



Report on Interviewers and Supervisors Training Workshop for the Main CWIQ Survey

16-31 July 2007

By

**Enock F. Ching'anda
CWIQ Survey Support Consultant**

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Executive Summary

This report covers the second phase of technical assistance provided to the Liberia Institute of Statistics & Geo-Information Services (LISGIS) in the preparation of its 2007 CWIQ survey. The specific objective of this phase included assistance to LISGIS in training field staff to complete three questionnaires: CWIQ, I & E questionnaire and Market Price Survey questionnaire and also training Supervisors and Field Coordinators on their supervision duties.

The bulk of the training was provided by Mr. Enock F. Ching'anda (CWIQ Survey Support Consultant). Other Consultants Jim Otto (CWIQ Survey Support Consultant), Ghapoutsu Aboubakar (CWIQ Data Processing Consultant) and Ivo Njosa (CWIQ Survey Manager), also assisted with the training covering data processing and other aspects. LISGIS staff members namely Mr. Komray Adams, Mr. Fayiah and Mr. Thomas assisted with training topics during the Supervisors and Coordinators training.

One hundred thirty six (136) Interviewers, Field Coordinators and Supervisors including Standby Supervisors and Data processing staff selected to assist with the processing of the CWIQ data were trained. The training was conducted through classroom lectures, exercises and field testing of questionnaires in 11 Enumeration Areas (E.A's).

One day field exercise for the Interviewers was undertaken. This is to ensure practice in completing questionnaires in actual field conditions. The de-briefing session that was organized the next day revealed that in some households, Interviewers had no problems while in others there were problems of finding the respondent busy with household activities, bereavement, unwilling to cooperate and needed to be persuaded, landlord demanding to be interviewed instead of the tenant, stating that he was the owner of the house, etc.

On completion of the evaluation questionnaire, regarding the overall rating of the workshop by respondents, 17.8% or those that completed the questionnaire did not respond to this question. However for those who responded to the question, 33.9% indicated that the workshop was excellent, 45.4% very good, 13.4% good and 6.2% satisfactory and 2.1% poor/unsatisfactory.

Among the significant findings, the Consultants concluded that training Supervisors first to assist in training a large number of Interviewers is very effective. The trainees and Team leaders should be grouped in teams to ensure maintenance of discipline during training and also the distribution and retrieval of training documents mainly completed questionnaires and scanning results. The preparation of results from class and field exercises to provide feedback to participants helped to reinforce the material presented in classroom lectures and discussion.

The evaluation questionnaire that was administered at the end of the workshop gave an opportunity to trainees to express their views which LISGIS management may wish to take into account in organizing future workshops of this nature.

Recommendations

1. For future CWIQ training programs, selected Senior Staff of LISGIS should be part of the Supervisors or Pre-test training programme so that they can be used as trainers for the Main

CWIQ Interviewers training programme. This is one way capacity can be built at LISGIS for CWIQ surveys.

2. For CWIQ training programs, which generally involve training a large number of Interviewers and Supervisors, we recommend a three tier program which trains Interviewers to conduct a pre-test or pilot survey. Those who perform well should be selected to participate in a short Supervisors training program for the main survey to learn supervision skills and finally participate in the training program of Interviewers.

3. During training of Interviewers, the Interviewers and Supervisors should be organized in teams. The duties of Supervisors should include: maintaining discipline of the team members, chairing team discussions as needed, receiving/submitting/distributing survey materials to team members as needed to ensure order, explaining errors listings arising from scanning of hand printing and shading and scanning of completed questionnaires by interviewers.

4. In order to fast track the learning process on the art of completing any questionnaire there is need to organize teams of Interviewers to complete sections of the questionnaire together and thereafter make presentations to the rest of the class explaining how they completed that questionnaire section. This technique has the motivating factor and confidence building for the trainees.

5. For training workshops of this kind which have a built in feedback of results of exercises to the trainees, there is need to ensure that exercises are reasonably spaced to allow for scanning and preparation of results.

6. More time should be given for field practice to ensure that Interviewers are more prepared to face households during the actual field operation.

1. INTRODUCTION

The training programme was designed to take place for 13 days. Three days for training Supervisors who participated and performed very well in the CWIQ Pre-test training workshop which took place from 11 to 22 June 2007. Additional interviewers were recruited and together with those who participated in the Pre-test training workshop but were not selected as Supervisors or Standby Supervisors, formed a group of Interviewers to be trained for the CWIQ main survey. A total of 136 trainees were registered (22 Supervisors, 5 Field Coordinators, 5 Data processing staff and 104 Interviewers (which included Standby Supervisors)). The total number of trainees that were registered is attached as Annex I.

2. OPENING SESSION

The Director General of Liberia Institute of Statistics and Geo-Information Services (LISGIS), Dr. Edward Liberty, officially opened the workshop. He welcomed participants and reminded them that respondents to the survey questionnaires were the most important persons in the survey. Therefore, Interviewers should be polite and respectful to them and work hard to get information required in the questionnaires. The purpose of the CWIQ survey was to obtain information that would measure the welfare of the population. The survey includes a module on the collection of information relating to income and expenditure pattern of the population and also collection of prices of items sold in the local markets within the clusters (E.A's) selected for the survey or near those selected clusters.

The Representative of UNDP informed participants that the country was facing many challenges in the areas of planning. Planning without statistics is unacceptable as the need for evidence based statistics is very strong these days. The CWIQ survey would enable the calculation of indicators that are needed for the preparation of the Poverty Reduction Strategy for Liberia and the MDG based Poverty Reduction Strategy. The CWIQ is a baseline survey that is important for these programs. He thanked the Liberian Government, LISGIS, World Bank, DFID for their technical and financial support in this process.

The Representative of the Central Bank of Liberia stated that this survey will reinstate the statistical infrastructure. The CWIQ data including data from the Income and Expenditure Survey and the Market Price Survey will assist in improving the Liberia Consumer Price Index which is well outdated. The CWIQ qualitative data will help in planning for the lives of Liberian people. He appealed to trainees to do the best they can to collect the needed information using instruments provided to them.

All the trainees (Interviewers, Supervisors, Coordinators and Data Processing Staff), attended the opening session of the workshop.

3. DESIGN OF THE TRAINING PROGRAM

The Interviewers, Supervisors and Coordinators training programme was designed as follows:

a) Training of Supervisors, Standby Supervisors and Coordinators

All participants were registered and given a numbers. Supervisors were registered first followed by Standby Supervisors and finally Field Coordinators.

This training was designed to last three days covering the following stages:

First stage was the training of Supervisors and Coordinators on field supervision tasks. These tasks included: work assignments; dealing with difficult respondents; completion of control forms; distributing and taking care of documents and other materials for the survey; conducting spot checks on the work submitted to by Interviewers; maintaining communication with the Field Coordinator. In the case of supervisors ensuring that completed questionnaires are submitted to the Field Coordinator for dispatch to LISGIS headquarters and in the case of Coordinators, maintaining communication with supervisors and receiving completed questionnaires and dispatching them to LISGIS headquarters on a regular basis.

Second stage was the training of Supervisors on their tasks during Interviewer training. These tasks were a simulation of the actual situation in the field and included the following: assigning households to trainees for some classroom exercises; supervising the class work of trainees; chairing, responding to questions from trainees and reinforcing training topics during classroom group discussions; completion of control forms; acting as helpers to the trainer during training time; receiving completed classroom exercises from trainees, organizing them and submitting to the trainer(s) for data processing; explaining error listings arising from exercises to trainees, etc. Supervisors would be sitting together with their team in class and the room would be organized to enable this to take place.

Third stage was the training of Supervisors to conduct the Market Price Survey in the Clusters assigned to them. This is team work which they would lead involving interviewers assigned to them in the field. They would provide the Interviewers on the job training in the field to assist them collect the prices. Since there was no local market sampling frame, it was decided that the prices should be collected from markets located in the Cluster. If on the other hand there was no market in the cluster, a market nearest to the cluster should be used to collect these prices.

b) Training of Interviewers

This training was designed to last ten days. Before the training started all trainees were registered and given a numbers. The training program covered the following: training on the Core Welfare Indicators Questionnaire (CWIQ) (6 days); training on the Income and Expenditure (I & E) questionnaire - a module of the CWIQ Survey (2 days); Field practice to complete the CWIQ and I & E questionnaires (1 day); Debriefing, revisions, classroom discussions, preparations for going to the field (2 days). Interviewers and Supervisors Training workshop schedule is attached as Annex 2.

