# Malaria Indicator Survey

# Guidelines for the Malaria Indicator Survey Interviewer Training

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# INTRODUCTION

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

This manual was produced as an aid to the Malaria Indicator Survey (MIS) 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 MIS data collection, since variation in MIS procedures may undermine the quality and comparability of the data across countries and across time within a country. However, the manual should be adapted to the specific needs and content of each survey.

This manual was created in Microsoft Word. For an electronic copy, please contact: The DHS Program, ICF International, 530 Gaither Rd, Suite 500, Rockville, MD 20850 (Telephone (1) 301-572-0958; Fax (1) (301) 407-6501), reports@dhsprogram.com. An electronic file for this manual is also available on the Roll Back Malaria Partnership Web site: http://www.rbm.who.int.

# I. RECRUITMENT OF FIELDWORKERS

*Highly motivated, well-trained field workers are essential for a successful survey. Each MIS team is composed of a supervisor and four interviewers. The selection of the fieldworkers is the first step toward obtaining high-quality data.*

## CHARACTERISTICS OF FIELD STAFF

The goal of the recruitment process is to identify the best possible candidates for the MIS field work. Here are a few of the characteristics to look for in potential candidates:

**SEX**

- The distribution of male and female interviewers should be determined by the survey context. In some settings it would not be permissible for men to interview women.

**LANGUAGE ABILITIES**

- All candidates should be fluent in the language used for training as well as at least one (other) language into which the questionnaires have been translated (if more than one language is being used).
- 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**

- Ideally, all candidates should have the equivalent of at least a secondary education. Interviewing can be repetitive work and extremely well-educated people may become bored after a few weeks or months.
- In most surveys, interviewers with no health background will collect the blood samples. In these cases, willingness to work with blood must be among the recruiting criteria for interviewers. In some surveys (e.g., those in which blood samples are to be collected), there may be a need to recruit health technicians or nurses.

**PREVIOUS SURVEY EXPERIENCE**

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

**AVAILABILITY**

- Candidates must be available to work full time the entire period of field work. They should be willing to work on evenings and weekends and be able to stay away from their homes for extended periods of time.

**PHYSICAL FITNESS**

- Field work is physically demanding and candidates should be able to walk long distances and carry questionnaires and other equipment.

**GOOD PERSONAL ATTRIBUTES**

- Maturity, responsibility, a friendly and respectful attitude, appropriate appearance and demeanor, curiosity, attention to detail, and an interest in the survey are all qualities that a strong candidate will exhibit.

## NUMBER OF CANDIDATES RECRUITED

- Before any recruiting begins, determine the number of fieldworkers needed. The total sample size, the anticipated difficulty in finding respondents, the average duration of interview, and the scheduled duration of the fieldwork will factor into the calculation. It is also necessary to determine how many interviewers are needed for each of the major languages in the country. This is done by reviewing the list of sampled clusters and deciding which language is the most widely spoken in each area.

- Survey organizers often think that if several languages—say A, B, and C—are spoken in a region, the team assigned to that area should consist of one interviewer who speaks A, one who speaks B and one who speaks C. However, this is inefficient because when the team is working in the area where everyone speaks A, the other two interviewers cannot work; the same problem occurs in the areas where B and C are spoken. Consequently, it is best to determine the distribution of clusters in that region by language. If 10% of the clusters speak A, 15% speak B, and 75% speak C, then it is best to ensure that everyone on the team is a C speaker and to either use translators for the A and B clusters or to try to interview the people in those clusters using language C speakers or possibly some other language known by the interviewers and respondents.

- It is important to allow for extra field staff who can fill in for those who drop out or are dismissed during training. It is generally advised to hire and train at least 10 percent more people than are necessary for field work. Language capabilities should be taken into account when determining the number of back-up interviewers.

## RECRUITMENT

Permanent staff from the survey implementing organization is sometimes 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 often useful for the positions to be advertised in newspapers or magazines or for announcements to be placed on bulletin boards in offices or universities. Word of mouth may also be an effective way of finding candidates.

Sometimes there is pressure to hire the friends or family members of influential people. Although this is not always detrimental, it can result in hiring unqualified staff. Consequently, it is useful to identify some minimum requirements, set some guidelines for the recruitment process, and appoint a committee of 3-4 people to screen applicants.

It is usually advisable to recruit on a regional or zonal basis. Although it may be easier to recruit the required number of field staff from the capital city, it is better to get at least some from the regions. Respondents often know when interviewers are not local, even if they speak the local language. Staff who lives in the capital may tend to feel more sophisticated than the residents of the areas where they will be working. It also helps to have 1-2 team members who know the local area and perhaps even can help solicit support from local officials.

There must also be a subjective component to the interview process in order to evaluate some less quantitative characteristics. The field staff will spend most of their work time alone and will have to use their judgment on a daily basis. Candidates must indicate they have the maturity to handle the problems that arise in the field. In addition, interviewers must approach strangers and conduct interviews with people from a variety of backgrounds. The interviewers' dress and demeanor should allow them to fit into the communities in which they will be interviewing.

Documenting the process will assist the survey coordinators in making a final decision on the selection of candidates and will allow them to justify their decisions in case they are questioned later.

### CANDIDATE ASSESSMENT SCREENING

Ideally, the application process for interviewers should include an application form, a written test and an interview. Standardization of the selection process will help in identifying the best candidates and will also provide a evidence if there is pressure to hire an individual who does not have the proper skills or qualifications.

**APPLICATION FORM**

Ask each candidate to fill out an application form (see box, Recruitment Form 1). This form should be used to obtain basic information about each candidate. It also allows evaluation of the legibility of their handwriting and their ability to follow basic instructions.

**TEST**

Each applicant should complete a short test (see box, Recruitment Form 2). The goal of the test is to check the candidate's attention to detail and ability to do simple arithmetic.

**PERSONAL INTERVIEW**

All applicants should be informed of the goals of the survey, the conditions of the job, compensation, etc. This information may be conveyed during a personal interview, or, to save time, to a group of applicants. Then, each candidate should be spoken with individually (see box, Recruitment Form 3). The recruiters should record their impressions of each candidate on a

separate piece of paper (with emphasis on the characteristics listed above). This evaluation should be attached to the application form and test.

*Speaking ability*

On the application form, each candidate has indicated the languages he/she knows and has assessed his/her proficiency in each language. All field staff should be fluent in the language of training and at least one of the languages to be used in the survey. If at all possible, conduct part of the interview in each of the languages for which the applicant is being considered to work in.

*Recruitment Form 1*

## Application Form for Field Staff
## [Country] Malaria Indicator Survey

1. Full name: _____

2. Address: _____

_____

3. Telephone: _____

4. Age: _____

5. Sex: _____

6. Highest grade of school completed:_____

7. Employment:

Current _____

Previous _____

8. Have you ever worked on a household survey before? If yes, which ones? _____

_____

9. Language ability: Write the names of all languages you know and rate your speaking and reading ability using the following: Limited=1; Good=2; Excellent=3

| Language | Speaking Ability | Reading Ability | Office use only |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

10. Do you have any health conditions that may limit your ability to work outdoors, walk distances, or carry things? If yes, please explain.

