. Reporting the Findings from the Field-Check Tables

Senior survey staff will work together with the data processing chief and AIS country representative to interpret the tables and identify problems. If data collection problems are discovered at the team level, it may be useful to produce tabulations by interviewer, to investigate whether problems are team-wide or restricted to one or two team members. Immediate action should be taken to address the problems. A brief (i.e., one page or less) written report should be produced, detailing the specific teams and individuals with 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.

C. 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 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 should also 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, and supervisors should meet *during the training period* to discuss data quality monitoring in general and the field-check tables specifically.

D. Interpreting the Field-Check Tables

The following tables are based on hypothetical results from the Household and Individual Questionnaires. Tables FC-2, FC-3 and FC-4 can be produced for men as well as for women.

TABLE FC-1: HOUSEHOLD INTERVIEW RESULTS

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 will ideally be low (e.g., no greater than 5 percent), so that the results from the AIS survey are representative of the country as a whole and not only of those households that are convenient to find and interview.

Table FC-1 monitors the performance of fieldworkers in terms of the results of the Household Questionnaire. The second to last column calculates the percentage of households that have been either successfully interviewed or refused. For the purpose of meeting the target, both results are considered acceptable because the household respondent has a legitimate right to refuse to be interviewed. The last column of Table FC-1 shows the teams that have not met the target, which should be defined at the beginning of the survey. As an aid for country managers, the third to last column presents the household response rate as it will be calculated in the preliminary and final reports. The other columns may be used to identify specific problems and areas where retraining may be necessary. For example, if one team appears to be having problems with refusals, then they may need additional training on non-response conversion.

FC-1: Percent distribution of sampled households by results of household interview, according to interviewer team
Target is the percentage of selected households with result code 1 (Completed) and 5 (Refused). [Target >= 95%]

	Result of household interview													
Team	Completed (1)	HH Present, no respondent (2)	HH absent (3)	Postponed (4)	Refused (5)	Dwelling vacant (6)	Dwelling destroyed (7)	Dwelling not found (8)	Other (9)	TOTAL	N	House-hold response rate (%)*	Percentage of completed and refused interviews (1)+(5)	**Target not met**
Team 1	95.7	0.4	1.9	0.0	0.2	1.1	0.3	0.3	0.1	100.0	748	99.1	95.9	**-**
Team 2	94.2	0.1	2.2	0.0	0.2	2.9	0.1	0.3	0.0	100.0	796	99.4	94.4	**94.4**
Team 3	97.7	0.2	1.1	0.0	0.1	0.8	0.0	0.0	0.1	100.0	856	99.7	97.8	**-**
Team 4	92.2	1.9	0.3	0.0	0.0	5.1	0.1	0.2	0.2	100.0	681	97.8	92.2	**92.2**
Team 5	93.6	0.1	3.6	0.0	0.1	1.9	0.2	0.2	0.3	100.0	777	99.6	93.7	**93.7**
Total	94.8	0.5	1.8	0.0	0.1	2.3	0.1	0.2	0.1	100.0	3,858	99.1	94.9	**94.9**

* HH Response rate = (1) / (1+2+4+5+8) * 100

Note: Target needs to be defined at the beginning of the survey, based on the sample design

Interpretation: In this hypothetical example, teams 2, 4, and 5 have been flagged for not meeting the result target of 95 percent. A high proportion of vacant dwellings (Col. (6)) has led to a lower percentage of completed and refused interviews for Teams 2 and 4. Senior staff should first consider the area in which the teams are working to determine whether there is a regional explanation for this response rate (for example, maybe there was recent flooding in the area). Teams 2 and 5 have higher rates of households being absent (Col. (3)). Once again, the region of the work, timing of fieldwork, etc. should be considered. However, overall this suggests that some team members are not following AIS procedures for contacting households. It may be helpful to run this table by team member to determine whether the problem is isolated to one or more specific interviewers or whether the problem is team-wide. The supervisor should be notified of the problem and advised to double-check households reported as vacant or absent.

TABLE FC-2: ELIGIBLE WOMEN AND MEN PER HOUSEHOLD

The objective of this table is to make sure that the sample of both women and men will be sufficient. If interviewers are not properly listing all household members or if the average household size has changed recently, the sample will be incomplete. The targets for this table must be set at the beginning of the survey and are based on the average number of eligible women and men per household used in the sample design. Because household size varies by residence, it is ideal to subdivide the table by urban-rural residence. This will ensure a more accurate check. If urban-rural estimates are not available, then a single table must be run.

FC-2: Mean number of DE FACTO eligible women per household, according to interviewer team

Target is at least 80% of the average number of eligible women per household as used in the sample design. [Urban target >= 0.84]; [Rural target >= 0.90]

	Urban			Rural		
Team	Number of completed households	Mean N. of DE FACTO eligible women per HH	**Target not met**	Number of completed households	Mean N. of DE FACTO eligible women per HH	**Target not met**
Team 1	150	0.83	**0.83**	246	1.23	**-**
Team 2	450	0.75	**0.75**	0	-	**-**
Team 3	205	0.90	**-**	195	1.30	**-**
Team 4	215	0.97	**-**	170	1.23	**-**
Team 5	0	-	**-**	410	0.73	**0.73**
Total	1,020	0.84	**-**	1,021	1.04	**-**

Note: Targets need to be defined at the beginning of the survey, based on the sample design. If Urban/Rural estimates are available, table for total is Not Applicable.

