No. 4

Training Manual

BASIC DOCUMENTATION

JANUARY 1976

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The World Fertility Survey is an international research programme whose purpose is to assess the current state of human fertility throughout the world. This is being done principally through promoting and supporting nationally representative, internationally comparable, and scientifically designed and conducted sample surveys of fertility behaviour in as many countries as possible.

The WFS is being undertaken, with the collaboration of the United Nations, by the International Statistical Institute in cooperation with the International Union for the Scientific Study of Population. Financial support is provided principally by the United Nations Fund for Population Activities and the United States Agency for International Development.

This publication is part of the WFS Publications Programme which includes the WFS Basic Documentation, Occasional Papers and auxiliary publications. For further information on the WFS, write to the Information Office, International Statistical Institute, 428 Prinses Beatrixlaan, The Hague – Voorburg, Netherlands.

Training Manual

Guidelines to Survey Organizers on Planning and Execution of the Training Programme

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Note on the Use of the Training Manual

This manual is addressed to those who will plan and execute training. It aims to provide guidelines on the organization and conduct of training courses for the World Fertility Survey personnel, covering all stages of the work from preparation of the sample through to coding.
It is concerned with:

1) the organization of training, including selection and recruitment of trainees;

2) the method of training; and

3) the contents of the training course.

The manual should be studied in relation to the other standard WFS documents, particularly the WFS *Interviewers' Instructions, Supervisors' Instructions* and *Editing and Coding Manual,* which contain detailed instructions for junior field and office staff.

Contents

1 Introduction

1.1 NEED FOR THOROUGH TRAINING

The World Fertility Survey aims at obtaining national data of high quality and, at the same time, ensuring the international comparability of the results. In the light of these requirements, the training of survey personnel is of paramount importance. In all of the WFS projects it is essential that sound training be provided for all the personnel involved in the survey.

In theory, everyone admits that training is a key issue in social surveys but in practice this admission often amounts to little more than lip service. Careful planning and execution of a sound training programme is crucial not only in those countries where there is a scarcity of trained personnel and lack of previous survey experience, but it is equally important in countries with a longer tradition of conducting sample surveys.

The plans for training of survey personnel should be discussed in detail during the WFS staff visit to the country to finalize the basic survey design. Careful assessment should be made at this stage of the requirements for, and availability of, the various categories of personnel needed for all phases of the survey. The country's need for direct WFS assistance in conducting the training in such a way as to fulfil the WFS standard requirements should also be assessed.

1.2 GENERAL COMMENTS ON THE TRAINING PROGRAMME

In many survey operations it is possible to distinguish three levels of personnel involved:

1) the *survey director*, who is in charge of the operation, assisted by *senior professionals* and by other *specialists*;
2) the *intermediate level staff*, who assist the above in implementation of the work programme and closely supervise the junior staff who carry out the detailed work; and
3) the *junior field and office staff:* interviewers, office editors and coders, and their supervisors.

It may be helpful to give a hypothetical example. Assume a moderately large country, with field work organized separately in three regions. The survey director has overall responsibility for the field work. He is assisted by three senior professionals, each one looking after a region with the help of two *field inspectors.* The field inspectors constitute the intermediate level staff. They are responsible for quality control and organiza-

tion and each one of them works with four teams of *field workers* – junior field staff. A team consists of six interviewers and two field supervisors.
A similar three-tier organization is envisaged for office operations such as coding and editing. Starting from the top, the survey organization is gradually built downwards, each level helping to train the next level, supervising and controlling its work during the actual survey. This point is discussed in greater detail in the remainder of this section.

