



REPUBLIC OF ZAMBIA

SOCIAL DIMENSIONS OF ADJUSTMENT

1991

PRIORITY SURVEY

SUPERVISORS' INSTRUCTIONS MANUAL

CENTRAL STATISTICAL OFFICE
P.O BOX 31908
LUSAKA.

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CHAPTER I - INTRODUCTION

A. BACKGROUND AND PURPOSE OF THE SURVEY

The Social Dimensions of Adjustment Priority survey will provide benchmark data on the socio-economic effects of the Structural Adjustment Programs that are currently going on in Zambia. Structural adjustments include such adjustments in the economy as:

- (i) Having a flexible exchange rate
- (ii) Liberalizing trade
- (iii) Removal of subsidies on production and consumption
- (iv) Reducing Government expenditure and so on.

All these adjustments have certain effects on the economy. The purpose of this Survey is therefore to measure the impact of these adjustments on the economy of Zambia. This Survey will be an ongoing exercise over a number of years. The 1991 Survey will provide a basis on which to compare changes over time. Variables used to measure these changes are Labour Force Data, Incomes of households, expenditures of households, mobility of labour, nutritional aspects, property owned by households and so on. The unit of analysis in this Survey will be the household because it is a socio-economic Survey.

A Survey has been done as opposed to a Census (complete count) because a Census is expensive to carry out and requires huge sums of money. However, a Survey if accurately done, can adequately measure what a Census would have measured.

It is therefore very essential that data collected from the field be as accurate as possible. The role of the enumerator is therefore very important as they are the key data collectors. It is essential that they be trained in such a way that they understand all the concepts and definitions used in the Survey so that an Enumerator in one Province is collecting exactly the same data as an Enumerator in another. Training makes Enumerators ask the same questions with the exact same meaning so that data collected is accurate. The role of Supervisors, Provincial Statistical Officers, and Master Trainers is also very vital as they provide the necessary tools and facilities for the enumerator to carry out their work efficiently.

B. SCOPE AND COVERAGE

This surely will cover the whole country in both urban and rural areas on a sample basis. Armed forces, institutionalized populations like prisons, hospitals, hotels, hostels, schools, refugee camps, and also diplomats will not be included in the survey.

All persons in selected households in the selected enumeration area should be enumerated. An estimated 10,000 households out of the total number listed will be enumerated from a sample of about 500 Standard Enumeration areas (250 urban and 250 rural SEAs).

CHAPTER II - FIELD STAFF AND THEIR FUNCTIONS

A. MASTER TRAINERS

A Senior Officer from the Central Statistical Office (Head Office) has been designated as Master Trainer for each of the nine Provinces with the following major functions:-

- (i) To train the enumerators in their respective Provinces.
- (ii) To oversee the whole Survey project and ensure that it succeeds. That is, they are overall in charge.
- (iii) To check that the field arrangements are operational and moving according to plan.
- (iv) To participate in checking the completed forms for any discrepancies and ensure that such discrepancies are resolved.
- (v) In case of refusals from the respondents, to assist the Provincial Officers, Supervisors and enumerators to convince such respondents of the importance of the Survey and thus secure their co-operation.
- (vi) To administer and monitor funds for training of Enumerators.
- (vii) To advise on other technical aspects of the Survey. Although only the major functions are listed here, the Master Trainers can assist the Survey Staff in other matters as well.

B. PROVINCIAL STATISTICAL OFFICERS

- (i) To assist Master Trainers in the training of enumerators. Master trainer should designate certain Sections of the training to PSO.
- (ii) To make accommodation, transport and other arrangements for staff involved in the field operations, in consultation with them, for both the training period and field operations. Also to link up with the Master trainer on how to administer funds for training enumerators, i.e. what and how much to buy, etc.
- (iii) Generally to ensure that all administrative issues are done. For example, informing District Governors, Ward Chairmen, etc. about the presence of field Staff and the Survey operation itself in order to gain cooperation from the local people, mobilizing the enumerators, solving CSA/SEA boundary problems, mobilizing materials from the Provinces (e.g. bicycles) and so on.
- (iv) Should drive and walk around the designated SEA with the Master trainer, Supervisor and appropriate enumerator to ensure that enumerator is working within the boundaries of his allocated SEA. PSO should also take care of imaginary boundaries by measuring distances, etc to locate where they are.