If only a national estimate is available, tables for Urban/Rural are not applicable. [Target >= 0.88]

	Total		
Team	Number of completed households	Mean N. of DE FACTO eligible women per HH	**Target not met**
Team 1	396	1.08	**-**
Team 2	450	0.75	**0.75**
Team 3	400	1.10	**-**
Team 4	385	1.08	**-**
Team 5	410	0.73	**0.73**
Total	2,041	0.94	**-**

Interpretation: This table provides an example for a hypothetical country where the sample design was based on an average of 0.84 eligible women per household in urban areas and 0.90 in rural areas. In the first panel, two teams have been flagged for not meeting the target. Team 1, although flagged, does not seem to have a major problem because they almost made the target (although it is advisable to carefully monitor their performance in subsequent tables). Team 2, on the other hand, is clearly below the target. In the second panel of the table, Team 5 is well below the rural target. There are sufficient cases to run this table by interviewer.

The second ("Total") table for FC-2 assumes that there were no urban-rural estimates in the sample design so a combined table must be run. While the combined table did not flag all of the teams identified as having problems in the urban-rural breakdown, Teams 2 and 5, which had severe problems, were identified in the table.

Table FC-2 can also be run for eligible men; however, the target may be different if the mean number of men per household differs from the mean number of women per household.

TABLE FC-3: ELIGIBLE WOMEN AND MEN INTERVIEW RESULT

As with household response rates, response rates for individual women and men are expected to be high to ensure that the AIS is representative of the entire country. Table FC-3 monitors the performance of interviewers in regard to the result of the individual questionnaire. The format of the table and its interpretation are similar to Table FC-1.

FC-3: Percent distribution of DE FACTO eligible women by result of individual interview, according to interviewer team
Target is the percentage of eligible women with result codes 1 (Completed) and 4 (Refused). [target >= 95%]

Team	Result of individual interview (DE FACTO women): Completed (1)	Not at home (2)	Postponed (3)	Refused (4)	Partial Interview (5)	Incapacitated (6)	Other (7)	TOTAL	N	Percentage of completed and refused interviews (1)+(4)	**Target not met**
Team 1	98.3	1.1	0.0	0.3	0.1	0.1	0.1	100.0	795	98.6	**-**
Team 2	98.2	1.2	0.2	0.2	0.0	0.1	0.1	100.0	887	98.4	**-**
Team 3	97.3	2.4	0.0	0.0	0.0	0.1	0.2	100.0	1,078	97.3	**-**
Team 4	92.8	3.7	0.5	2.0	0.3	0.2	0.5	100.0	758	94.8	**94.8**
Team 5	93.9	4.6	0.0	0.1	0.5	0.3	0.6	100.0	977	94.0	**94.0**
Total	96.4	2.6	0.1	0.2	0.2	0.2	0.3	100.0	4,495	96.6	**-**

Note: Target needs to be defined at the beginning of the survey, based on the sample design

Interpretation: In this example, teams 4 and 5 have been flagged, although neither team is seriously short of the target. Among members of Team 5, the high percentage of women who were not at home suggests a lapse in proper field procedures. Although the difficulty in locating respondents can vary by urban-rural residence, it is possible that at least some interviewers are not taking time for return visits to the household. Although "refused" is considered an acceptable interview result, Team 4 has an unusually high refusal rate compared to other teams. If senior AIS staff cannot find a reasonable explanation for the differential (such as working in an urban area where response rates are often lower), interviewers should be retrained in non-response conversion techniques.

Table FC-3 can also be run for men. However, the response rates are expected to differ for men to some degree; thus, the target for men will differ from that for women.

<u>TABLE FC-4: AGE DISPLACEMENT (12–18)</u>

Collection of age information in the household schedule must be done accurately and honestly to obtain a representative sample of men and women. Sometimes these data are manipulated by the interviewer in order to conduct fewer individual interviews. Field-check Table 4 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 (or men) 15 years old compared with those 14 years old.

Table FC-4: Number of all women ages 12-18 listed in the household schedule by single year of age and age ratio 15/14, according to interviewer team [Target = age ratio ≥ 0.8]

Team	Women's age (12–18 years)							TOTAL	Age ratio (15/14)	**Target not met**
	12	13	14	15	16	17	18			
1	10	11	11	8	8	7	9	64	0.73	**0.73**
2	11	11	12	9	8	10	7	68	0.78	**0.78**
3	12	12	11	13	11	11	9	79	1.18	**-**
4	12	16	13	5	6	8	7	67	0.38	**0.38**
5	14	11	10	11	11	9	8	74	1.18	**-**
Total	59	62	56	46	44	44	40	352	0.83	**-**

Interpretation: Interpretation: In this example, there is a deficit of women 15 years old, compared with women 14 years old. Normally, one would expect roughly equal numbers of women at these two ages and therefore the age ratios should be near 1.00. To allow for natural variation, a target of at least 0.8 has been set. It appears that members of three teams are "pushing" significant numbers of women aged 15 across the eligibility boundary to age 14 so that they will not have to interview them. In particular, there is evidence of severe age displacement among Team 4.

Table FC-4 can also be run for men; it is exactly the same as the women's table presented here.