1.2.1 TRAINERS (SURVEY DIRECTOR, SENIOR PROFESSIONALS, OTHER SPECIALISTS)

While the survey director is responsible for all survey operations in a country, including the training of field and office staff, in most cases much of this work should be delegated to senior professional staff, assisted by those field supervisors who have already undergone initial training.
Immediately after the basic design of the survey has been finalized, the survey director should involve a sufficient number of senior professionals in the project. They should be briefed by the survey director and supplied with complete sets of all relevant documentation. They will be expected to assist the survey director in the overall execution of the project and will be associated with the survey for its entire duration. Their early and detailed involvement with one aspect of the work, namely, the questionnaire, should be insisted upon. They should be involved as much as possible, along with the survey director, in translating and adapting the WFS questionnaire to their country's situation, developing question-by-question explanations, etc. This adaptation involves a considerable amount of work which must be accomplished before the pre-test. Participation in this task is essential if trainers are to be competent in their job.
Another very important function of the senior professional staff is to act as trainers for the junior survey personnel. The work load is at its heaviest when a large training course has to be conducted; at this time they are involved not only in lecturing but also in checking and evaluating individual performance. Assuming training takes place centrally, a survey employing a hundred interviewers would need, in addition to the survey director, four or five senior professionals as trainers. A larger number will be required if training has to be conducted simultaneously in separate regional centres.
Help in training on specialized topics such as sampling, cartography, computer programming, medical aspects of reproduction and contraception, etc., may be provided by specialists in these areas. These specialists are usually associated with the survey only in a limited way and could be complete "outsiders" (e.g., a doctor who gives a single lecture to the trainees). Specialists should be properly briefed so that their teaching fits in with the training course. Outside specialists can make a valuable contribution to the training course. However, in some cases it may be more useful for the specialists to brief the regular trainers rather than instruct the trainees directly. The reason is that the trainer needs to know the trainees as well as the subject matter. In spite of his specialized capabilities, the outsider may not always be familiar with the specific needs of a particular group being trained.

1.2.2 INTERMEDIATE LEVEL STAFF

In any survey there is always a need for a group of support staff or assistants who, while not necessarily professionals, are concerned with the implementation of the work programme. They could, for example, be involved in conducting the pre-test, supervising mapping or listing, preparing the sampling frame and drawing of the sample, or exercising higher level supervision in the field, etc. In addition to such functions, it is expected that some of the intermediate level personnel will provide help during the training of junior field and office staff. Although some of these people will be involved in the survey only for a part of the time, it is desirable that as many as possible are involved for its entire duration. It is important to engage sufficient personnel to carry out the type of work described above. In developing countries, even where upper level professional manpower is available, there is often a dearth of suitable intermediate level staff.

Junior professionals within the organizations undertaking the survey may be recruited for this task. If there are not enough, efforts should be made to recruit staff from other national organizations. It is preferable that they should have had some survey experience. However, in the absence of adequately prepared and experienced intermediate level personnel, special and thorough training of the staff becomes particularly important.

Serious involvement in the pre-test should provide at least part of the required training for intermediate level staff, who will thus familiarize themselves with the questionnaire, survey plans and procedures, as well as with the sample. Additional training is provided by participation in training courses for junior field staff. During these training courses, intermediate level staff could take on supervisory and checking duties. They could also help the trainers by acting as group leaders during training.

1.2.3 JUNIOR FIELD AND OFFICE STAFF

Sound training of junior field and office staff (i.e., field supervisors, interviewers, coders, and editors) is the basic objective of the training programme.

The WFS recommends the following model for field work. Wherever possible, field work should be carried out by staff working in teams. Each team may consist of five or six interviewers and two supervisors. One supervisor should be in overall charge of the organization and control, and the other should concentrate on checking completed questionaires. This should not, however, be taken to imply a strict division of duties as each supervisor should be able to perform the duties of the other. (For details, see WFS *Supervisors' Instructions.*)

If the survey is to be conducted well, close supervision and regular scrutiny of the interviewers' work in the field is essential. This in turn means that a country will need to train a large group of candidate supervisors and interviewers thoroughly over a fairly long period of time. As regards training of office workers, procedures for office editing and coding are likely to vary greatly from country to country depending upon the experience and previous practices of the organizations involved. Generally, there will be less difficulty in finding suitable candidates to be trained in office work, such as editing and coding, since the organization involved usually has its own coders and transcribers. If it does not, some of the field staff can be retained for this purpose after completion of the field work.

In addition to the field and office staff mentioned above, there may be other junior staff involved with the survey. For example, in many countries there will be a need for conducting special operations such as preparing maps and/or lists of addresses or households from which the final sample can be drawn. This process will normally require no help from WFS central staff, but it is important that the mappers and listers and their supervisors be given adequate training (including some field practice), and be provided with clear instructions on performing their duties.

1.3 PLANNING FOR TRAINING

As soon as the size of the survey operation and the time-table have been fixed, an estimate should be made of the number, quality, and categories of personnel required for carrying out the operation. It is also important to decide exactly when the personnel will be required. Based on these estimates, a training time-table covering all aspects of the operation should be drawn up. This time-table should specify the duration as well as the basic content of the various training courses.

The following aspects should be considered for detailed planning:

1) Where will the trainees come from? For each category of personnel required, all possible sources should be investigated: "free market" recruitment; recruitment through contacts (or "word of mouth"); obtaining candidates from within the organization conducting the survey; or using personnel who have already been involved in previous stages of the survey.
2) Who will be the trainers? Is a sufficient number of competent trainers available? What provisions will be made for their briefing on the survey and their involvement in preparatory work for the survey? Are they free from other taxing duties and available full-time for training? If at all possible, particular training functions of professional and intermediate levels should be assigned at an early stage to named individuals.
3) What preparations, and in particular what documentation, are required for each training course? Assignment of duties among the staff for producing all documentation is desirable.
4) What other facilities (such as accommodation, tape recorders, etc.) will be required for the conduct of the training course?
5) What kind of assistance will be required, and when, from WFS central staff or consultants?