- (v) To help check completed questionnaires with Master trainer, and so on.
- (vi) Any other issues that may come up during the field operations.

C. SUPERVISORS

The Supervisor performs a vital function in the Survey process. Each Supervisor is responsible for the performance of the interviewers under his or her direction. The general functions of the Supervisor include:-

- (i) Organizing the interviewer to successfully complete their assignments; allocating areas(SEA's), issuing Survey Forms and other equipment.
- (ii) Ensuring that the work completed by the field staff meets the standards of quality which are required.
- (iii) Communicating with the Master trainer and PSO on a regular basis to report the status of the Survey, relay problems encountered in the field, and receive directives on Survey operations and resolutions to problems raised.
- (iv) Providing routine supervision with regard to administrative and personnel matters. To supervise the enumerators under him/her on a daily basis and rotating between enumerators. Supervisors will lead and supervise on the average 3 to 5 enumerators.
- (v) Selecting the sample of households.
- (vi) Editing completed listing sheets and questionnaires for consistency, legibility, completion, etc.

This Survey will provide very essential data that concerns the well being of people. Appropriate policies will be developed concerning the same based on the data collected.

In order for the whole Survey operation to succeed in the field, there is need for field staff to work as a team and avoid conflicts between them. It is essential that PSO's work closely with Master trainers and agree on how to go about the whole operation. That is, how to allocate materials to enumerators, where to have them and Supervisors stay during the operation, how to allocate the available transport, and generally how go about the general overall supervision. Supervisors should be directed on how to carry out their day to day supervision. In other words their is need to consult each other and agree on issues that arise in the field. Master trainer, PSO and Supervisor should all attend the training session of enumerators. Master trainer and PSO should rotate between different Supervisors and supervise and direct their work. If transport is enough, Master trainer and PSO can supervise different areas each day and share experiences when then they meet later.

CHAPTER III - SUPERVISION/EDITING INSTRUCTIONS FOR SUPERVISORS.

A. SUPERVISING THE FIELD WORK

(i) INTRODUCTION.

As a Supervisor, your most important task in the field is to provide day to day supervision of the interviewers and their work. Your supervisory functions in the field can be divided into three areas; allocating assignments for interviewing, supervising interviewers' work and quality control.

(ii) ALLOCATING ASSIGNMENTS.

Before making the initial assignments, you and the interviewers should carefully review the work to be done. After such an assignment, keep the following points in mind when making assignments:

1. Plan the work carefully so that it will be completed within the allocated time.
2. Do not show favoritism when giving assignments. Areas which are difficult should be divided as equally as possible.
3. Provide interviewers with sufficient forms to complete their assignment. Keep record of what and how much is issued to each interviewer in your notebook or devise a control form.
4. Instruct the interviewers to fill in the appropriate coding information at the top of the forms.
5. Remind interviewers to review the forms before leaving the respondent and once again before submitting the completed forms to you.

(iii) EDITING and QUALITY CONTROL.

The success of this Project depends to a large extent on the accuracy and completeness of the interviewing. In order to guarantee both accuracy and completeness, you are responsible for certain quality control activities: editing all completed questionnaires, observing actual interviews, and spot checking a small percentage of interviewers unannounced.

Editing.

You should edit the completed questionnaires as soon after receiving them as possible. Editing consists of a check for accuracy, completeness, consistency and legibility. Interviewers are most likely to commit errors early in the field work period, so it is particularly important that your editing be timely and thorough at that time. You should make note of all errors that you discover and discuss them with the interviewers at the next meeting. If there are errors in any of the questionnaires, give them back to the interviewer to correct by contacting the respondent again. If, after repeated

discussion, an interviewer continues to make errors, you should contact the PSO in your Province for what action to take.