(i) Formation of classroom teams

On the first day of training, trainees were requested to register. This registration included 7 LISGIS Data Processing staff selected to assist with the processing of completed field questionnaires. This registration did not follow any pattern, it was random. A total of 104 trainees registered and their Interviewer number was from 001 to 104. The Supervisors and Standby Supervisors had already registered during their three day training and were assigned numbers at random from 201 to 232. This included 22 supervisors, 5 Coordinators and 5 Standby Supervisors.

Interviewers, standby supervisors and LISGIS Data Processing staff were then assigned to 11 teams. Each group was composed of 8 to 10 interviewers and two Supervisors. The composition of the classroom teams is available in Annex 1.

(ii) Training activities

The CWIQ training involved the following classroom and field activities:

- a) Classroom lectures on topics covered in the questionnaire.
- b) Completion of classroom exercises. Three classroom exercises were completed as follows:
 - (i) Hand printing and shading (3 exercises).
 - (ii) Exercise 3: Simulation of interview covering Sections B to E of the CWIQ - the simulation exercise that was used is attached as Annex 3. Two trainees, one acting as an Interviewer and the other as respondent conducted the interview in front of the classroom.
 - (iii) Exercise 4: Completion of the CWIQ for trainees own household - each trainee to complete the questionnaire for their own household; and
 - (iv) Exercise 5 & 6: One on One interview with a partner from the same classroom group (where possible) for the CWIQ and I & E questionnaire (Standby Supervisors were asked to participate in this exercise).
- c) Provision of feedback on the classroom and field practice to trainees in the form of error printing sheets and the questionnaires completed. This enabled the trainees appreciate their own errors and learn how to correct them. Supervisors played their role in explaining the error listing to the trainees.
- d) Demonstration of the scanning process in class.
- e) Field practice to complete the market price survey questionnaire (one half day).
- f) Field practice to complete the CWIQ and I & E questionnaire for one household (One day).
- g) Debriefing, revisions and group discussions.
- h) End of the training day meetings: The CWIQ Survey Director (Management), Trainers, Supervisors and Standby Supervisors met on some days to review progress on training. These meetings were useful in reviewing what was working and what was not working and how to strategize and emphasize some aspects of the training programme to ensure that trainees learn the essential components of the job.

4. SOME HIGHLIGHTS ON TRAINING OF SUPERVISORS, STANDBY SUPERVISORS AND COORDINATORS

This was a group of trainees who performed well in the CWIQ Pre-test training workshop. The CWIQ and I & E Survey questionnaires were covered in this training workshop which was conducted from 11-22 June 2007. The main instruments for training the supervisors were the CWIQ Supervisors Manual and the CWIQ Market Price Survey Manual.

The objectives of the survey were emphasized. The roles of Supervisors, Coordinators and Interviewers were discussed. Duties and functions of Supervisors were clarified including aspect of survey logistics and limited field spot checks can be important in particular the verification of

cover page details and checking that the reference number was correct and written on all pages of the questionnaire. Errors associated with data processing were highlighted. Some errors may arise due to bad printing of numbers. The rule is that numbers must be as large as possible, be centered horizontally and vertically, press hard enough when using pencils. In the case of shading, when using pencils apply enough pressure and fill the bubble.

Data processing and validation terminologies were explained. Data processing involves data entry (scanning), processing and putting the data in a database and correcting the errors and eventually producing results in the form of statistical tables. Validation is an assessment of the data quality, to ensure that data is consistent. It is an iterative process that is repeated until the errors are corrected. The logic is that questions were asked and answers provided. Ensure that data is not missing and there should be no guess work about the data. The general principle is that no changes should be made without looking at the questionnaire first.

The Supervisor's Assignment/Control Sheet was discussed in detail and suggestions were made to include the results of the Market Survey questionnaire on the control sheet.

Supervisor's tasks during Interviewer training were covered in detail. Among other things the Supervisors were to maintain discipline of their group, explain to the Interviewers errors arising from data processing (scanning of hand printing exercises or completed questionnaires). Sample error listings were explained in detail to the supervisors and how to read them. Supervisors were informed that they would assist in training the Interviewers by chairing team discussions, helping those with special difficulties, distributing questionnaires or forms to their team members, etc.

The completion of the Market Price Survey was explained in detail including training on the use of weighing scales for measuring the weight of the items being priced. Where possible, three market prices for the produce/item should be collected. Supervisors were informed that consistency was one important factor to be observed in price data collection.

The Supervisor will have to ask about the existence of a local market in the Cluster at the time of meeting the village headman. If it does not exist, the collection of prices at the nearest market to the cluster will suffice.

LISGIS Management Messrs. Adams and Thomas assisted in training Supervisors on the market price survey in particular the use of the weighing scales and how to take care of them including response to negative attitude of some produce sellers in the market place, etc.

During the debriefing session organized soon after the field practice to complete the market price survey questionnaires, the following observations were made:

- (i) Majority of the produce sellers cooperated in the exercise;
- (ii) Many of the produce sellers asked about reasons for the price collection;
- (iii) In some markets, market masters provided someone to escort the price collectors;
- (iv) In a few cases Supervisors had to buy a plate for holding the produce/items before weighing on the scale. Also some items were purchased before weighing them;
- (v) Some of the sellers stated that prices may go up as a result of the survey;
- (vi) It was recommended that Plantains and Bananas should be separated and become different items in the questionnaire.

- (vii) Some supervisors stated that the rain disrupted the price collection exercise to the extent that they were not able to collect a large range of prices.

5. SOME HIGHLIGHTS ON TRAINING OF INTERVIEWER'S

This group of trainees was composed of those persons who attended the Pre-test training and were selected to participate as interviewers in this course, Standby Supervisors, Data Processing staff and newly recruited trainees. In total there were 104 trainees. The 22 supervisors were part of the training group with special responsibilities.

The main instruments for training this group of trainees were the CWIQ Interviewer's Manual, the CWIQ and I & E questionnaire.

First day of training (19 July 2007)

Before introducing the respective questionnaires, trainees were introduced to the overall objectives of the survey, sample design, survey instruments, confidentiality, roles of interviewers and also supervisors, interviewing techniques and techniques for establishing rapport with respondent. The main objective of the CWIQ in Liberia was to collect information that would enable measurements of the welfare of the population. This data would be used in the preparation of a poverty profile in particular the Liberia Poverty Reduction Strategy Paper (PRSP). Indicators on access, use and satisfaction with social services are the key indicators of the CWIQ. Income & Expenditure Survey and the Market Price Survey would provide complementary statistics that are needed for the analysis of the data.

Soon the CWIQ was introduced to the trainees covering the structure, format, sections, filters and skips contained in the questionnaire, trainees were given three exercises on hand printing and shading. This is important because proper hand printing and shading are critical for the scanning of the questionnaires. The results of hand printing and shading were scanned and the error listings were provided to the trainees through their supervisors. Some trainees who did not do as well were given second or third chances in some cases. This enabled many of them improve on their hand printing and shading skills. At the same time a Scanner was brought to the classroom for demonstration to enable trainees appreciate the process of scanning and not to think it is magic.

Next 6 days of training (20 -25 July 2007)

Sections A (Interview Information), B (Household Listing), C (Education), D (Health), E (Employment), F (Household Assets), G (Household Amenities), H (Displacement/Food Aid), P (Subjective Poverty) and I (Children Under 5) were introduced and discussed in detail. Trainees raised questions on many aspects of the situations that may arise and answers were provided by the trainer and/or in some cases experienced supervisors in their teams commented to shed light on some important aspects.