11. Are you willing to work in the field for the next [2-3] months?

*Recruitment Form 2*

## Sample Test for Applicants for Field Staff
## [Country] Malaria Indicator Survey

Full name of applicant: _____

1) A woman has given birth to three sons and two daughters. One son died and the other sons and daughters are alive.

   How many sons does she have now? _____

   How many living children does she have now?_____

2) You ask a woman how old she is now, but she says she does not know. However, she tells you that she has a son who is 12 years old now, and that she was approximately 15 years old when she gave birth to that son.

   How old is she now?_____

   What year could she have been born in? (Tick one box)

   ☐1975 ☐1980 ☐1982 ☐1985 ☐ 1988 ☐1994 ☐None of these years

3) The table below gives the ages of various persons

| Person (name) | A | B | C | D | E | F | G | H | I | J | K |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Age | 3 | 5 | 10 | 6 | 9 | 12 | 15 | 14 | 17 | 2 | 11 |

   List the people who are under age 5_____

   List the people who are under age 10_____

   List the people who are age 15 or above_____

4) Imagine you are interviewing a woman who has given birth to two sons and one daughter. They have all gotten married and moved away from home. Please answer the questions for this woman. Follow all instructions.

   201. Have you ever given birth?

   Yes ☐→ ASK QUESTION 202

   No ☐→ GO TO QUESTION 206

   202. Do you have any sons or daughters to whom you have given birth who are now living with you?

   Yes ☐→ ASK QUESTION 203

   No ☐→ GO TO QUESTION 204

   203. How many sons live with you? _____
   And how many daughters live with you? _____

   204. Do you have any sons or daughters to whom you have given birth who do not live with you?

   Yes ☐→ ASK QUESTION 205

   No ☐→ GO TO QUESTION 206

   205. How many sons do not live with you? _____
   And how many daughters do not live with you? _____

   206. INTERVIEWER: WRITE THE TOTAL NUMBER OF CHILDREN SHE HAS GIVEN BIRTH TO:_____

*Reading out loud*
Ask the applicant to read a section of the questionnaire (the introduction statement in the individual questionnaire, for example) out loud in all of the questionnaire languages they claim to know. Give the candidate a score of 0 (not able to read at all) to 5 (able to read everything fluidly) for each language that he/she reads.

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

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

It is important to discuss with each applicant the expected level of pay for the work and the hours per day and days per week to be worked. Omission of these issues can result in wastage of time and money if candidates drop out after the training because they don't like the conditions of work.

*Recruitment Form 3*

**Items to Discuss in Personal Interview with Applicants for Field Staff**

Name of applicant: _____

- **Language ability:** 1) talk in the language for a few minutes and 2) ask the candidate to read aloud several questions written in the language and then provide answers.
- **Daily schedule:** Ask if she/he is willing to work in the evenings and weekends.
- **Place of work:** Ask if there are parts of the country in which she/he is not willing to work. If a candidate is likely to be posted to a certain part of the country (based on language ability, for example), be sure to mention this.
- **Duration of survey:** Explain that the job will take [2-3] months to complete, including training. Ask if she/he will be available for the whole time. In cases where a candidate is proposing to take a leave of absence from a permanent job, ask the candidate to submit a letter from their employer stating they will be given a leave of absence for the required dates.
- **Physical fitness:** Is the candidate physically able to handle the job, including extensive walking and carrying equipment?
- **Pay levels:** Explain salary and per diem levels and any other benefits and conditions of service. Ask if this is acceptable. Explain that she/he needs to consider this before accepting any offer to come for training.
- **Reason for wanting job:** Ask the candidate why she/he wants the job. Discuss how this experience can help her/him achieve future goals.

# II. ADMINISTRATIVE AND LOGISTICAL ASPECTS OF TRAINING

## TRAINERS

Senior host-country staff will be in charge of conducting the training of MIS field staff. If an MIS 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 of trainers will be required when the senior survey staff have not had previous training experience or when the MIS 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 MIS:*

- At least two full-time trainers 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 trainer, 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. One or two outside lecturers should be invited to provide in-depth information on malaria, such as the following:

| TOPIC | MATERIALS |
|---|---|
| **Malaria**<br>♦ Etiology, patterns of signs and symptoms, morbidity and mortality<br>♦ Discuss local terms that may be used for malaria and different types of fevers. | .<br>Information pamphlets on malaria |
| **Malaria Prevention**<br>♦ Discuss malaria transmission patterns, mosquito types and biting behaviour<br>♦ Discuss the importance of indoor residual spraying | |
| ♦ Discuss types of mosquito nets and insecticide treatment/retreatment of nets | List of all types of mosquito nets, including insecticide-treated nets (ITNs), including photos or descriptions of each kind (e.g., colour, shape, brand identification) |
| **Malaria Medication and Treatment**<br>♦ Intermittent preventive treatment (IPTp) for pregnant women<br>♦ Antimalarial treatment for children<br>♦ Malaria treatment delivery points | List all types of antimalarial drugs used in the country for prevention of malaria during pregnancy and for treatment, including a description of the medications (e.g., size and colour of pills) and their packaging, and any other information that would help to distinguish specific types of medications |

### 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 | 13 days |
| Biomarker Training | 5 days |
| Supervisors | Two additional working days incorporated into the main survey training |

### 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 one and a half to two 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.

### 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 is strongly recommended to keep all of the participants together for lectures if possible, and then split them into smaller working groups.
- Multiple training sites are not recommended; however, 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.

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

- Trainees may be eliminated whenever appropriate during the course. Some extras should be retained throughout the course, however, in case some candidates drop out at the last moment 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 (Programmer, Data Processing Supervisor, Office Editor) should receive detailed instruction on the questionnaires. The easiest way to accomplish this is to include them in the classroom sessions of the interviewers' training course. They can later spend 1-2 days briefing the data entry staff on the questionnaires immediately before the data processing operation begins. If tablets are being used, senior data processing staff will already be thoroughly familiar with the questionnaires and will instead be assisting in the training.

### LOCATION OF TRAINING

- It is best to hold the training in a residential site so that trainees are a captive audience. Getting to the classroom in the morning is easier, and participants have more time to study and practice with other participants in the evening.

- The venue should have a large room for plenary sessions and smaller rooms if there are multiple classes being trained.

- The venue must have electricity, ample light, good food, comfortable seating for all participants, preferably at tables or desks.

- Schools and universities are not good training venues if a delay in the survey schedule may result in these venues becoming unavailable.

- The venue must be booked well in advance.