For editing questionnaires, you will use the instructions found in Section E of this Chapter, except that you must never erase the interviewer's entries. When you edit the questionnaires, as supervisor, you are to cross through the incorrect entry and write the correct entry in a place as close to the incorrect entry as possible.

(iv) OBSERVING FIELD WORK.

Observing field work is an important quality control activity. It provides feedback on interviewer quality and performance and can be used to motivate and as on-the-job training. Observation is an integral part of the interviewer training program and gives supervisory staff the opportunity to observe the Survey progress in operation. This enables you to understand the problems of interviewing better and strengthens your ability to assist the interviewers, observation serves the additional purpose of helping the interviewer in difficult situations which cannot be realistically simulated in the classroom.

Observation is the best method of evaluating the interviewer's ability to apply the concepts and procedures covered in training to the job. It is the best method to determine the skill as an interviewer and observe their attitude towards the job. Their skill as interviewer includes explaining the purpose of the Survey and answering respondent's questions; being able to effectively probe for accurate answers; asking the questions correctly and being able to follow skip patterns.

Initial observations are an extension of classroom training and provide an opportunity to identify areas in which new interviewers need additional training. During the first days of listing and first days of enumeration, you should observe all your interviewers. If possible per day. After initial observations, observe each interviewer further, with some unannounced spot checks. Pay particular attention to interviewers who show some weaknesses.

There are several general rules to keep in mind when conducting an observation.

(a) Be as unobtrusive as possible. Your presence should not make either the interviewer or the respondent feel uncomfortable.

(b) Never interrupt the interview to correct the interviewer.

(c) Review any errors with the interviewer immediately after the interview.

(d) If the interviewer incorrectly omitted any items, tell him or her to return immediately to obtain the lacking information.

(e) Never rebuke or scold an interviewer in front of a respondent.

INTERVIEWER'S CONDUCT.

While in the field, you must ensure that the behavior of the interviewers is satisfactory and that it in no way detracts or harms the Survey. Interviewers should always conduct themselves in a polite, courteous manner, whether they are dealing with farmers or other residents of the area. They should not become involved in local controversies, like politics, and so on.

If you feel as interviewer is not behaving properly, speak to him or her. If the problem persists, contact the PSO. Both you and the interviewer are the representatives of the Survey when you are in the field. Remember you are probably the only persons associated with the Survey that people will meet.

SUPERVISOR'S CONDUCT.

The success of the whole Survey operation depends on the mastery of your supervisory skills because you alone will be the only one in direct contact with the interviewers most of the time.

As supervisor, you must set the example for the interviewers. You must conduct yourself in a polite, courteous manner whether you are dealing with the interviewer himself or the respondent. Politeness also includes introducing yourself to the village headman and the ward councilor and explaining your reason for being there.

Since you are working with others where your behavior will determine the success of the operation, you must be self-reliant. For example, taking enough supplies for yourself. You must also be humble when in the presence of village people. For example, show respect to all villagers whether men or women. Show respect to everyone whether rich or poor, educated, illiterate, old, young, a member of a political party you do not belong to, etc.

B. DEALING WITH NON-RESPONSE

A major goal of every survey is to obtain the highest number of completed interviews possible. This means that the case of "non-response" should be kept to the absolute minimum. Non-response refers here to any individual questionnaire which is not "complete". Dealing effectively with non-response will be a primary duty of yours in the field and it is sufficiently important to merit special treatment in this manual.

General Guidelines

Although the reasons for non-response can be varied. There are some general guidelines that you should follow in all cases of non-response:

1. Review all non-response cases with the interviewer at the time the interviewer gives them to you. It may be that the interviewer has forgotten to record something of importance that will be recalled in the course of your conversation.
2. Try to distinguish on a case-by-case, interviewer-by-interviewer basis whether a "problem" is really a problem or merely the result of insufficient effort on the part of the interviewer. Do not be too willing to accept non-response cases until you are certain that the interviewer tried his or her best to obtain the interview.

Types of Non-response

Cases of non-response will fall into one of the following categories outlined below:

1. Refusal

Interviewers are told to contact you if someone refuses to be interviewed. You should remember that most refusals are not final and that with tact and right approach most refusals can be converted to complete interviews.