In Section B, the relationship of the head of household to the woman or man he/she is living together with continued to cause problems to some trainees. It was explained that living together is one of the marital status responses. In that case they are not related to each other. The other situation that caused problems is where a head of household stated that a child was his or her child when in fact it was his or her nephew, etc. In those situations, if an Interviewer discovered

this while asking other questions in the questionnaire, it is always good to correct the data while in the field to ensure quality. Obeying Filters and Skips was emphasized.

In Section C, the distinction between vocational and technical schools was not clear to many of the trainees. It was stated that sometimes a Nursing qualification can be classified as vocational and at other times as technical, the same was true with other professions. It was agreed to contact the Ministry of Education to provide schools in Liberia that are considered vocational and those that are considered technical including the type of courses offered if possible to assist the Interviewers in their task. It was emphasized that question C.1 on whether a household member can read and write any language was meant to capture adult literacy. The filter and skip instructions in this Section were emphasized. "GO TO THE NEXT PERSON" was explained to mean go to the top of the page and ask questions about the next household member.

In Section D, the filter in question D.1 was emphasized and that only women from age 12 to 49 were eligible to respond to question D.1 followed by D.2 if they had a live birth in the last 12 months. The filter and skip instructions in this Section were also emphasized.

In Section E, the filter in question E.1 was emphasized and that only persons from 5 years and above were eligible to respond to questions in this Section. Infirmary was explained to refer to disability that led persons not to work or look for work. This Section was explained by referring to the way the data would be used. Active persons are all persons who worked or actively looked for work in the last 7 days preceding the survey. Unemployed persons were those persons who did not work in the last 7 days but looked for work during the last 7 days period preceding the survey. Underemployed persons were those persons who worked in the last 7 days preceding the survey and sought to increase their earning during the same period. It was also explained that the labor force was divided into economically active and inactive persons. Economically active were those persons from age 15 to 64 while those persons from age 0 and less than 15 were economically inactive including those above age 64. The filter and skip instructions in this Section were also emphasized.

In Section F, the main issue was measurement of acres of cultivable land. The size of a Lott in Monrovia (132.5 feet by 82.5 feet) was considered a good way to think of an acre since 4 Lotts equal one acre. This Lott when converted to yards measures approximately 35 yards by 35 yards. Some trainees referred to the size of a football field which generally exists in most villages. If that field can be measured then it can give the Interviewer some sense of the land acreage provided by the respondent when asked to compare their land to the size of their own football field.

In Section G, the main issue was that of avoiding the hand printing of leading zeros in the hours and minutes in question G.12. This was particularly so because the boxes for hours and those for minutes were separated. Interviewers were instructed to treat them as connected and to consider the non-significant zeros as leading zeros.

In Section H, emphasis was put in questions H.7 and H.8 to ensure that Interviewers ask the question for each line.

In Section P, emphasis was put in questions P.2, P.9, P.10, P.11 and P.12 to ensure that Interviewers ask the question for each line. It was mentioned that even the "other" category constituted a question and had to be responded to.

In Section I, emphasis was put on the recording of child and mother codes to ensure that they are not interchanged. Also when the mother of a child is not living in the household, the mother's code should be printed as 0 in the right hand box of the two boxes for mother. The vaccination card was an important source of age of the child as well as the record of vaccinations received by the child.

After covering all Sections of the questionnaire, Interviewers were asked to do two exercises as follows:

- (i) Complete one questionnaire for their own household; and
- (ii) Complete one questionnaire on a One on One interview by pairing (to the extent possible) with one person within the classroom group. This time the respondent would play the role of head of household.

The completed questionnaires were handed in for scanning and the printing of errors to be given back to the trainees as a feedback and to ensure that the errors are explained to them by their classroom Supervisors.

End of the day - 25 July 2007

At the end of the day, the Income and Expenditure Questionnaire was introduced to the trainees as one of the questionnaires they would also complete for the same households selected for the CWIQ survey. This introduction covered objectives of the survey, sections of the questionnaire and a detailed explanation of section A Interview Information.

26 July 2007 was Liberia Independence Day and as such it was a national holiday. Training was not conducted on that day.

Next 2 days of training (27 -28 July 2007)

Sections J (Durable Goods), K (Consumption of home produced food and gifts received in kind), L (Frequently purchased items), M (Less frequently purchased items), N (Household income) and O (Household transfers) were introduced and discussed in detail. Trainees raised questions on many aspects of the situations that may arise and answers were provided by the trainer and/or in some cases experienced supervisors in their teams commented to shed light on some important aspects.

In Section J, it was emphasized that the "Last" item was the item that was owned most recently. Clarification on the definition of Armchair/Chair was provided. The same was true of carpet, it did not include plastic mat. On the cost of the item, if the household owns more than one, then the average price should be provided.

In Section K, the definition of consumption of home produced was explained to mean own production mainly coming from the household farm while gifts were received from relatives, non-relatives, friends, neighbors, etc. Trainees were informed not to include items purchased for home consumption as these would be covered in Sections L and M. The number of units consumed for food aid only should be included in the total units consumed from home production, gifts and food aid. The items included under "Other products on page 7 of the questionnaire

should read “Other products received as gifts in kind”. These items starting with “Prepared food” to “Tobacco” should all be in the form of gifts received by the household.

In Section L, the definition of consumption of frequently purchased items appeared clear to everyone in class. The unit of purchase was sometimes a problem, for example in the case of petrol the unit is expected to be litre when in fact at the petrol station petrol is sold per gallon. In that case the choice could be litre but the Interviewer will have to provide the unit cost in litres also. Otherwise some trainees suggested code “9 other”, in that case the unit remains gallon. Regarding hand soap, it was agreed that although the expectation is liquid soap in a bottle, it is sometimes sold as small tablet soap. It was emphasized that the frequently purchased items should reflect the entire household purchases.

In Section M, there was no difference with Section L except for different items and the variation in the reference period for each group of items ranging from 3 months to a 12 months.

In Section N, the reference period is 12 months throughout.

In Section O, the reference period is 12 months. It was explained that if the money was sent/received to/from several persons having different relationships to the head of household, then the one to/from whom was sent/received the largest amount people will be indicated on the questionnaire. The total amount sent/received in 12 months should be indicated.

On 28 July, in addition to explaining the areas causing most of the difficulties, trainees were asked to fill certain sub-sections of the questionnaire and to choose someone in the group to make a presentation of the results to the whole class. The Interviewers were the ones chosen by their teams to make presentations. In no case did a Supervisor make a presentation. The completion of sub-sections of the questionnaire was co-chaired by the two Team Leaders in each group. At the end of each presentation, the presenter had to respond to questions from the class with the assistance of his/her group. These presentations became a learning process for everyone on how to complete parts of the questionnaire. Each group made two presentations, one in the morning and the other in the afternoon. There was lively discussion at the end of each presentation and this became the climax of the learning process for this questionnaire to the whole class.

The allocations for filling sub-sections of I & E questionnaire by classroom teams and making presentation in class are provided in Annex 5.

Monday 30 July 2007

On this day trainees proceeded to the fields to practice filling the CWIQ and I & E Questionnaire (one of each for one household). The completed questionnaires were to be handed to the Supervisor of the team to submit for scanning, with the hope of having the results ready on Tuesday 31 July for discussion.

The list of clusters (EA's) chosen for this practice and the teams assigned to each cluster are attached as Annex 6.

Tuesday 31 July 2007

Tuesday was spent on two activities. The first activity was de-briefing from the Interviewers and Supervisors on the field practice undertaken on Monday 30 July 2007 and the second activity was to give Interviewers the results of their last exercise on One-on-One Interview in the classroom and their field exercise.

(i) De-briefing from Interviewers and Supervisors

Each Team reported on the problems they faced as follows:

Team 1: This Team located the cluster easily. In one household, they found a young lady who had to do her housework and at the same time take care of her child. It proved difficult to persuade her to respond to the interview but finally they succeeded.

Team 2: This Team located the cluster easily. In one household, sad news was received by the respondent that a member of the household had passed away. The team had to console her. After some time the respondent was willing to continue the interview. In another household, the respondent requested to be paid money, the Interviewer explained that there was no benefit for responding to interviews and the interview continued. The Team requested that publicity of the survey should be given priority.