*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.*

## MATERIALS FOR TRAINING

| MATERIALS FOR INTERVIEWERS | |
|---|---|
| **Item** | **Quantity per Interviewer** |
| Interviewers' Manual | 1 |
| Questionnaires | 1-2 in main training language<br>8–10 of each in interview languages |
| Interviewer Assignment Sheet | 1 |
| Briefcase/backpack (optional) | 1 |
| Clipboard | 1 |
| Blue ball point pens | 2 |

| ADDITIONAL MATERIALS FOR SUPERVISORS | |
|---|---|
| **Item** | **Quantity per Supervisor/Field Editor** |
| Supervisor's Manual | 1 |
| Supervisor Assignment Sheet | 1 |
| Interviewer tracking sheet | 1 |
| Maps and household listing forms | 1-2 examples for the supervisors/editors training |
| Red ball point pens | 2 |

| TEACHING MATERIALS | |
|---|---|
| **Item** | **Comments** |
| Blackboard and chalk (colored, if possible) | |
| Flip chart or large sheets of paper | |
| Large felt marking pens | |
| Overhead projector (if available)<br>♦ Screen<br>♦ Transparencies of each page of questionnaire<br>♦ Colored transparency pens | If overhead not available, use enlargements of questionnaire pages. |
| Laptop computer and projector | |
| Copies of all control forms | |
| Anemia and malaria testing supplies | See Biomarker Field Manual |
| Samples of locally available mosquito nets | See below |

| ADDITIONAL MATERIALS FOR FIELDWORK |
|---|
| Malaria drugs |

## III. CONTENT OF THE TRAINING COURSE

### HOW TO BUILD MORALE

Active involvement in the training process is a good way to motivate interviewers. Trust and positive reinforcement are key to creating an effective learning environment. 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 MIS surveys, Demographic and Health Surveys (DHS), or Multiple Indicator Cluster Surveys (MICS) were used, and show copies of previous MIS, DHS, or MICS reports or reports from other countries.

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

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

***Occasionally, ask a trainee to read aloud*** — Having a trainee read an important part of the Interviewer's Manual to the class can encourage participation and vary the presentation. Another advantage is that it encourages trainees to refer to the manual and recognize it as an important resource. Change readers every few minutes to vary the voice and give others a chance to participate.

***Avoid pointing out an individual trainee'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, don't get defensive.

***Do something special for the participants*** — Issuing certificates of course completion, holding a party at the end of training, and printing T-shirts, vests, briefcases, etc. with the survey name are all ways of improving morale and creating a sense of unity and purpose.

***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 that their work is important, and sense that they are respected by their superiors.*

**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**

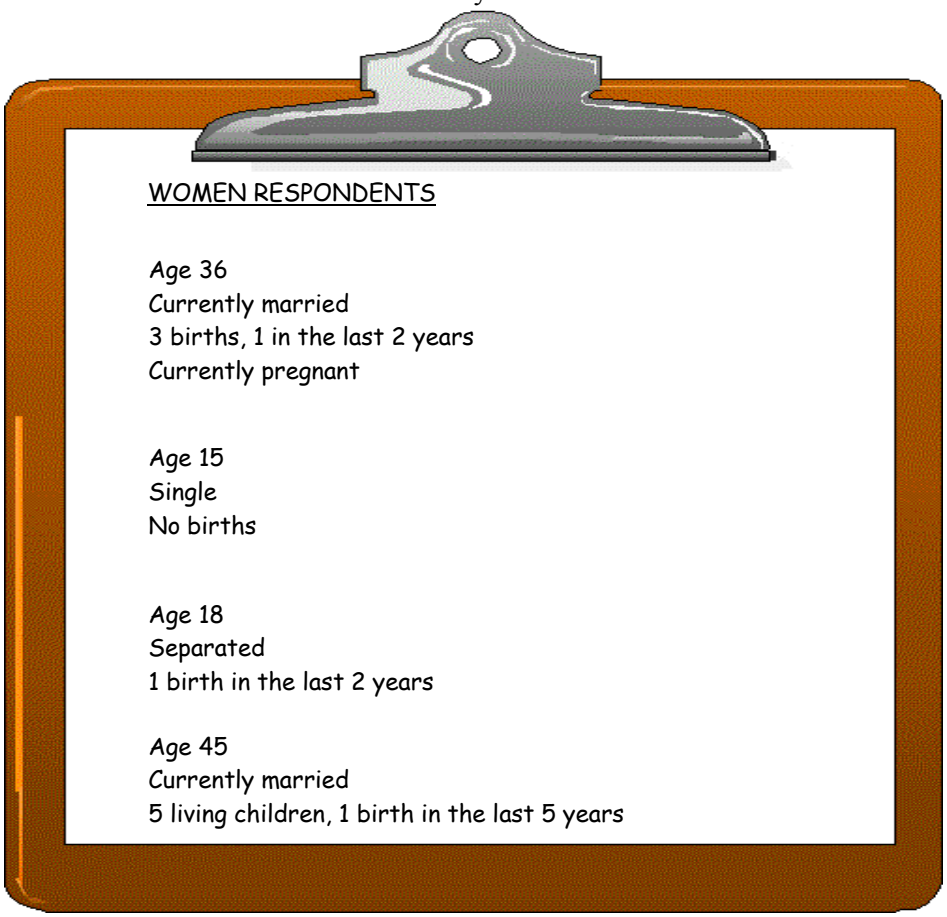
- This is an interview (or part of an interview) conducted either by a trainer or a supervisor in front of the class. The benefit of this exercise is to show how a good and efficient interview is conducted. Demonstration interviews are particularly useful early in training to show trainees what the process 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 make notes to give feedback after completion of the interview.
- This approach allows trainers to check whether trainees notice the errors being made and to correct errors made by the interviewer.

*An active training style is strongly recommended for the MIS. 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:




**DEMONSTRATION INTERVIEW WITH REAL RESPONDENT**

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

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

**ANEMIA AND MALARIIA TESTING**

- Trainees need to practice anemia testing and taking blood samples for malaria testing on each other in the classroom as well as during field practice (refer to the Biomarker Field Manual for details).

## FIELD PRACTICE

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

***Scheduling***

- Field practice should be conducted at the end of the training period so that participants benefit from administering the entire questionnaire including anemia and malaria testing.
- A minimum of two whole days should be devoted to field practice. For each day of field practice, spend the following 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 likely to be at home so that all trainees have practice.
- It is helpful to schedule field practice in both rural and urban areas.
- If the questionnaire has been translated into more than one language, it is helpful to select sites for practice where these languages are spoken so that all versions of the questionnaire can be practiced.
- *Field practice should not be conducted in an area selected for the actual survey.*

***Organization***

- For efficiency, in the field practice sessions, trainees should interview whatever households are available, without worrying about callbacks.
- 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 (after completing the household schedule).
- During the second field practice day, anemia and malaria testing of eligible individuals in visited households should be practiced in addition to interviewing. Use of maps and field forms can also be added in order to gradually approximate actual field demands. Supervisors, if they have been selected already, should edit completed questionnaires and give them to senior survey staff to check.

***Feedback***

- Time should be allocated for classroom discussion following practice interview sessions to answer questions and discuss problems.

- 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 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 trainee.

- 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.

## THE AGENDA FOR INTERVIEWER TRAINING

### GENERAL GUIDELINES

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

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

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

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

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

- Survey organizers should budget for two extra days in the training schedule to allow for delays or extra training.

### DATA QUALITY

Inform interviewers that their performance will be monitored for quality throughout field work, that supervisors/field editors will periodically spot-check households, and 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.

### HOMEWORK

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

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

## SEXUAL HARASSMENT

During the interviewer training, it is important to define sexual harassment and to establish that harassment is not appropriate behavior and will not be tolerated on the survey. Sexual harassment is any unwelcome words or actions of a sexual nature or based on sex that (1) create an intimidating, hostile, or offensive working environment or (2) the submission to or rejection of which affects the target's employment status or conditions.