From the original interviewer, try to get an idea of the reasons for refusal, the strength of the refusal, and whether the original interviewer thinks another interviewer would be more successful. You should reassign the case to someone else if you think another person can get the interview. Otherwise, you should visit the household yourself and try to obtain the interview. In most cases, at least three follow-up attempts should be made to accept refusals.

2. Respondent Not At Home or Unavailable

When cases are given to you with the status "Non-Responses: respondent not at home", you should check to make certain that one or more call backs have been made. Since the survey continues, the interviewer should check back every opportunity until the respondent returns. Also check with neighbours for useful information about the expected return of the respondent.

3. Omissions

This refers to cases where some items were mistakenly omitted by the interviewer; where the respondent refused to answer certain questions; or when the interviewer was interrupted. Omitted questions should be discovered by you or the interviewers during editing. During your edit if you discover errors, the cases should be returned to the interviewer for a revisit. Refused questions should be documented in the questionnaire by the interviewer. Additional attempts should be made in the case of interviews that are partially completed due to interruptions, in order to complete them. These can be made either by the original interviewer or by a different one.

C. TIMELESS AND REPORTING REQUIREMENT

You will be engaged in various field operations, each of which is important. If one of the activities is behind schedule, it will influence other activities. Nowhere is this more the case than in the field work. Delays in field work have an impact on keypunching of questionnaires, on data tabulation, analysis, etc. It is therefore essential that every effort be made to complete field work within the scheduled time.

In this and all surveys, it is important that all field work be monitored and that field problems and their solutions be documented so that similar problems can be solved in a consistent manner. For these reasons, you are required to document problems that you cannot solve on your own or that are due to a specific shortcoming in the surveys procedures or materials. Document these issues in a report which you should write after field work is over. Submit this report to your master Trainer who will in turn submit it to the secretariat of the Priority survey. As the field work progresses you need to constantly keep records of such things as dates, special problems and how you resolved them, whether there were any delays/disruptions in the field work, any conflicts encountered, any peculiar situations, and any other

issues that come up that need to be brought to the attention of the organizers of this surveys. Then later, at the end of the field work write all this in form of a report and submit it to your master Trainer. Master Trainer and PSO will also give their own reports. These reports will help in future surveys.

D. OTHER ISSUES

At the end of field operations collect all materials that were handed out to the enumerators whether used or not, and even spoilt ones. Hand over the ones that were borrowed from the provincial offices to the PSO and any other materials that will need to be handed over to them. The rest you need to keep safely until you get back to Lusaka. You will be instructed on what to do with the materials after you get back to Lusaka.

If any enumerator is unable to perform his duties e.g. through ill health, family crisis, etc., you must ensure that his work is carried out by yourself or by redistribution among other enumerators.

Observe how the enumerator is carrying out the enumeration. He may be having difficulties in asking questions, or he/she may be shy or nervous, or may be making mistakes. Help him/her overcome his difficulties. Check that the enumerator is listing all the households in his allocated SEA's and enumerating all the selected households in the area. This can be done by checking that the houses listed have stickers on them and by you calling on several random houses to make sure the enumerator has been there and interviewed the household. Be certain enumerator knows how to identify a household. Also there is no need to place more than one sticker on the structures of one household. One sticker is enough per household. Each household in a housing unit, and each housing unit in a building should have one sticker.

When enumerators are doing their work, you must make yourself readily available to answer any questions they may have or deal with difficult cases or to supply additional copies of schedules (if necessary).

As supervisors you must be thoroughly familiar with the materials that will be used in the field and their purpose. The major field materials are:

- Enumerators' manual.
- Supervisors' manual.
- Listing forms/booklets.
- Questionnaires..

At the end of each field day you should as much as possible, have group meetings or "debriefings". It is important that the supervisor not only gives clear instructions to his enumerators but that he listens carefully to what the enumerators have to say. For example, you could begin a day by observing several interviews. At the end of the day, you could discuss the days problems and resolve how the difficult could possibly be solved, and also direct enumerators on method of canvassing the next day's interviews, etc. If the enumerators under you are far apart and are camped in different places then you need to work out the most efficient way possible to carry out your supervision in the amount of time, transport, and other facilities available. Work this out with your master trainer and PSO.