Team 3: This Team located the cluster easily. In one household the respondent was a blind man and the interviewer needed an interpreter who luckily was available nearby. In another household, a lady did not know her husband's information including information about the step child. This led to the CWIQ questionnaire being incomplete. In another household because the respondent had to go elsewhere, the I & E questionnaire could not be completed. Also in another household the respondent was cooperating but complained that the interview was too long.

Team 4: This Team located the cluster easily. This team had no problems.

Team 5: This Team located the cluster easily. In one household the lady respondent could not give information about her husband. In another household, the landlord requested that he should be the one to be interviewed. The Team leader explained that, the landlord was informed that it was the household living in the house to be interviewed and not him since he lives in another household. One team member requested that they should interview one household a day. It was explained that at the beginning it is hard and slow but as they gain experience in the field they should be able to interview more than one household per day.

Team 6: This Team located the cluster easily. In one household, the respondent had to feed a hungry child. This led to some delay in completing the interview. In another household the respondent was going to meet a friend elsewhere but she was persuaded to remain and respond to the interview questions.

Team 7: This Team had difficulties locating the cluster. In one household the respondent was impatient but the interview was successful.

Team 8: This Team located the cluster easily. The interviewers found every body very cooperative.

Team 9: This Team located the cluster easily and had no problems.

Team 10: This Team located the cluster easily. In one household the interviewer was so slow in asking questions and the interview took 5 hrs. The Interviewer was advised to go faster or else progress would never be achieved.

Team 11: This Team located the cluster easily. In one household the respondent was less interested and wanted to go to the market. However the interview was successful.

(ii) **Giving back results of classroom and field exercises**

These were given back at the close of the day on 31 July 2007.

6. EVALUATION OF THE WORKSHOP RESULTS

The evaluation questionnaire is attached as Annex 7. There were 118 responses to the questionnaire. This give a response rate of 89.4 per cent from the original 132 registered for the training workshop.

Nine questions were asked in the questionnaire covering four topics: Hand printing and shading; feedback from exercises; Presentation and learning; and Organization of the workshop. The results of the responses are given below:

Hand Printing and Shading

Sixty eight point six per cent (68.6%) indicated that hand printing and shading was very useful for filling the CWIQ while 30.5% indicated that it was useful and 0.8% indicated that it was not useful. See table below.

Response	Number	%
Not useful	1	0.8
Useful	36	30.5
Very useful	81	68.6
Total	118	99.9

Feedback from exercises

Sixty five point three per cent (65.3%) indicated that feedback from exercises in learning to fill the questionnaires was very useful while 34.7% indicated that feedback from exercises was useful. Non of the trainees indicated that feedback was not useful. See table below.

Response	Number	%
Not useful	0	0
Useful	41	34.7
Very useful	77	65.3
Total	118	100.0

Presentation/Learning

The quality of presentations by the trainers were rated excellent by 37.3% of the respondents, very good (41.5%), good (13.6%) and satisfactory (5.9%). One response indicated poor/satisfactory presentations and one response did not indicate any choice. See table below:

Response	Number	%
Excellent	44	37.3
Very good	49	41.5
Good	16	13.6
Satisfactory	7	5.9
Poor/not satisfactory	1	0.8
Not indicated	1	0.8
Total	118	99.9

On the method of presentation by the trainers, it was rated excellent by 44.9% of the respondents, very good (29.7%), good (18.6%), satisfactory (5.9%). No one of the respondents rated the method as poor/satisfactory. One respondent did not respond to the question. See the table below.

Response	Number	%
Excellent	53	44.9
Very good	35	29.7
Good	22	18.6
Satisfactory	7	5.9
Poor/not satisfactory	0	0
Not indicated	1	0.8
Total	118	99.9

Regarding exercises given in class as learning tools in the workshop, the exercises were rated excellent by 27.1% of the respondents, very good (36.4%), good (22.9%), satisfactory (11.0%). One respondent rated the exercises as poor/not satisfactory while 2 respondents did not indicate their response to this question. See table below.

Response	Number	%
Excellent	32	27.1
Very good	43	36.4
Good	27	22.9
Satisfactory	13	11.0
Poor/not satisfactory	1	0.8
Not indicated	2	1.7
Total	118	99.9

On topics which trainees found difficulties understanding, 92.4% of the respondents indicated that no topic was difficult to understand while 7.6% of the respondents indicated that they found some topics difficult to understand. See table below. Among the topics mentioned were Leading zeros, Income and Expenditure questionnaire, etc.

Response	Number	%
Yes	9	7.6
No	109	92.4

Total	118	100.0
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Organization of the Workshop

Classroom team arrangement

On classroom team arrangement, 32.2% of the respondents indicated that this was excellent, very good (36.4%), good (17.8%), satisfactory (12.7%) and poor/not satisfactory (0.8%). See table below. It should be explained that this method was being tried because of the large number of trainees that had to be trained in one classroom. See table below.

Response	Number	%
Excellent	38	32.2
Very good	43	36.4
Good	21	17.8
Satisfactory	15	12.7
Poor/not satisfactory	1	0.8
Total	118	99.9

Team discussions during training

Team discussions were necessary to ensure that Team Leaders impart knowledge to the trainees. The team discussions were co-chaired by the two Team leaders for each team. Twenty seven point one per cent of the respondents indicated that this arrangement was excellent while 43.2% indicated that it was very good, 17.8% good and 11.9% indicated that it was satisfactory. See table below.

Response	Number	%
Excellent	32	27.1
Very good	51	43.2
Good	21	17.8
Satisfactory	14	11.9
Poor/not satisfactory	0	0
Total	118	100.0

Simulation exercise

The simulation exercise was done in class with two trainees in front, one playing the role of Interviewer and the other the role of respondent. The simulation model was given to them and they were supposed to follow it while everybody completes their questionnaire. Some respondent indicated that the exercise was excellent (22.0%), very good (38.1%), good (29.7%) and 5.1% each for satisfactory and poor/not satisfactory. See table below.

Response	Number	%
Excellent	26	22.0
Very good	45	38.1
Good	35	29.7
Satisfactory	6	5.1

Poor/not satisfactory	6	5.1
Total	118	100.0

Own household & One on One Interviews exercises

During class the trainees were asked to complete the CWIQ questionnaire for their own household. They were also asked to interview another person in the team to practice the completion of the questionnaire under interview conditions. This led to the One on One interview. The respondents were asked to rate these two exercises. These exercises were rated excellent as a method of training by 32.2% of the respondents, very good (40.7%), good (18.6%) satisfactory (5.9%) and poor/not satisfactory (2.5%). See the table below.

Response	Number	%
Excellent	38	32.2
Very good	48	40.7
Good	22	18.6
Satisfactory	7	5.9
Poor/not satisfactory	3	2.5
Total	118	99.9

Supervision tasks in the Workshop

These tasks were undertaken by Team Leaders in the 11 teams that were formed for the training. Team leaders were asked to supervise members of their team and ensure discipline in the team, receive and assign work to the team members, chair team discussions, etc. The respondents rated these tasks as excellent (22.9%), very good (36.4%), good (19.5%), satisfactory (16.1%) and poor/not satisfactory (5.1%). See table below.

Response	Number	%
Excellent	27	22.9
Very good	43	36.4
Good	23	19.5
Satisfactory	19	16.1
Poor/not satisfactory	6	5.1
Total	118	100.0

Training manuals

Training manuals were developed for use by the trainees. Three training manuals were developed. The CWIQ Interviewer's Manual, CWIQ Supervisors Manual and the Market Price Survey Questionnaire Manual. The CWIQ Interviewers manuals included a chapter on the Income and expenditure questionnaire. The respondents rated the manuals as excellent (28.8%),

very good (34.7%), good (18.6%), satisfactory (11.9%) and poor/not satisfactory (5.9%). See table below.