If the implementing organization has a policy on sexual harassment, it is worthwhile to discuss these policies with them before the training and then have the implementing organization staff present the policies to the group. If the implementing agency has no policy on sexual harassment, then the training must lay out expectations for behaviors, a process for receiving and reviewing complaints, and disciplinary actions for perpetrators of sexual harassment.

Some important points:

- Sexual harassment is a form of violence. It is about power and intimidation, not sexual attraction.

- Sexual harassment is typically thought of in terms of behaviors by a man towards a woman. However, women may also sexually harass men, men may sexually harass other men, and women may sexually harass other women.

- Sexual harassment can be perpetrated by a supervisor towards an employee, by an employee towards a supervisor, or between co-workers.

- It does not matter whether the harasser intends to intimidate or offend anyone. What is important is the effect the behavior has on the person being harassed.

A useful teaching method may be to ask the class to name examples of sexual harassment and then discuss them. Here are some examples of harassing behaviors:

- Sexual or gender-based jokes or teasing;
- Requesting sexual favors;
- Pressure for dates;
- Telling lies or spreading rumors about a person's personal or sex life;
- Unwelcome hugging, touching, or kissing;
- Patting, stroking, grabbing, or pinching;
- Forced fondling, rape, or attempted rape.[1]

[1] Adapted from: Minnesota Advocates for Human Rights, Stop Violence Against Women project.

## EVALUATION AND TESTING OF TRAINEES

### TESTS

Administering tests to the trainees is useful for several reasons. They can serve as a teaching tool to motivate trainees to study the material and to help trainers understand trainees' level of comprehension. Tests also emphasize important issues for the class to review. The tests should not be too complicated. 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.

### TESTING AND EVALUATION TECHNIQUES

- After collecting tests or quizzes, review the questions one by one.
- Grade tests immediately, so they can be returned to trainees the following day.
- It is useful to make intentional errors on selected pages of the questionnaire (especially the tables) and ask trainees to find and describe the errors. However, these tests are also more difficult to grade.
- Trainers should keep in mind that tests are not always a good measure of trainees' abilities. They can be somewhat arbitrary or subject to the individual's comfort level with the predominant language used in the training. Ultimately, decisions on hiring interviewers should be based on observation of the trainees' performance during class sessions and field practice in addition to their test scores.

# IV. SUPERVISOR TRAINING

## THE CANDIDATES

People who serve as interviewers for the pretest are often good candidates for supervisors in the main survey. In some cases, supervisors may be selected from those participating in the general field staff training. This selection should be based, as much as is possible, on objective criteria (see section on Evaluating and Testing of Trainees).

## LOGISTICS

**SCHEDULE**

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

- 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.

**MATERIALS**

- The Supervisor's Manual will be the focus of the supervisor training.

- Make up and discuss some examples of questionnaire pages with errors (especially the household schedule). Supervisors can be asked to find the errors and then told how to mark them.

## CONTENT OF TRAINING COURSE

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

- Sample implementation and map reading, including 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 staff

- Overview of anemia and malaria testing procedures

- Principles of, and strategies for, data quality monitoring

- Team leadership, maintaining team morale, dealing with problems, etc.

## EVALUATION

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

## ROLE OF SUPERVISORS DURING INTERVIEWER TRAINING

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

- Supervisors may assist with the mock interviews, supervising each group in turn, and with the practice interviews in the field.

- Supervisors should help edit questionnaires and be a resource for the trainers.

- It is helpful for the trainer(s) to call on supervisors to participate from time to time in order to identify them as leaders.

- Some supervisors may be used to give demonstration interviews.

# V. FIELDWORK SUPERVISION

*Training does not end when fieldwork is launched. Interviewers need close supervision, especially in the first few days of 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.*

## SUPERVISION OF EARLY FIELDWORK

**LOGISTICS**

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

**OBSERVATION OF INTERVIEWS**

Each interviewer should be observed during the first 2 days of fieldwork. To accomplish this, supervisors and senior staff will have to sit in on interviews and give immediate feedback to interviewers. They should not interrupt during the interview, but rather save their comments and give feedback to the interviewer after the interview is over.

**EDITING QUESTIONNAIRES**

When paper questionnaires are used, MIS procedures call for thoroughly editing all completed questionnaires within a day of the interview or at least before the team leaves the sample cluster. Supervisors should ensure that all questionnaires are thoroughly scrutinized and that all errors are tactfully discussed with the interviewer.

**DAILY TEAM MEETINGS**

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

**RE-INTERVIEWS**

One of the supervisor's responsibilities is to conduct re-interviews with approximately 5 percent of the households covered in the survey. The supervisor only fills the first few columns of the household questionnaire, with the list of people, their relationship, residence status, age, and sex. He or she should try to visit the household on the same day as the interview so that any visitors who stayed in the household the night before the interview can still be contacted.

The purpose of the re-interviews is to ensure that interviewers are visiting the selected households and that they do not intentionally leave out eligible household members or misreport their 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. If the interviewer has missed any eligible respondents, an interviewer must return to the household to conduct the interview.

**QUALITY CONTROL TEAM**

In many MIS 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.

### 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.

### USING FIELD-CHECK TABLES

- Field-check tables are one way of monitoring data quality while the fieldwork is still in progress. They 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 at the end of this document 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.

### 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 group.

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

### CONTINUING SUPERVISION OF FIELDWORK

It is important to continually monitor interviewer performance throughout the duration of the fieldwork. The supervisor should continue to observe in-

terviews until the end of 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 and edited.

## ANNEX 1. ILLUSTRATIVE TRAINING AGENDA

Note: This agenda assumes that paper questionnaires are being used and that interviewers will be trained to do anemia and malaria testing. When PDAs are used in place of paper questionnaires, they are generally introduced after review of the questionnaire on paper.

| | MORNING | AFTERNOON |
|---|---|---|
| **Day 1**<br><br>**Introduction and overview of project** | Opening ceremony<br><br>Introductions<br><br>Objectives of the survey, brief overview of demography of country, general organization, period of performance, role of interviewers and supervisors, importance of interviewers, expectations of interviewers<br><br>Administrative matters, rate and timing of payment, survey regulations including policy on sexual harassment<br><br>Overview of project, including brief description of pretest, data processing, analysis (Interviewer's Manual, section I)<br><br>General section-by-section explanation of questionnaires.<br><br>Importance of survey results | Conducting an interview: Building Rapport with the Respondent, Tips for Conducting the Interview, Language of the Interview<br><br>Fieldwork procedures: Preparatory Activities and Assignment Sheets, Contacting Households and Eligible Respondents, Returning Work Assignments<br><br>Data Quality: Why is it important to ensure data quality; What is needed to be done to ensure quality data collection<br><br>Quiz 1 |
| **Day 2**<br>**General techniques and procedures; Household Questionnaire** | Discussion/Review of quiz<br><br>Fieldwork procedures, contacting households, response codes, making callbacks (Interviewer's Manual Section III)<br><br>Quick demonstration interview | General procedures for completing the questionnaire (Interviewers' Manual Section IV): Asking Questions, Recording Responses, Correcting Mistakes, Following Instructions<br><br>Presentation of the Household Questionnaire (Interviewers' Manual Section V):Identification of Household on the Cover Page, Completing the Household Questionnaire<br><br>Quiz 2 |