It is also your responsibility to maintain the documents in good condition and to instruct the interviewers to do the same. These documents should be kept in an area where they can be stored while maintaining confidentiality and without threat of damage from moisture, rodents, etc.

E. EDITING INSTRUCTIONS

LISTING -

- Check that the top cover identification particulars are completed and correct.
- Check that all the lines on the listing sheet are completed. That is, there should not be any blanks because all the questions are applicable to a household. If for example a household does not own any cattle, then zeros should appear there. If there is non-responses to a question, enumerator should put a dash in the appropriate box.
- Check that name of village/locality and CSA and SEA numbers are given on top of every completed listing sheet and that the pages are numbered serially.
- Check that the Survey Building number, Housing unit number, and household number are being recorded correctly and the same information should be placed on the stickers pasted on doors.
- Check that the name of the head of household tallies with the sex. Example, Mary Mwila. Normally Mary is a female name - but not always the case. Just confirm with enumerator if he/she happened to record Mary as male.
- Check that the total number of household members is equal to male members + female members.
- If answer in question 9 is 'Yes' then there should be a non-zero entry in at least one of the boxes from column 10 through 24. Otherwise enumerator should write a note explaining why not. It could be that the household is engaged in some other agricultural activity not listed, like fish farming or growing of vegetables, or raising of other poultry not listed.
- When listing is completed check that other particulars like total population, etc are recorded. Ensure that all the details required on the front cover of the listing sheet and on all listing sheets are recorded.
- If all is checked and fine, write your name and date of final checking of the listing booklet. Then start selecting the households to be enumerated on the detailed questionnaire, by the enumerator. Follow the sampling procedure as given in this manual. Please ensure that non-contact households (vacant, etc) are not included in the list of households to be sampled. They will however be listed.

ENUMERATION -

- Ensure that enumerator writes legibly and neatly. This helps those checking his/her work, and for data entry in the computer.
- Check that the identification particulars are properly entered on each and every schedule. These are; the Province name, District name, CSA number, whether Rural or Urban area SEA number, Survey building number household number, village/locality name of chief of the area and code number for that particular chief, ward name and code number, etc.
Check that all the identification particulars are completed.
- There should be no blank spaces against question which should be answered. The enumerator should enter either words or numbers (including zero) where there should be a response. There will be three types of response:-

 - Words or numbers - where a response should be given. Enter zeros whenever the response is none.
 - Blank - where a response should not be given. Example, for education, persons aged below five years, their line (on education part) should be left blank.
 - Dash - where there is non-response to a question. Enumerator should be encouraged to write notes whenever such is the case. Or whenever they meet with a strange situation. Where there is a blank or dash, and yet there was supposed to be a response, check with the enumerator and correct accordingly. In some cases it may be necessary to go back to the respondent to get the answer.
- Ensure that enumerator follows the skip pattern throughout the questionnaire. That means you need to understand the logic of the skip pattern yourself.
- Whenever you correct your enumerator's work you should use pencil and never erase anything. Cross out the wrong entry and then write the correct one on top or beside or below the crossed out one.
- Check that the enumerator is carrying out his work according to the detailed instructions in the enumerators' manual. Which means you need to be constantly reading the manual yourself and to be very familiar with it.
- Ensure as much as possible that the details on the listing sheet tally with what is on the questionnaire for a particular household, for items like number of usual members of the household, name of head of household and their sex, etc. But remember that between listing and enumeration some things may change like a new baby being born, a member of a household dying, a household moving, etc.

Section 1 - Household Roster

- Check that the head is listed first. Usually the spouse (if there's one) follows, and then the rest of the household (including non-relatives).

- Check for consistencies between the various variables. For example an 'own child' of head should not be older than the head.
- Question 6 is to be asked of those aged 12 years and above otherwise should be left blank.
- Education is for members of the household aged 5 years and above and question 13 to 17 for those aged 30 years but above 5 years, otherwise should be left blank.