In the following chapters problems in the various stages of the survey are discussed in detail, in chronological order.

2 Training for Preparation of the Sample

2.1 BASIC TASKS IN PREPARING THE SAMPLE

Details and organization required for the preparation of the sampling frame and selection of the sample vary from country to country.

Training objectives must be specified in relation to these requirements. In order to facilitate discussion on the planning of the training programme, we describe briefly below some of the main tasks involved.

Basic tasks involved in the preparation of a sample of households or dwellings (as discussed in the WFS *Manual on Sample Design*), may include one or more of the following:

1) Checking of existing maps: This includes identification of map boundaries on the ground and is usually done by field workers during the main survey. It will not require recruitment and training of a separate group for the job.
2) Mapping of area boundaries: This involves splitting of large areas into area-segments with clear and identifiable boundaries. For the purpose of selecting a sample of areas, boundary maps are required (i.e., maps which identify boundaries clearly in terms of physical features like roads, waterways, hills, prominent buildings, etc.) though usually they need not contain much interior detail. Trainees must be aware of the need to provide sufficient information for clear identification of boundaries, but should avoid wasting time and effort by providing unnecessary details.
3) Mapping of structures: This means sketching all structures in an area or segment and identifying them by serial numbers. Drawing of detailed area maps showing all strctures is obviously a time-consuming task. As compared to making ordinary lists of dwellings (see below), it will require a considerably larger work force to finish the work in a given time. In addition, the personnel involved will have to be trained both for mapping and for making ordinary lists of dwellings.
4) Listing of dwellings, households, and household members: Listing of dwellings or households may involve making sketch maps to facilitate the location and identification of sampling units. Listing could also include affixing stickers, markers, or numbers to structures for identification purposes. Listing of dwellings does not usually involve interviewing the household members and should be a much quicker operation than listing of households. It therefore requires a smaller work force and a comparatively shorter training course. If it also involves listing of all household members, listing of households can either be combined with the main field work or entrusted to interviewers trained for that work. In such cases, no special work force has to be recruited and trained.

5) Sampling of areas, structures, or households from these lists: If mapping and listing operations are separate from the main interviewing, sampling from lists can often be done in the office. If it is conducted in the office under direct supervision of a sampling expert it presents no training problem. However, sampling sometimes has to be done in the field. For example, if the operation for listing of households is combined with individual interviews to a subsample of the households listed, the field supervisors will have to do the sampling in the field. Usually this is done by systematic sampling, perhaps after arranging the list according to some stratifying variable like household size. The *control sheet* required for such sampling is described in an appendix to the WFS *Supervisors' Instructions* and need not be discussed here. We may, however, emphasize the point that clear instructions must be given as to how to treat *blanks* in the list (e.g., empty dwellings, households not successfully interviewed, etc.) while selecting the sample.
6) Collection of additional information: This may include estimation of the population of certain areas, ethnic or linguistic characteristics, accessibility, clustering of populations, number of households in structures, size of households, etc. Special *area questionnaires* should be prepared before training starts and the trainees should be instructed how best to collect the required information.

A particular survey will involve only some of these operations. The timing of the required field operations needs careful advance planning that will affect the arrangements for training.

2.2 REQUIREMENTS FOR TRAINING

The work required for preparation of the sample may be organized in various ways, depending upon the survey design and the availability of existent material relevant to the sample. For example, production of boundary maps could either be a separate operation or could be combined with the listing of dwellings. In both cases, specially trained field staff will be needed. Listing of households may either be separate from the main interviewing, or combined with the household interview. Requirements for recruitment and training of field staff will be somewhat different for these two situations. It may sometimes even be possible to combine all the survey operations: segmenting larger areas into smaller areas and drawing boundary maps; selecting a sample of the segments and listing households in the selected segments; and carrying out the household and individual interviews in a sample of the households listed. In this case one can use the same teams for all the work, moving from area to area. In this situation the field supervisors and interviewers will have to be given special training in mapping, listing, and sampling, in addition to the training in interviewing itself which is discussed in Chapter 6.