| | MORNING | AFTERNOON |
|---|---|---|
| **Day 3**<br><br>**Explanation of rest of Household Questionnaire, practicing techniques** | Discussion/Review of quiz<br><br>Household Questionnaire<br><br>Identification of different brands of mosquito nets<br><br>Examples | Lecture on malaria<br><br>Practice identifying different types of locally available mosquito nets<br><br>Discussion of how to collect age data<br><br>Mock interviews in groups, covering Household Questionnaire<br><br>Quiz 3 |
| **Day 4**<br><br>**Overview of Woman's Questionnaire, Overview of Biomarkers** | Discussion/Review of quiz<br><br>Household Questionnaire<br><br>Explanation of the Woman's Questionnaire | Group exercises<br><br>Brief overview of biomarkers<br><br>Mock interviews in groups, covering Woman's Questionnaires<br><br>Discussion of group practice, solutions to problems<br><br>Quiz 4 |
| **Day 5**<br><br>**Woman's Questionnaire** | Discussion/Review of quiz<br><br>Review of Woman's Questionnaire<br><br>Mock interviews and review of practice Solutions to problems<br><br>Front-of-class practice on Woman's Questionnaire | Presentation from National Malaria Control Program<br><br>Quiz 5 |

| | MORNING | AFTERNOON |
|---|---|---|
| **Day 6**<br><br>**Final Test and Local languages** | Discussion/Review of quiz<br><br>Discussion of field practice procedures and problem areas<br><br>Discussion of different languages to be used in survey<br><br>Discussion of local language versions in small groups | Mock interviews in language groups<br><br>In-class interviews with real respondents (local languages)<br><br>Quiz 6<br><br>Review of quiz results |
| **Day 7**<br><br>**Supervisor training** | Supervisors meet with senior MIS staff for special training<br><br>All other field staff may have free day<br><br>Review the duties of the supervisor. Discuss supervisory, logistical, and administrative duties | |
| **Day 8**<br><br>**Field practice (questionnaires and biomarker testing)** | 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<br><br>Each trainee to do at least two interviews<br><br>Supervisors to edit questionnaires in the field and give to trainers to re-edit<br><br>Biomarker technicians accompany trainees to practice malaria and anemia testing | |
| **Day 8**<br><br>**Field practice review** | Discussion of previous day's practice<br><br>Trainers to review problems, errors, and observations made during field practice<br><br>Trainers to return edited questionnaires | |

| | MORNING | AFTERNOON |
|---|---|---|
| **Day 10**<br>**Field practice review, discussion of forms and editing** | Discussion of previous day's practice<br><br>Trainers and supervisors to review problems, errors, and observations made during field practice<br><br>Trainers to return edited questionnaires to supervisors, who in turn will discuss them with each trainee individually | Principles of editing questionnaires<br><br>Explanation of control forms<br><br>How to handle households with no eligible women or with more than one eligible woman<br><br>Test that emphasizes catching errors in completed questionnaires |
| **Day 11**<br>**Field practice in urban areas (questionnaire and forms)** | Field practice for 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 | |
| **Day 12**<br>**Field practice in rural areas** | Field practice for teams in rural areas | |
| **Day 13**<br>**Review, test, administrative issues** | Discussion of practice interviews<br><br>Time for extra review of any persistent problems<br><br>Discussion of methods of data quality monitoring—field-editing, spot-checking, and field-check tables | Test<br><br>Administrative matters<br><br>**Evening**<br>Final selection of interviewers by team and supervisor |
| **Day 14**<br>**Senior field staff meeting, administrative and logistical issues** | Discussion of test results<br><br>Trainees informed of final selection<br><br>Logistics of main survey fieldwork<br><br>Interviewers leave<br><br>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)<br><br>Procedures for monitoring sample implementation and data quality, use and timing of field-check tables | |

Note: Training for biomarker technicians will take place concurrently during interviewer training so that technicians and trainees can participate together in field testing.

| | |
|---|---|
| **<u>Days 2-6</u>**<br>**Biomarker training** | Train biomarker technicians using Biomarker Manual<br><br>Practice with anemia and malaria testing at a clinic<br><br>Explain principles of and demonstrate disposal of biohazardous waste |

## ANNEX 2. SAMPLE TEST QUESTIONS

### TIPS FOR TESTING

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

### OTHER TESTING TECHNIQUES

- Provide information for the 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.

## 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 come 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 Woman's Questionnaire? (Yes or No)**

____1. The 50-year-old female head of household.
____2. A 15-year-old girl, 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 female relative from another village who temporarily is living with the family and will celebrate her 50th birthday at the end of the week.

**5) 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 [or other organization] 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 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? |
|---|---|---|
| | (10) | (11) |
| (a) A woman who finished her third year in college. | Primary……1<br>Secondary.....……..2<br>Higher……..3 | GRADE<br>☐☐ |
| (b) A woman who attended primary school but never finished her first year. | Primary……1<br>Secondary.....……..2<br>Higher……..3 | ☐☐ |
| (c) A woman who completed primary school in 6 years but never attended secondary school. | Primary……1<br>Secondary.....……..2<br>Higher……..3 | ☐☐ |
| (d) A woman who completed two and a half years of secondary school. | Primary……1<br>Secondary.....……..2<br>Higher……..3 | ☐☐ |

**8) You are filling in the Household Questionnaire. The respondent, Mary, says that her husband, John, is the head of the household. After you have completed columns 2, 3, and 4 for John and Mary, she tells you that her sister Ruth is visiting and stayed in the house the previous night. Ruth is 52 years old. Please complete line 3 for Ruth.**

HOUSEHOLD SCHEDULE

| LINE NO. | USUAL RESIDENTS AND VISITORS | RELATIONSHIP TO HEAD OF HOUSEHOLD | SEX | RESIDENCE | | AGE | ELIGIBILITY | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | 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.<br><br>AFTER LISTING THE NAMES AND RECORDING THE RELATIONSHIP AND SEX FOR EACH PERSON, ASK QUESTIONS 2A-2C TO BE SURE THAT THE LISTING IS COMPLETE.<br><br>THEN ASK APPROPRIATE QUESTIONS IN COLUMNS 5-9 FOR EACH PERSON. | What is the relationship of (NAME) to the head of the household?<br><br>SEE CODES BELOW. | Is (NAME) male or female? | Does (NAME) usually live here? | Did (NAME) stay here last night? | How old is (NAME)?<br><br>IF 95 OR MORE, RECORD '95'. | CIRCLE LINE NUMBER OF ALL WOMEN AGE 15-49 | CIRCLE LINE NUMBER OF ALL CHILDREN AGE 0-5 |
| 01 | | | M F<br>1 2 | Y N<br>1 2 | Y N<br>1 2 | IN YEARS | 01 | 01 |
| 02 | | | 1 2 | 1 2 | 1 2 | | 02 | 02 |

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

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

## WOMAN'S QUESTIONNAIRE

**1) What should you do if an eligible woman is at a neighbour's home at the time you complete the Household Questionnaire? (Circle one)**

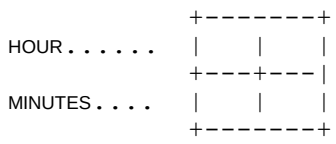
1. Interview all other eligible respondents and leave.
2. Make an appointment to return when the woman will be home.
3. Try to find the woman.
4. Substitute another woman of eligible age.