Response	Number	%
Excellent	34	28.8
Very good	41	34.7
Good	22	18.6
Satisfactory	14	11.9
Poor/not satisfactory	7	5.9
Total	118	99.9

Group filling of I & E Questionnaires and Presentation in Class

For the income and expenditure questionnaire, to ensure that everyone understood how to complete various sub-sections, group filling was introduced in the teams. The results of filling a sub-section were presented in class by one member in the team. This created a fast learning process for everyone. The respondents rated the group filling exercise as excellent (23.7%), very good (39.8%), good (20.3%), satisfactory (12.7%) and poor/not satisfactory (3.3%). See table below.

Response	Number	%
Excellent	28	23.7
Very good	47	39.8
Good	24	20.3
Satisfactory	15	12.7
Poor/not satisfactory	4	3.3
Total	118	99.8

Other

Responses for “Other” were not analyzed because respondents did not specify the topic they were rating.

General comments by respondents on the organization of the workshop

Respondents were given an opportunity to make general comments on the organization of the workshop. The following aspects were mentioned by respondents:

- Well organized workshop
- Requested drinking water in the training room
- Publicity of the survey should be emphasized
- Spend more time in class and reduce days for training
- Training time should be 9 am - 4 pm due to public transport problems
- Scanner was unfair in scanning questionnaires
- Training days should be increased to 15 days or 3 weeks.

- Training time for the I & E questionnaire not enough, suggest adding more days
- There should be more than one trainer for the course
- Data Processing team should be included in the training from the beginning to the end.
- Recruitment for future workshops should be based on survey experience
- Increase the time for exercises
- Workshop should not be conducted on Sundays
- More time for field practice by Interviewers.
- Management should desist making statements that put fear in people
- Allowances should be paid on time

Overall rating of the Workshop

Respondents were asked to rate the workshop as a whole and the following was indicated:

The respondents indicated that the workshop was excellent (27.1%), very good (37.3%), good (11.0%), satisfactory (5.1%) and poor/not satisfactory (1.7%) while 17.8% of the respondent did not provide their opinion on this matter. See table below.

Response	Number	%
Excellent	32	33.9
Very good	44	45.4
Good	13	13.4
Satisfactory	6	6.2
Poor/not satisfactory	2	2.1
Total	97	100.0
Not indicated	21	17.8

Additional information that respondents felt could improve organization of future workshops of this kind

Respondents were given asked to provide additional information that might be useful for the organization of future workshops of this kind. The following aspects were mentioned by respondents:

- Provision of enough material for participants during training
- Need bags for exercises
- Avoid unfair treatment during field exercises
- Maximize the use of the flipchart in teaching
- Training manuals should be available to all trainees
- Avoid crowding the class.
- Publicity of the survey is very important for the survey
- Rain ware very critical for the Interviewers.
- Training fees to be increased in future.
- Materials provided such as pencils, board should be of good quality
- Supervisors and Coordinators should in future be used to train Interviewers to build capacity of local staff.

- Future workshop should use PowerPoint presentation.
- Manuals should be checked carefully to reduce errors.
- Combination of the CWIQ and I & E raised problems, in future CWIQ should be separate.
- Programme the computer well in future so that there is less trouble.
- Training was stressful for one person, include more trainers in future.

Liberia Core Welfare Indicators Survey (CWIQ) 2007
Interviewers and Supervisors Training Teams

Team	Role	Id	Name
01	S	201	RUTH KPADEH
01	S	202	ROXANA KEKULAH
01	I	001	BOIMA HM SONII
01	I	002	H SALVEN DENNIS
01	I	003	OSMAN K JACKITAY
01	I	004	CLARA VILLE
01	I	005	KOLUBAH W GBELEE
01	I	006	MATTHEW WEE
01	I	007	NORRIS GLAO
01	I	008	MOSES BZ MULBAH
01	I	009	BOCKARIE J SHERIFF
01	I	104	AYESHA SAYON
01	I	106	RAYMOND ZIAMA
02	S	203	NYAMEHTO KIEPEEH
02	S	204	JOSEPHINE FREEMAN
02	I	010	JANET THOMPSON
02	I	011	FAMATTA COLEMAN
02	I	012	AHMED KIAZOLU
02	I	013	SAMUEL TOE WAH
02	I	014	EUGENE DICKSON
02	I	015	DAVID DEPAYE
02	I	016	ETTA DAVIS
02	I	017	MEANTO DAVIS
02	I	018	ANDREW KPADEH
02	I	105	J KWIA WILSON
03	S	205	KEBBEH G BRYANT
03	S	206	OPHELIA NEUFVILLE
03	I	019	RITA MURPHY
03	I	020	TOLIA WASHINGTON
03	I	021	HABIB DAVID
03	I	022	ABRAHAM SIMPSON
03	I	023	DORBOR M FASSAMA
03	I	024	F WILLIAM KOISEE
03	I	025	GARMA SUMO
03	I	026	CHARLES MOMO
03	I	027	VARNEY SWARAY
03	I	101	THERESA TORBORG
04	S	207	CECELIA BALLAH
04	S	208	HAWA SANDIMANIE
04	I	028	OBEDIAH TOKPAH
04	I	029	SATTA SAMA
04	I	030	DOGBA-YASSAH JAMES
04	I	031	SEKOU G KAMARA
04	I	032	C DAIBAH KRUAH
04	I	033	SANDO KAMARA
04	I	034	LEO KERKULA
04	I	035	ROLAND HOWE

04	I	036	ELIJAH NAH
04	I	100	FRANCOIS DAVID
05	S	209	VASHTI GOE
05	S	210	EMMANUEL T S DAHN
05	I	037	D SLEH GURLEY
05	I	038	HAWAH JOYCE FAYIAH
05	I	039	JARTU PAYE
05	I	040	CHRISTOPHER S BLAMAH
05	I	041	JONES T KOLLIE
05	I	042	G OTIS KYNE
05	I	043	JOSEPHINE T BEFOH
05	I	044	JOSEPH D BORBOR
05	I	045	ALBERTHA G PORTE
05	I	102	HAWA BOAKAI
06	S	211	TAMBA MAYSON
06	S	212	ROBERT M JALLAH
06	I	046	VICTORIA GONMAH
06	I	047	ALVINA SMITH
06	I	048	PRINCE D MASSAQUOI
06	I	049	CAROLINE LIBERTY
06	I	050	PELISSIER SACKIE
06	I	051	ANNA HOWE
06	I	052	KESSELLIE KOLAKO
06	I	053	KERPER KEI
06	I	054	JAMES JALLAH
06	I	103	TOM GLASSCO
07	S	213	MATTHEW GONGOR
07	S	214	REBECCA B GROVE
07	I	055	PATRICIA MOUPHOUET
07	I	056	ERIC FAMBULLEH
07	I	057	MATILDA K SONII
07	I	058	HAWA PAMBU
07	I	059	ORSENO JOHNSON
07	I	060	FRANCIS WAH
07	I	061	A MOMO MASSAQUOI
07	I	062	EMMA DENNIS
07	I	063	MARCHEE NYANH
07	I	107	JAMES HARMON
07	I	111	LOVETTE W CARTER
08	S	215	ALFRED W ROBINSON
08	S	216	CHRISTOPHER SIEKA
08	I	064	SANDO BUNDAY
08	I	065	ROSELYN G PAYJIA
08	I	066	ANDREW POAH JR
08	I	067	ZOBON S FULLY
08	I	068	NIMENE NAGBE
08	I	069	VICTOR HOOKE
08	I	070	SAYLAY NYAN
08	I	071	GEORGE MAHN
08	I	072	EUNICE BOWAH
08	I	108	TORLO BAYSAH