Section 2A - Economic Activity

- Is to be asked of members of household aged 7 years and above.
- Check the educational level attained in Section 1 for that person tallies with their occupation (type of job)
- Person can be 'currently attending school' (in Section 1) and yet been 'working' most of last 12 months, and currently not working. Check for such similar consistencies throughout the sections.
- All persons of the household classified as 'self-employed' and 'employer' (non-agricultural) should have details in section 6A and 6B recorded. Section 6A and 6B is for non-farm enterprises.
- Check that amounts of income are also quite consistent with type of job or business. Remember that income recorded in this section (2A) is for the main job most of last 12 months, current main job, and main secondary job. If a person has other sources of income other than from these three, then those should be recorded in section 2B.

Section 2B - Other Sources of Household Income

- This section is a residual of section 2A. Any other sources of income not recorded in section 2A should be recorded here. The two sections should not overlap.
- Any sources of non-farm income recorded here should have enterprise details given in section 6A and 6B.
- Ensure that fishing, selling of fish other than from own fishing, and fish farming are distinguished. The former two are non-farm enterprises but fish farming is an agricultural activity (will come under 'other farming income' here).
- Ensure that 'Rent' received' (in column 8) excludes rent from lease of agricultural land which falls under 'other farming income'.
- Remittances to the household should include expenditure from outside the household for this household for housing expenses.

Section 3A - Housing and Facilities, Housing Amenities

- Ensure that all the boxes are recorded. None should be left blank.

Section 3B - Access to Facilities

- Check for the skip pattern. For example if question 3 is answered then question 4 should not have a response.
- Check that distances given to the nearest facility are similar in one given location.
- Question 1, all the boxes should be recorded with a response.

Section 4 - Migration

- Check for the skips and consistencies in the answers to questions.

Section 5 - Agriculture

- Ensure that backyard gardens are not included as agricultural activity. But growing of vegetables on a larger scale, for at least one lima, is considered agricultural activity.
- Check that the skip pattern is followed.
- Ensure that the boxes in question 1 of section 5A, question 1.1, 2.1, and 3.1 of section 5B, question 1 of section 5C, and question 1.1, 1.3, 1.5, and 1.7 of section 5D each have an entry of either 1 for 'Yes' or 2 for 'No'. Likewise ensure that if the entry is 1 for those questions then the subsequent questions should have responses (unless there's a skip instruction). And if the entry is 2 for those questions then the subsequent questions should be left blank.
- Area can be given in any one of the three measurements, Hectare, Acre, or lima or any combination of the three.
- Questions 1.2, 2.2, 3.2 of section 5B and question 2 of section 5C should have all boxes recorded with responses.
- In section 5C ensure that the names/types of the vegetables and units of measure are specified.

Section 6 - Non-farm Enterprises

- Ensure that any entries recorded in section 2A as 'self-employed' or 'employer' but for non-agricultural or non-farming activities should have details entered here.
- Also in question 2 (section 6A) the enterprise activities should tally with what appears in section 2A. List the three most important ones.
- Ensure also that any entries in columns for 'fishing' and 'other non-farm enterprises' (of section 2B) have details of them entered in this section.
- In section 6B, questions 7 and 8 are for employees/workers in each of the three main enterprises listed in section 6A, minus the owner/s.

Section 7

- Ensure that all the boxes have an entry of either a figure or a dash (for non-responses). None of the boxes should be left blank. If no money was spent on any of those items then zeros should be recorded. One zero can be written in the first box with a line across the remaining boxes.

- Check for consistencies in figures given.

Section 8 - Household Property

- Ensure that owner-occupied dwellings are recorded.
- Section 8A question 2, all the boxes should be completed.
- Section 8A question 6, title deeds to residential, commercial, and industrial land are usually given by the district councils while to agricultural land are given by the department of lands. Title deeds are some legal handing over of some amount of land to a person or persons or a company for a specific use.
- In section 8B all the boxes in columns 2 and 3 should have responses.
For row 3 (fishing boat/canoe/fishing net) the appropriate item owned should be circled.