## WOMAN'S 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) How do you record half past one in the afternoon in question 101?**




## WOMAN'S QUESTIONNAIRE, SECTION 2

**1) Which of the following should be included in the number of births a woman has had during her life? (Circle answers)**

| | YES | NO |
|---|---|---|
| A stillborn baby | 1 | 2 |
| A child born the day before the survey | 1 | 2 |
| A child adopted by the woman | 1 | 2 |
| A baby who died after one day | 1 | 2 |

## WOMAN'S QUESTIONNAIRE, SECTIONS 3 AND 4

**1) You ask a woman who took Fansidar during her pregnancy whether she received it during an antenatal visit, during another visit to a health facility, or from some other source. She says that when she went for an antenatal visit, the doctor gave her a prescription for Fansidar, but that she got the medicine at a pharmacy near her home. How would you record her answer below? (Circle one)**

ANTENATAL VISIT……...1
ANOTHER FACILITY……2
OTHER SOURCE_____6
(SPECIFY)

**2) You ask a woman how long after the fever started did her daughter first take chloroquine. She says that she first noticed that her daughter had a fever at 11:00 p.m. on the night before the interview and she gave her chloroquine two hours later (at 1:00 a.m. on the day of the interview). How would you record her answer? (Circle one)**

SAME DAY…….0
NEXT DAY…….1
TWO DAYS AFTER THE FEVER……2
THREE OR MORE DAYS AFTER THE FEVER….3
DON'T KNOW……....8

## 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) **3, 03**
   **1, 00**
   **1, 06**
   **2, 02**

8) **Ruth, 09, 2, 2, 1, 52, not circled, blank**

### WOMAN'S QUESTIONNAIRE

1) **3**

### WOMAN'S QUESTIONNAIRE, SECTION 1

1) **3**
2) **Hour = 13, minutes = 30**

### WOMAN'S QUESTIONNAIRE, SECTION 2

1) **2, 1, 2, 1**

### WOMAN'S QUESTIONNAIRE, SECTIONS 3 AND 4

1) **6, pharmacy**
2) **1**

# ANNEX 3. FIELD-CHECK TABLES

### PRODUCING THE FIELD-CHECK TABLES

- The data processing staff will be responsible for producing field-check tables approximately every two weeks, with the first set produced when data from 200-300 households are available.

- Field-check tables are designed to flag indicators that appear to be lower or higher than anticipated. Survey organizers will need to set parameters for some tables, e.g., expected number of eligible women per household.

- Field-check tables are usually produced on the entire dataset available at the time. However, survey organizers may want to produce tables only for data processed since the previous set of tables or for a specific period of fieldwork. This will give a better idea as to the quality of the most recent data collected by the teams.

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

### REPORTING THE FINDINGS FROM THE FIELD-CHECK TABLES

Senior survey staff, fieldwork coordinators, data processing staff and the MIS country representative will work together to interpret the tables and identify problems. If data collection problems are discovered at the team level, it may be useful to produce individual-level tabulations to investigate whether problems are team-wide or restricted to one or two of the team members. Immediate action should be taken to address problems, either by contacting the team supervisor by telephone or by visiting the team to review the findings. In cases of serious problems, a brief written report should be produced detailing the teams with problems and what actions were taken.

### 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 also should be conveyed to the teams in the field.

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

### INTERPRETING THE FIELD-CHECK TABLES

The following tables are based on hypothetical results from the Household and Woman's Questionnaires.

### TABLE FC-1: HOUSEHOLD RESPONSE RATES

Serious biases can be introduced to the data when a significant proportion of the sampled households are, for whatever reason, not interviewed. The level of household "nonresponse" will ideally be low (no greater than 5

percent), so that the results from the MIS 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 Household response rates

Percent distribution of sampled households by result of household interview and household response rate, by interviewer team

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

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

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

**Note:** It may be preferable to create two separate field check tables, one for urban and one for rural areas as the targeted response rate may vary between the two. Survey managers should provide data processors with the country-specific targets, based on the assumptions made in the sampling design.

## TABLE FC-2: ELIGIBLE WOMEN PER HOUSEHOLD

One way for interviewers to reduce their workload is to deliberately omit eligible women from the household or to estimate their ages to be either above or below the cutoff ages for eligibility (15-49). Table FC-2W monitors the number of eligible women per household.

**FC-2W: Eligible women per household**

Mean number of *de facto* eligible women per household, according to interviewer team, [Country, Year]

| | Urban | | | | Rural | | | |
|---|---|---|---|---|---|---|---|---|
| Team | Number of completed households | Number of *de facto* eligible women in those HHs | Mean number of *de facto* eligible women per HH | Target not met | Number of completed households | Number of *de facto* eligible women in those HHs | Mean number of *de facto* eligible women per HH | Target not met |
| Team 1 | 46 | 65 | 1.41 | | 86 | 73 | 0.85 | **0.85** |
| Team 2 | 172 | 243 | 1.41 | | 214 | 225 | 1.05 | **1.05** |
| Team 3 | 139 | 158 | 1.14 | **1.14** | 82 | 119 | 1.45 | |
| Team 4 | 197 | 236 | 1.20 | **1.2** | 120 | 112 | 0.93 | **0.93** |
| Team 5 | 116 | 131 | 1.13 | **1.13** | 161 | 190 | 1.18 | |
| Total | 670 | 833 | 1.24 | **1.24** | 663 | 719 | 1.08 | **1.08** |

Note: Number of women that are **expected** to be found per HH is country-specific and defined in the sample design (it usually differs by urban/rural areas). The target is the **minimum** mean number of *de facto* eligible women per HH that we hope to find, and should be > 90% of what was expected at the time of sample design.

Survey managers should provide data processors with the country-specific targets, based on the assumptions made in the sampling design.

Example: MIS sample was drawn based on the expectation of finding 1.46 women per HH in urban areas and 1.24 women per HH in rural areas. Targets for this table are for teams to find at least 1.31 women per HH (90% of 1.46) in urban areas and 1.12 women per HH (90% of 1.24) in rural areas.

**Interpretation:** In this example, the sample was drawn based on the expectation of finding 1.46 women per household in urban areas and 1.24 women per household in rural areas. Targets for this table are for teams to find at least 1.31 women per household (90% of 1.46) in urban areas and 1.12 women per household (90% of 1.24) in rural areas. Notice that overall, the average numbers of women per household (1.24 in urban and 1.08 in rural) do not meet targets. Teams 3, 4, and 5 are not meeting the minimum number in urban areas and Teams 1, 2, and 4 are not meeting the minimum number in rural areas. Survey organizers should review field check tables on age displacement (FC-4) to see if these teams are pushing women to be younger than the cutoff age of 15. They should also ask the supervisors on these teams to conduct some re-interviews to see if interviewers are deliberately omitting eligible women.