09	S	217	GEORGE NK YARWOAH
09	S	218	KOJO WEEKS
09	I	073	KLUBO KESSELY
09	I	074	KUMBA L FOKOE
09	I	075	FALLAH MBAKILLAH
09	I	076	SANDRA BENSON
09	I	077	ROBERT K TELLEWOYAN
09	I	078	SANDY V ROBERTS
09	I	079	AMES GONIEKEH
09	I	080	AMELIA N BORBOR
09	I	081	VASCO F JOHNSON
09	I	109	VELECIA S KUN
10	S	219	DAVID KOLISON
10	S	220	BUNCHIE TARR
10	I	082	MIATTA HILL
10	I	083	BOB LINCOLN
10	I	084	PRECIOUS BOLLIE
10	I	085	DAVED BROWN
10	I	086	WILLFEMI MASSAH
10	I	087	TUWUYOR BELLEH
10	I	088	AARON MAHTEH
10	I	089	STEPHEN MULBAH
10	I	090	MORRIS F MANOBAH
11	S	221	EMMANUEL BEN
11	S	222	DOROTHY MEATEE
11	I	091	EMMANUEL COKER
11	I	092	SUKU VARNEY
11	I	093	PRINCE MENSACLE
11	I	094	GOLWIN MARCHALL
11	I	095	JOETTA GBEISAY
11	I	096	CAESAR BROWN
11	I	097	ROSE F PADMORE
11	I	098	ABU DIALLO
11	I	099	DAMOWA B MULBAH
11	I	110	JACKIE VENN GEORGE

CORE WELFARE INDICATORS QUESTIONNAIRE (CWIQ)



Interviewers and Supervisors Training Workshop

Training Schedule

July 16—July 31 2007

Liberia Institute of Statistics & Geo-Information Services
P. O. Box 629
9th Street, Sinkor
Monrovia, Liberia

CORE WELFARE INDICATORS QUESTIONNAIRE CWIQ

Training Schedule for the Main Survey

Day	Time	Topic	Responsibility
TRAINING OF SUPERVISOR'S AND FIELD COORDINATORS			
MON 16	8:00-9:00	Registration of participants	Workshop Secretariat
	9:00-9:05	Official opening	
	9:05-9:30	Invocation	
	9:30-9:45	Welcome Statement	Hon. T. Edward Liberty
	9:45-10:00	Objectives of training	Hon. Francis F. Wreh
	10:00-10:45	Remarks	MPEA, UNDP, WB, DFID, CBL, MIA
	10:45-11:00	Coffee Break	
	11:00-11:30	Survey objectives	Enock/Ivo
	11:30-1:00	Duties and functions of Supervisor, Coordinators	Enock/Ivo
	1:00-2:00	LUNCH	
	2:00-4:00	Supervisor's/Coordinators tasks	Enock/Ivo
	4:00-4:30	Coffee Break	
	4:30-5:30	Documents and materials for the survey	Enock
TUES 17	8:00-9:00	Registration of participants	
	9:00-10:00	Field work organization	Enock/Fayiah
	10:00-10:30	Coffee Break	
	10:30-1:00	Field spot checks	Jim
	1:00-2:00	LUNCH	
	2:00-4:00	Supervisor's tasks during Interviewer training	Jim
	4:00-4:30	Coffee Break	
	4:30-5:30	Receiving and submitting questionnaires	Jim
WED 18	8:00-9:00	Registration of participants	
	9:00-10:00	Price Survey	Enock/Thomas/Adams
		Objectives of the price survey, Format of the questionnaire, Items to be priced	
	10:00-10:30	Coffee Break	
	10:30-11:00	Use of weighing scales, Demonstration	
	11:00-4:00	Field Work Practice	
	4:00-5:30	Debriefing –Experience in the field	
TRAINING OF INTERVIEWER'S			
THUR 19	8:00-9:00	Registration of participants	Workshop Secretariat
	9:00-10:00	Introduction to CWIQ Survey	Enock/Ivo
	10:00-10:30	Coffee Break	

Day	Time	Topic	Responsibility
	11:30-1:00	Objectives, sample design, survey instruments, confidentiality	Enock
		Role of Interviewers, Field Supervisors, Coordinators. Interviewing techniques	Enock/Jim/Ivo
		Introduction to CWIQ questionnaire Structure, Format, Sections, Filters, Skips	
	1:00-2:00	LUNCH	
	2:00-4:00	Recording and shading	Jim
		Exercises:	
		Hand printing, shading	
	4:00-4:30	Coffee Break	
	4:30-5:30	Demonstration on scanning process in class Results on hand printing and shading	Jim
FRI 20	8:00-9:00	Registration of participants	Workshop Secretariat
	9:00-10:00	Questionnaire Section A - Interview Information	Enock
		Page format, Reference number, Result, Interview end, Comments, Date, Time, etc.	
	10:00-10:30	Coffee Break	
	10:30-1:00	Questionnaire Section B: List of Household Members	Enock
		Definition of household, Question format, Filters and Skips Defined	
	1:00-2:00	LUNCH	
	2:00-4:00	Exercise	Enock
		Simulation of interview for Section B. Two trainees, one as Interviewer and the other as Respondent. Class to complete Section B.	
	4:00-4:30	Coffee Break	
	4:30-5:30	Discussion	Enock
		Emphasizing: Filters, Skips, Definitions as applicable in Section B simulation	
SAT 21	8:00-9:00	Registration of participants	Workshop Secretariat
	9:00-10:00	Questionnaire Section C – Education	Enock
		Explanation of Filters, Skips, Definitions as applicable to each question	
	10:00-10:30	Coffee Break	
		Exercise	
	10:30-1:00	Simulation of interview for Section C. Two trainees, one as Interviewer and the other as Respondent. Class to complete Section C using the same questionnaire completed for section B simulation	Enock
	1:00-2:00	LUNCH	
	2:00-4:00	Discussion	Enock
		Emphasizing: Filters, Skips, Definitions as applicable in Section C for each question	

Day	Time	Topic	Responsibility
		Questionnaire Section D – Health	
		Explanation of Filters, Skips, Definitions as applicable to each question	
	4:00-4:30	Coffee Break	
	4:30-5:30	Exercise	Enock
		Simulation of interview for Section D. Two trainees, one as Interviewer and the other as Respondent. Class to complete Section D using the same questionnaire completed for sections B and C simulations	
MON 23	8:00-9:00	Registration of participants	Workshop Secretariat
	9:00-10:00	Discussion	Enock
		Emphasizing: Filters, Skips, Definitions as applicable in Section D for each question	
		Questionnaire Section E – Employment	
		Explanation of Filters, Skips, Definitions as applicable to each question	
	10:00-10:30	Coffee Break	
		Exercise	
	10:30-1:00	Simulation of interview for Section E. Two trainees, one as Interviewer and the other as Respondent. Class to complete Section E using the same questionnaire completed for sections B, C and D simulations	Enock
	1:00-2:00	LUNCH	
	2:00-4:00	Discussion	Enock
		Emphasizing: Filters, Skips, Definitions as applicable in Section E for each question	
	4:00-4:30	Coffee Break	
	4:30-5:30	Each trainee to Complete Section A, check the completion of Sections B-E and submit to Team leader of group for scanning	Jim/Ghapoutsa
		Questionnaire Section F – Employment	Enock
		Explanation of definitions as applicable to each question, treatment of decimal point, leading zeros, etc	
TUES 24	8:00-9:00	Registration of participants	Workshop Secretariat
	9:00-10:00	Questionnaire Section G – Employment	Enock
		Explanation of definitions as applicable to each question, treatment of decimal point, leading zeros, etc	
	10:00-10:30	Coffee Break	

Day	Time	Topic	Responsibility
	10:30-1:00	Questionnaire Section H – Displacement/Food Aid	Enock
		Explanation of definitions as applicable to each question and skips, completion of responses.	
		Questionnaire Section P – Subjective poverty	
		Explanation of definitions as applicable to each question and how to complete each question	
	1:00-2:00	LUNCH	
	2:00-4:00	Questionnaire Section I – Children Under 5	Enock
		Explanation of definitions as applicable to each question and how to complete the question	
	4:00-4:30	Coffee Break	
	4:30-5:30	Simulation exercises returned to trainees through team leaders. Discussions in the teams led by team leaders.	Jim/Aboubakar
WED 25		Exercise	Jim/Aboubakar
		Trainees requested to complete one questionnaire for the own household covering Sections A to I and submit next day of training.	
	8:00-9:00	Registration of participants	Workshop Secretariat
		Exercise	
	9:00-10:00	Trainees to find a partner within their group and to interview each other as Interviewer and respondent and vice-versa (One on One)	Enock
	10:00-10:30	Coffee Break	
	10:30-1:00	Income & Expenditure Survey Questionnaire	Enock
		Objectives of the I & E survey, Format of the questionnaire, Sections of the questionnaire	
	1:00-2:00	LUNCH	
	2:00-4:00	Questionnaire Sections J & K – Durable Goods	Enock
		Consumption of Home Produce and Gifts in Kind	
		Explanation of the questions in columns of the questionnaire and type of expected responses. Explanation of some of the listed items.	
	4:00-4:30	Coffee Break	
	4:30-5:30	Questionnaire Sections L& M	Enock
		Frequently Purchased Items	
		Less Frequently Purchased Items	
		Explanation of the questions in columns of the questionnaire and type of expected responses. Explanation of some of the listed items.	
FRI 27	8:00-9:00	Registration of participants	Workshop Secretariat
	9:00-10:00	Questionnaire Sections N & O	Enock
		Household Income	
		Household Transfers	