Section 9 - Anthropometry

- Ensure that all household members listed in section 1 that are aged between three months and sixty months have details entered in this section.
- Ensure that the skip is followed in question 4.
- Check that the serial number of the
child's/children's natural mother/s is weights and heights are correctly entered.

After all the checking is done and all the corrections made (as necessary) sign the questionnaire (write your name) and write the date of final checking.

CHAPTER IV - GENERAL GUIDELINES FOR TRAINING OF ENUMERATORS

The quality of the completed questionnaires is directly related to the emphasis placed upon adequate training of personnel working on the survey. The data collected from all provinces must use the same method of collection. That is why it is important to train enumerators in the same way and also for master trainer, PSO, and supervisors to be present throughout the training of enumerators.

The supervisors' manual has been prepared (in addition to the enumerators' manual) to ensure that this survey succeeds. The enumerators' manual has the various terms defined and questions in the listing sheet and questionnaire explained so that there is uniformity in collection of data. Without such training there is no doubt that it will be up to each enumerator to define the meaning of terms. In such a case different responses will be recorded for the same question because of the questions being asked differently. training avoids that.

The following is a general guideline as to how training should be conducted. The master trainer, PSO, and supervisor should work together and form a specific training schedule within these general guidelines and the time allocated for training:-

A. INTRODUCTION

Go through the introductory part of the enumerators manual like the purposes of the survey, importance of the enumerator, how they should conduct themselves, importance of accuracy, legibility, etc.

Familiarize enumerator with maps.

- Map reading
- How to find their position, etc.

Explain about the north arrow, the map scale, and the legend or key and also how to relate what is on the map to what is on the ground. Show them how SEA boundaries are marked.

When measuring distances between two points use the paper strip method. Lay a piece of paper with straight edges on the two points whose distances apart are being measured. Mark the points on the paper by moving it along a road or whatever route you are following, and place it below on the graphic scale. Read this distance from the graphic scale.

B. INSTRUCTION

Go through the entire enumerators manual and explain terms, etc. Go page by page and elaborate on what is given in the manual. Attend to any questions enumerators may have. Clarify issues within what the manual explains. Note down any interesting points raised in the training and field operations.

Translate some of the questions into local languages.

Do not rush through the manual. Ensure that everything is understood by the enumerators.

Wherever possible, demonstrate examples, etc on the board.

Ask enumerators questions in order to find out if they are following along or not.

When listing demonstrate on the board that they should do it in a systematic way. When on a main road they should branch off roads on the main road and follow them. Then come back the road and so on. This will ensure that all household in their SEA are listed. In some rural areas where there are no regular roads, enumerator should follow all footpaths, etc and should ask villagers if there are any villages beyond their village.

C. PRACTICALS

There is need for enumerators to practice interviewing before actually going out to the field.

Classroom practice

You can have one or more classroom practicals. One enumerator can interview a pretend respondent, while the rest of the class is observing. Let the class take note of mistakes made during the interview. After mock interview there should be a review session. Discuss mistakes made and how they need to be corrected, etc.

Field practice

Divide the enumerators among the master trainer, PSO and supervisors. Take them to a nearby area and let them practice interviewing while master trainer, PSO, and supervisors observe them. Ensure that the enumerator takes practicals just as seriously as though it was the actual field operations. Note down their shortcomings and other issues and then later meet back in the classroom and share your experiences. Let everyone give an overview of what they observed (including enumerators themselves). Discuss the issues raised and solve the problems raised.

The training period will last for seven days. Day 1 can be devoted to the introductory part. Days 2 through 5 to the entire questionnaire, day 6 for classroom practice and day 7 for field practice.

D. FIELD OPERATIONS

After completion of training supervisor should allocate field materials to the enumerators in liaison with the master trainer and PSO. Take note of what is issued and amounts. Field staff should then be dispatched to their areas of operation. Ensure that enumerators have collected all the supplies they will need in the field. In cases of newly recruited enumerators, PSO should direct them on what essentials they will need and where they are likely to stay.