## TABLE FC-3: ELIGIBLE WOMAN RESPONSE RATES

As with household response rates, an individual response rate of less than 95 percent is undesirable. FC-3 monitors non-response among eligible women.

Table FC-3 Eligible woman response rates

Percent distribution of all eligible women by result of individual interview, by interviewer team

| | Result of individual interview | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Team | Completed (1) | Not at home (2) | Postponed (3) | Refused (4) | Partial interview (5) | Other (6) | Total | Number |
| Team 1 | 96.8 | 2.5 | 0.4 | 0.0 | 0.3 | 0.0 | 100.0 | 350 |
| Team 2 | 97.2 | 1.5 | 0.1 | 1.0 | 0.0 | 0.2 | 100.0 | 373 |
| Team 3 | 90.1 | 8.3 | 0.1 | 1.5 | 0.0 | 0.0 | 100.0 | 321 |
| Team 4 | 99.4 | 0.2 | 0.1 | 0.3 | 0.0 | 0.0 | 100.0 | 380 |
| All teams | 95.9 | 3.1 | 0.2 | 0.7 | 0.1 | 0.0 | 100.0 | 1424 |

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

**Note:** It may be preferable to create two separate field check tables, one for urban and one for rural areas as the targeted response rate may vary between the two. Survey managers should provide data processors with the country-specific targets, based on the assumptions made in the sampling design.

## TABLE FC-4: AGE DISPLACEMENT

Collection of age information in the household schedule must be done accurately and honestly to obtain a representative sample of women. Sometimes these data are manipulated by the interviewer in order to conduct fewer individual interviews. Field-check Table 4 indicates whether interviewers are intentionally displacing the ages of young women so as to be ineligible.

Table FC-4 Age displacement

Number of all women 12-18 years listed in the household schedule by single years of age and age ratio 15/14 according to interviewer team

| | Age of women | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Team | 12 | 13 | 14 | 15 | 16 | 17 | 18 | Total | Age ratio (women 15/ women 14) | Target not met |
| Team 1 | 10 | 11 | 11 | 8 | 8 | 7 | 9 | 64 | 0.73 | 0.73 |
| Team 2 | 11 | 11 | 12 | 9 | 8 | 10 | 7 | 68 | 0.75 | 0.78 |
| Team 3 | 12 | 12 | 11 | 13 | 11 | 11 | 9 | 79 | 1.18 | - |
| Team 4 | 12 | 16 | 13 | 5 | 6 | 8 | 7 | 67 | 0.38 | 0.38 |
| All teams | 45 | 50 | 47 | 35 | 33 | 36 | 32 | 278 | 0.74 | 0.74 |

Note: Target is an age ratio of women age 15 / women age 14 > 0.8
* All women = de facto + de jure

**Interpretation:** In this example, there is a deficit of women 15 years old, compared with women 14. Normally, one would expect roughly equal numbers of women at these ages and therefore the age ratios should be near 1.0. It appears that members of three teams in this example are "pushing" significant numbers of women aged 15 across the eligibility boundary to age 14 so that they will not have to interview them. This is a serious lapse in field procedures.

## TABLE FC-5: CHILDREN EVER BORN

Another way for interviewers to reduce their workload is to omit children born to interviewed women. Field-check Table 5 tracks the mean number of children born to women.

**FC-5: Children ever born**

Number of ALL WOMEN with a completed interview, total number of children ever born (CEB), and mean number of CEB, according to interviewer team, [Country, Year]

| Team | Number of ALL women with a completed interview | Total number of children ever born | Mean CEB | Target not met |
|---|---|---|---|---|
| | (1) | (2) | (3)=(2)/(1) | |
| Team 1 | 396 | 1,069 | 2.70 | - |
| Team 2 | 450 | 1,206 | 2.68 | - |
| Team 3 | 400 | 722 | 1.81 | **1.81** |
| Team 4 | 385 | 982 | 2.55 | - |
| Team 5 | 410 | 1,025 | 2.50 | - |
| Total | 2,041 | 5,004 | 2.45 | **2.45** |

Note: Target should be defined to be > 85% of the mean CEB from a previous survey or census.

**Country-managers should provide data processors with the country-specific target.**

Example: CEB in previous MIS: 2.91 thus Target = 2.91 * 0.85 = 2.5

**Interpretation:** In this example, the mean CEB from a previous source was 2.91, so the target was 2.91*0.75 = 2.2. Notice that Team 3 has a very low level of CEB. Unless there is an obvious explanation (e.g., the team is working in low-fertility areas), the Team 3 supervisor should be alerted and the team should receive extra visits to observe interviews and check questionnaires.

## TABLE FC-6: BIRTH DISPLACEMENT

Some interviewers intentionally displace the birth dates of children from the fourth or fifth year to the sixth year before the year of the survey, so as to decrease the length and difficulty of their assigned interviewing task. This practice seriously undermines the quality of the data. Field-check Table 6 measures the performance of interviewers regarding displacement of births from calendar years after the January 2010 cutoff date to before the cutoff date. If significant displacement has occurred, the birth year ratio will be found much lower than 100, which is the observed ratio when a smooth change in the number of births is observed from the year before the cutoff (2009) to the year after the cutoff (2011).

**FC-6: Birth displacement**

Number of births since [2006] by year of birth and birth year ratio [2010/2009], according to interviewer team (based on births of all women), [Country, Year]

| Team | Year of birth | | | | | | | | | | | TOTAL | Birth year ratio (2010/2009) | Target not met |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | Missing | | | |
| Team 1 | 48 | 46 | 52 | 47 | **35** | 38 | 36 | 36 | 35 | 15 | 0 | 388 | 0.74 | **0.74** |
| Team 2 | 40 | 37 | 47 | 45 | **38** | 41 | 33 | 27 | 37 | 12 | 1 | 358 | 0.84 | **0.84** |
| Team 3 | 47 | 46 | 51 | 54 | **50** | 44 | 42 | 38 | 39 | 13 | 1 | 425 | 0.93 | - |
| Team 4 | 36 | 47 | 41 | 50 | **28** | 31 | 30 | 35 | 31 | 13 | 1 | 343 | 0.56 | **0.56** |
| Team 5 | 45 | 43 | 51 | 51 | **26** | 49 | 33 | 43 | 28 | 14 | 1 | 384 | 0.51 | **0.51** |
| Total | 216 | 219 | 242 | 247 | **177** | 203 | 174 | 179 | 170 | 67 | 4 | 1,898 | 0.72 | **0.72** |

Note: Target is a birth year ratio > = 0.85

Year of fieldwork is assumed to be 2015. For fieldwork beginning in 2016, all references to calendar years should be increased by one; for example, 2006 should be changed to 2007, 2007 should be changed to 2008, 2008 should be changed to 2009, and similarly for all years.

**Interpretation**: In this example, a clear case of intentional displacement is evident for Teams 4 and 5, and a less certain case in Teams 1 and 2. This represents a serious lapse in performance, which needs to be communicated immediately to the field. If further birth date manipulation occurs, dismissal may be the only recourse. (If individual-level tabulations identify that the problem is restricted to only some of the team members, the interviewers who are doing well may be reassigned to other teams, or be kept in some other capacity.)