Day	Time	Topic	Responsibility
		Explanation of the questions in columns of the questionnaire and type of expected responses. Explanation of some of the listed items.	
	10:00-10:30	Coffee Break	
	10:30-1:00	Exercise	Enock
		Trainees to find a partner within their group and to interview each other as Interviewer and respondent and vice-versa (One on One)	
	1:00-2:00	LUNCH	
	2:00-4:00	Continue on One-on-One exercise	
	4:00-4:30	Coffee Break	
	4:30-5:30	Continue on One-on-One exercise Formation of teams for field exercise next day	Enock/Workshop Secretariat
SAT 28	8:00-5:30	Field Exercise	Workshop Secretariat/Enock
		Trainees proceed to the field to practice filling the CWIQ and I & E Questionnaire (One of each). Trainees should bring the completed questionnaires to the training room, hand to the supervisors to submit for scanning	
Mon 30	8:00-9:00	Registration of participants	Workshop Secretariat
	9:00-10:00	De-briefing session on the field exercise	Enock
	10:00-10:30	Coffee Break	
	10:30-1:00	Revision on Questionnaire sections, Filets and Skips	Enock/Ghapoutsas/Ivo
	1:00-2:00	LUNCH	
	2:00-4:00	Revision	Enock/Ghapoutsas/Ivo
	4:00-4:30	Coffee Break	
	4:30-5:30	Revision	Enock/Ghapoutsas/Ivo
Tues 31	8:00-9:00	Registration of participants	Workshop Secretariat
	9:00-10:00	Scanned questionnaires from the field exercise returned with error listings. Trainees assemble in their classroom teams for discussion	Ghapoutsas/Jim
	10:00-10:30	Coffee Break	
	10:30-1:00	Continue Classroom group discussions	
	1:00-2:00	LUNCH	
	2:00-2:30	Final well wishes and thanks	Ivo Njosa
	2:30-5:30	Deployment	Workshop Secretariat

TRAINING WORKSHOP SIMULATION EXERCISE

HOUSEHOLD LISTING

No.	Name	Sex	Age Last Birthday	Relationship to HH Head
1	FLOMO MULBAH	Male	42 yrs	Head
2	KUMBAH MULBAH	Female	38 yrs	Spouse
3	SAYBAH MULBAH	Female	11 yrs	Child of member 2
4	MORLU MULBAH	Male	3 yrs	Child of member 2
5	SIA ADAMS	Female	14 yrs	Step child
6	YANQUOI MULBAH	Male	15 yrs	Nephew

Member 1 has been away for at most 2 months in the last 12 months, the rest have never been away.

Members 3, 5 and 6 have never married.

Both parents of Member 7 are no longer alive.

EDUCATION

Member 1 completed university education and has a Bachelors degree in mathematics.

Member 2 is a registered Nurse at a local private hospital

Members 1 and 2 can read and write

Member 3 is currently attending primary school 4 and attended school last year.

Member 4 is not currently in school, he is too young.

Member 5 is currently attending standard 7 at a local private school. She attended school last year.

Member 6 completed standard 7 last year and is currently not in school due to illness.

Schools of members 3 and 5 are all private schools and they all have no problems with their schools.

HEALTH

Member 2 and 5 did not have a live birth in the last 12 months

Members 1, 3, 4, 5 were sick in the last four weeks with Malaria disease. Members 2 and 6 were not sick or injured during the last 4 weeks.

Members 1, 3, 4, 5 and 6 consulted a health provider in the last four weeks, Member 2 did not and there was no need.

Member 1 and 6 consulted a doctor at a private hospital where facilities were not clean and the price was too expensive while members 3, 4, 5 consulted a pharmacist and had no problems.

In all cases the head of the household paid for the medical consultations.

EMPLOYMENT

Member 1 and 2 were engaged in one paid work in the last 7 days.

Member 1 works as a teacher at the secondary school and his wife as a nurse at the local private hospital. Both work 48 hrs a week and are not willing to add additional hours of work.

Members 3 and 5 did not engage, do or look for any type of paid work in the last 7 days, the reason being that they are going to school.

Member 6 is ill.

Member 3 is too young.

INSTRUCTIONS ON PRINTING LEADING ZEROS**Liberia CWIQ 2007**

A Leading zero in a number is a 0 that appears before the first significant number.

Significant numbers:

1. Non-zero digits are always significant.
2. Any zeros between two significant digits are significant.
3. A final zero or trailing zeros in the decimal portion ONLY are significant.

A leading zero in a date is a 0 that appears in the day of the month but not the month or year.

A leading zero in time is a 0 that appears before a significant digit in the hour or a 0 before a significant digit in the minutes if the recording is in minutes only. Any time there is a significant digit in the hour the minutes should be indicated as 00 since these are significant zeros.

REFERENCE NUMBER

Do Not Print Leading Zeros on all 10 Pages e.g. 011 will be printed 11; 061 will be printed 61

A-INTERVIEW INFORMATION:

Do Not Print Leading Zeros in A.1, A.2, A.4, A.5, A.6, A.7 and A.9

B-LIST OF HOUSEHOLD MEMBERS:

Do Not Print Leading Zeros in B.4 age last birth day

C-EDUCATION:

Do Not Print Leading Zeros for codes in C.3 Highest grade completed and C.6 Current grade attending. Code 00 will be printed 0 and code 01 will be printed 1 etc.

E-EMPLOYMENT:

Do Not Print Leading Zeros for codes in E.9; hours in E.10 and additional hours in E.11

F-HOUSEHOLD ASSETS:

Do Not Print Leading Zeros in F.3 Acres of cultivable land owned e.g. 0.0 will be printed as 0 after the decimal point; F.6 is similar to F.3;

F.10A Do Not Print Leading Zeros. Having no livestock should be printed as 0

F.16 Do Not Print Leading Zeros. Head of household will be printed as 1 and someone outside of the household as 0

G-HOUSEHOLD AMENITIES:

Do Not Print Leading Zeros in G.5 How many rooms does this household occupy?

G.12 Hours and minutes: Do Not Print Leading Zeros: e.g. 1 hour should be printed 1 in the Hour boxes and 00 in the minutes boxes. Five minutes should be printed 5 in the minutes boxes and no zeros in the hour boxes and no zero before the 5. Ten minutes will be printed 10 in the minutes boxes and no zeros in the hour boxes.