## TABLE FC-7: COMPLETENESS OF DATE/AGE INFORMATION FOR BIRTHS

One of the main objectives of the survey is to estimate mortality rates for different age groups of children. This is why data are collected on the age at death of deceased children. Interviewers are required to record at least an approximate age at death for all deceased children. Field-check Table 7 monitors the performance of interviewers regarding birth date completeness. The table is divided into two parts, one for surviving and one for deceased children, since information about deceased children is typically less complete.

**FC-7L: Birth date reporting: living children**

Percent distribution of births by completeness of date of birth/age information, according to interviewer team (based on births of all women), [Country, Year] .

| | Completeness of reporting | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Team | Year and month of birth (1) | Year of birth and age (2) | Year of birth only (3) | Age only (4) | Other/No data (5) | TOTAL | N | Target not met |
| Team 1 | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 | 656 | - |
| Team 2 | 99.7 | 0.2 | 0.1 | 0.0 | 0.0 | 100.0 | 732 | - |
| Team 3 | 99.8 | 0.0 | 0.2 | 0.0 | 0.0 | 100.0 | 890 | - |
| Team 4 | 94.8 | 1.6 | 1.5 | 1.2 | 0.9 | 100.0 | 623 | **94.8** |
| Team 5 | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 | 806 | - |
| Total | 99.0 | 0.3 | 0.4 | 0.2 | 0.1 | 100.0 | 3,707 | - |

Note: Target is to obtain > 98% of births with both year and month of birth reported.

**FC-7D: Birth date reporting: dead children**

Percent distribution of births by completeness of date of birth information, according to interviewer team (based on births of all women), [Country, Year]

| | Completeness of reporting | | | | | | |
|---|---|---|---|---|---|---|---|
| Team | Year and month of birth (1) | Year of birth only (2) | Month of birth only (3) | No data (4) | TOTAL | N | Target not met |
| Team 1 | 98.0 | 2.0 | 0.0 | 0.0 | 100.0 | 131 | - |
| Team 2 | 99.0 | 0.9 | 0.1 | 0.0 | 100.0 | 146 | - |
| Team 3 | 95.8 | 4.0 | 0.2 | 0.0 | 100.0 | 178 | **95.8** |
| Team 4 | 88.9 | 7.9 | 1.1 | 2.1 | 100.0 | 125 | **88.9** |
| Team 5 | 97.5 | 2.4 | 0.0 | 0.1 | 100.0 | 161 | - |
| Total | 96.0 | 3.3 | 0.3 | 0.4 | 100.0 | 741 | **96.0** |

Note: Target is to obtain > 97% of births with both year and month of birth reported.

**Interpretation:** In this example, the data from Team 4 are especially suspect—one percent of surviving births and 2 percent of deceased children are missing all information on birth date. Only 95 percent of surviving children and 89 percent of deceased children have both month and year of birth, compared to much better performance in the other teams. This is unacceptable, and points to a laxness on the part of the Team 4 supervisor, as well as the interviewers.

## TABLE FC-8: HEAPING ON AGE AT DEATH

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

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

Field-check Table 8 monitors the performance of interviewers in two areas: recording age at death as "1 year," and "heaping" of age at death at 12 months.

FC-8: Age at death heaping

Number of deaths in the 15 years preceding the survey occurring at 8-16 months of age by reported months of age at death (including age at death reported as "one year") and 12 months ratio, according to interviewer team. (Includes deaths for which a calendar period of death could not be assigned because of missing date of birth information. Deaths lacking age at death are not included. Based on births of all women)

| | Age at death (in months) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 12 months | | | | | | Total 8-16 months (including "1 year") | 12 months ratio (including "1 year")* | **Target not met** |
| Team | 8 m. | 9 m. | 10 m. | 11 m. | 12 m. | Reported as "1 year" | 13 m. | 14 m. | 15 m. | 16 m. | | | |
| Team 1 | 10 | 4 | 4 | 4 | 3 | 4 | 3 | 2 | 2 | 1 | 37 | 1.7 | **1.7** |
| Team 2 | 20 | 12 | 5 | 2 | 4 | 5 | 2 | 1 | 3 | 2 | 56 | 1.4 | - |
| Team 3 | 8 | 12 | 6 | 3 | 7 | 11 | 0 | 0 | 2 | 4 | 53 | 3.1 | **3.1** |
| Team 4 | 10 | 8 | 4 | 3 | 2 | 5 | 3 | 2 | 4 | 3 | 44 | 1.4 | - |
| Total | 48 | 36 | 19 | 12 | 16 | 25 | 8 | 5 | 11 | 10 | 190 | 1.9 | **1.9** |

* 12 months ratio = (deaths at 12 months + deaths reported at "1 year") / ((all deaths 8-16 m. + deaths reported at "1 year") / 9)
Note: target is a 12 months ratio <1.5

**Interpretation:** Notice that Team 3 is recording age at death as "1 year" and as 12 months more frequently than the other groups. This clearly indicates that members of these teams are not probing when necessary.

## TABLE FC-9: INFANT DEATHS

Underreporting of births and deceased children seriously undermines data quality. Unfortunately, there is no certain way to determine whether an individual interviewer or team is omitting births of deceased children. This is because sampling fluctuations and genuine regional differences can produce differences among teams and individuals that are unrelated to data quality. Nevertheless, Field-check Table 9 is useful in determining whether gross underreporting of infant deaths is occurring.

**FC-9: Child mortality**

Number of births in the 15 years before the survey by survival status and age at death (for those who died), the ratio of neonatal deaths (<1 month) to all infant deaths (<12 months), and the ratio of infant deaths to all births, according to interviewer team, [Country, Year]

| | Age at death in months for children who died * | | | | | | | Ratio of neonatal to infant | Infant deaths to total births (per thousand) |
|---|---|---|---|---|---|---|---|---|---|
| | < 1 month | 1-11 months | 12+ months | Missing | Total dead | Still alive | Total births | | |
| Team | (1) | (2) | (3) | (4) | (5)=(1+2+3+4) | (6) | (7)=(5+6) | (1)/(1+2) | (1+2)/(7) |
| Team 1 | 25 | 47 | 54 | 14 | 140 | 2,022 | 2,162 | 0.35 | 33.3 |
| Team 2 | 63 | 45 | 74 | 1 | 183 | 1,545 | 1,728 | 0.58 | 62.5 |
| Team 3 | 79 | 72 | 69 | 1 | 221 | 1,291 | 1,512 | 0.52 | 99.9 |
| Team 4 | 86 | 148 | 92 | 1 | 327 | 1,693 | 2,020 | 0.37 | 115.8 |
| Team 5 | 175 | 208 | 131 | 0 | 514 | 1,739 | 2,253 | 0.46 | 170.0 |
| Total | 428 | 520 | 420 | 17 | 1,385 | 8,290 | 9,675 | 0.45 | 98.0 |

* Including deaths without a birth data given.
Note: Deaths incorrectly recorded at "1 year" are included in deaths at 12+ months.

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