H-DISPLACEMENT/FOOD AID

Do Not Print Leading Zeros in H.3, e.g. year 2007 will be printed as 2007

P-SUBJECTIVE POVERTY

Do Not Print Leading Zeros in P.4

Do Not Print Leading Zeros in P.14, e.g. code 01 will be printed 1; code 09 will be printed 9

I-CHILDREN UNDER 5

Do Not Print Leading Zeros in I.1. Child 03 will be printed 3 and mother 02 will be printed 2

Do Not Print Leading Zeros in I.2. Day 020707 will be printed 20707

Annex 5

**FILLING SUB-SECTIONS OF I & E QUESTIONNAIRE IN CLASSROOM TEAMS AND
PRESENTING TO THE WHOLE CLASS**

Classroom group	First presentation		Second presentation	
	Section	Sub-section	Section	Sub-section
1	K	Cereals	L	Alcoholic drinks
2	K	Roots, tubers, bananas and plantain	L	Household fuels
3	K	Nuts and oils	L	Personal and household products
4	K	Fruits	L	Repair and maintenance services
5	K	Fresh vegetables: Tomatoes-Lettuce, cabbage	L	Transport and communications
6	K	Fresh vegetables: Okra-Green pepper	M	Household maintenance expenses-last 3 months
7	K	Meat and Fish: Chicken – Pork	M	Transport and Communications-last 3 months
8	K	Meat and Fish: Meat from other domesticated animals – Other aquatic products	M	Health expenditure-last 3 months
9	K	Other products of animal origin and Other products	M	Health expenditure-last 12 months
10	L	Cereals	M	Household maintenance expenses-last 12 months
11	L	Roots, tubers, bananas and plantain	M	Clothing and shoes-last 12 months

Annex 6

SELECTED EA'S FOR THE CWIQ SURVEY FIELD PRACTICE 30 JULY 2007

Country	City code	District	Clan	EA	Interviewer ID	Team 1
Montserado	30	Sinkor	Ocean View	701C	201 202 001 002 003 004 005 006 007 008 009 104 106	S S Ruth Kpadeh Roxana Kekulah Boima H.M. Sonii H. Salven Dennis Osman K Jackitay Clara Ville Kolubah W. Gbelle Matthew Wee Norris Glao Moses B.Z. Mulbah Bockarie J. Sherrif Ayesha Sayon Raymond Ziana
Montserado	30	Sinkor	Saye Town	702A	203 204 010 011 012 013 014 015 016 017 018 105	S S Nyamehto Kiepeeh Josephine Freeman Janet Thompson Famatta Coleman Ahmed Kiazolo Samuel Toe Wah Eugene Dickson David Depaye Etta Davis Meanto Davis Andrew Kpadeh J. Kwia Welson
Montserado	30	Sinkor	Saye Town	702B	205 206 019 020 021 022 023 024 025 026 027 101	S S Kebbeh G. Bryant Ophelia Neufville Rita Murphy Tolia Washington Habib David Abraham Simpson Dorbor M. Fassama F. William Koisee Garma Sumo Charles Momo Varney Swaray Theresa Torborg
Montserado	30	Sinkor	Saye Town	702C	207 208 028 029 030	S S Team 4 Cecelia Ballah Hawa Sandimanie Obediah Tokpah Satta Sama Dogba-Yassah James

					031		Sekou G. Kamara
					032		C. Daibah Kruah
					033		Sando Kamara
					034		Leo Kerkula
					035		Roland Howe
					036		Elijah Nah
							Team 5
Monsterrado	30	Sinkor	Plumkor	703A	209	S	Vashti Goe
					210	S	Emmanuel T.S. Dahn
					037		D. Sleh Gurley
					038		Hawa Joyce Fayiah
					039		Jartu Paye
					040		Christopher S. Blamah
					041		Jones T. Kollie
					042		G. Otis Kyne
					043		Josephine D. Befoh
					044		Joseph D. Borbor
					045		Albertha G. Porte
					102		Hawa Boakai
							Team 6
Monsterrado	30	Sinkor	Plumkor	703A	211	S	Tamba Mayson
					212	S	Robert M Jallah
					046		Victoria Gonmah
					047		Alvina Smith
					048		Prince D. Massaquoi
					049		Caroline Liberty
					050		Palissier Sackie
					051		Anna Howe
					052		Kessellie Kolako
					053		Kerper Kei
					054		James Jallah
					103		Tom Glassco
							Team 7
Monsterrado	30	Sinkor	Plumkor	703C	213	S	Matthew Gongor
					214	S	Rebecca B. Grove
					055		Patricial Mouphouet
					056		Eric Fambulleh
					057		Matilda K. Sonii
					058		Hawa Pambu
					059		Orseno Johnson
					060		Francis Wah
					061		A Momo Massaquoi
					062		Emma Dennis
					063		Marchee Nyanh
					107		James Haron
					111		Lovette W. Carter
							Team 8
Monsterrado	30	Sinkor	Copper Clinic	704A	215	S	Alfred W. Robinson
					216	S	Christopher Sieka

064	Sand Bunday
065	Roselyn G. Payjia
066	Andrew Poah Jr.
067	Zobon S. Fully
068	Nimene Nagbe
069	Victor Hooke
070	Saylay Nyan
071	George Mahn
072	Eunice Bowah
108	Torlo Baysah

Team 9

Monsterrado	30	Sinkor	Cooper Clinic	704B	217	S	George N. K. Yarwoah
					218	S	Kojo Weeks
					073		Klubo Kesselly
					074		Kumba L. Fokoe
					075		Fallah Mbakilah
					076		Sandra Benson
					077		Robert K. Tellewoyan
					078		Sandy V. Roberts
					079		James Goniekeh
					080		Amelia N. Borbor
				081		Vasco F. Johnson	
				109		Velesia S. Kun	

Team 10

Monsterrado	30	Sinkor	Cooper Clinic	704D	219	S	David Kolison
					220	S	Bunchie Tarr
					082		Miatta Hill
					083		Bob Lincoln
					084		Precious Bollie
					085		David Brown
					086		Willfemi Massah
					087		Tuwuyor Belleh
					088		Arron Matheh
					089		Steffhen Mulbah
				090		Morris F. Manobah	

Team 11

Monsterrado	30	Sinkor	Pyne People	708C	221	S	Emmanuel Ben
					222	S	Dorothy Meatee
					091		Emmanuel Coker
					092		Suku Varney
					093		Prince Menscole
					094		Golwin Marchall
					095		Joetta Gbeisay
					096		Caesar Brown
					097		Rose Padmore
					098		Abu Diallo
				099		Damowa B. Mulbah	
				110		Jackie Venn George	

Liberia Institute of Statistics & Geo-Information Services
CWIQ Interviewer and Supervisors Training Workshop
16-31 July 2007

Evaluation Questionnaire

Dear Participant,

This evaluation form has been designed to obtain your comments about the Training Workshop. This will assist in determining the achievements of this Workshop and also to improve the organization of and the materials for future Workshops of this nature.

All the information you will provide will be treated confidential.

A. Hand Printing and Shading

1. How do you rate the usefulness of hand printing and shading exercises for filling the CWIQ Questionnaire? (tick one of the following boxes)

Not useful	<input type="checkbox"/>
Useful	<input type="checkbox"/>
Very useful	<input type="checkbox"/>

B. Feedback from Exercises

2. How do you rate the usefulness of feedback from exercises in learning to fill the questionnaires? (tick one of the following boxes)

Not useful	<input type="checkbox"/>
Useful	<input type="checkbox"/>
Very useful	<input type="checkbox"/>

Please answer some of the following questions by providing your rating on scale of 1 to 5 where:

1	=	<i>poor/not satisfactory</i>
2	=	<i>satisfactory</i>
3	=	<i>good</i>
4	=	<i>very good</i>
5	=	<i>excellent</i>

C. Presentations/Learning

3. Please rate on the scale 1 to 5 the quality of presentations by the trainers in the Workshop?

Rating ☐

4. Please rate on scale of 1 to 5 the method of presentations by the trainers in the Workshop?

Rating ☐

5. Please rate on scale of 1 to 5 the exercises given to you in class as learning tools in the Workshop?

Rating ☐

6. Are there topics in the Workshop you found difficulties understanding?

Yes ☐ No ☐

If yes, please indicate details

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D. Organization of the Workshop

7. Please rate on scale of 1 to 5 the following aspects of the Workshop as learning tools?

Aspect of the Workshop	Your Rating
Classroom teams arrangement	
Team discussions during training	
Simulation exercise	
Own Household & One on One Interviews exercises	
Supervisors tasks in the Workshop	
Training Manuals	
Group Filling of I & E Questionnaire and Presentations in Class	
Other (specify)	

8. Please make any comments or suggestions related to the Workshop organization and/or staff that you feel would be useful.

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9. Please rate on scale of 1 to 5, the Workshop as a whole?

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Please feel free to give us any kind of additional information that you consider will improve organization of and the materials for future Workshops of this nature.

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Thank you for your responses.