Despite the diversity of situations in different countries, there are certain common problems which may be usefully discussed here. Even though some of the basic tasks mentioned in the previous section may not be involved for a survey as a whole, the training course must take into account the possibility that additional operations may have to be carried out for a part of the sample. For example, it may be that adequate area maps for the selected *area units* are available and thus do not require a mapping operation), but that some of these areas are so large in population that special mapping operations are required to segment them into smaller units. Similarly, even though in most cases listing of households can proceed directly from the boundary maps of areas, in some cases structures are located with such irregularity that a sketch map needs to be prepared.

It is important that an effort be made to identify problem areas as early as possible and that special provision be made for training personnel to deal with them. Similarly, problems encountered in preparing sampling frames in different types of areas may differ considerably. Hence the most suitable techniques to be used, and the difficulties most likely to be encountered, may differ in different parts of the country. For example, in rural areas new maps may have to made, but only checking of existing maps and identification of area boundaries in the field may be required for urban areas. Similarly, the kind of places where listers should be alerted to look for "hidden dwellings" in urban areas may differ from those in rural areas.

This diversity of situations that may be encountered has to be anticipated and carefully taken into account in planning the training course. Two alternative solutions are possible: (a) after initial common training, the trainees can be divided into smaller groups and instructed about the special problems they may encounter in the areas where they will work; or (b) they may all be trained together but work first in urban areas and later, after additional briefing, in rural areas.

Another common feature of the mapping/listing operations in various country situations is the need for supervisors to make higher level decisions using their own initiative. Of course, such initiative is required of supervisors in all survey operations, but its special importance in the present context arises for the following reasons.

Mapping being a rather specialized task needs greater centralization than interviewing. Listing has to be a thorough job covering all dwellings or households in an area, and the only way to ensure this is to have the listers work under direct supervision in the field. Due to the great variety in patterns of human settlement, a number of problems may arise requiring substantive decisions which are best left to the supervisor. For example, the supervisor may have to decide that although the team was asked to make lists of dwellings, these will not prove adequate for the interviewers working in that area, and that therefore a map of structures should be prepared instead. Finally, both for mapping and listing, external boundaries of the area have to be identified in the field (on the basis of maps or descriptions). Often this may not be a straightforward task, particularly if the maps and descriptions provided are not consistent. This task should also be the direct responsibility of supervisors. Similarly, the supervisors may have to decide how to segment a given area into smaller units.

This special role of the mapping and listing supervisors has important implications for training. It means that unless very experienced personnel are available from other sources, a substantial number of persons have to be thoroughly trained, at an early stage of the survey, to act as supervisors. (There should perhaps be no more than three mappers or listers working under each supervisor.) Moreover, close supervision and greater centralization of decision-making reduces the burden on the mappers and listers, who only have to be trained for a relatively routine job. In most cases one week's training for mapping or listing should be adequate.

In the following sections, training courses for mappers and listers are discussed in detail. By *mapping* we mean dividing areas into segments and drawing boundary maps. We assume here that mapping and listing are separate operations. The training courses required for other arrangements can be easily derived from the details given in the following sections.

2.3 TRAINING FOR MAPPING

2.3.1 NOTE ON FIELD WORK ORGANIZATION

Since maps do not go out of date quickly, it is often possible to use a fairly small group working over an extended period. Compared with the situation in which a larger work force is engaged for a shorter period, such an arrangement will facilitate close supervision. The mappers may work as a single group or divided into small teams working independently. In either case, there should be no more than three mappers to one supervisor. Often it may be useful to have locally recruited *scouts* to help the mappers in locating area boundaries and collecting relevant information. For closer supervision of the work, it is desirable to have one or more senior supervisors, each looking after a small group of three to four junior supervisors and their mappers.

2.3.2 TRAINING FOR MAPPERS

If only a small number of candidates is required, recruitment may be done simply by word of mouth, i.e., without an elaborate recruitment campaign. Institutions like secondary schools may be convenient sources.

General considerations about the method of recruiting candidates are discussed in detail in Chapter 4. Here we only mention some of the more important points. The screening of applicants should ensure that the selected candidates have neat handwriting. Where relevant, they should also be tested for the ability to read simple maps. The candidates should be able to perform simple arithmetical calculations and read graduated scales and columns of tables. (Examples of suitable tests are given in Appendix II.) As these abilities can be evaluated through written tests, only a short interview would be required in most cases.

Since for the present purpose very accurate maps are not required, a one-week training course should be sufficient in most cases, although this will depend on the trainers' previous mapping experience. The following is a suggested outline for such a course.

Day 1 Classroom: explanation of the job to be done; characteristics of good maps and common errors to be avoided; different situations, e.g., rural vs. urban; explanation of mapping techniques and the principles behind them; explanation of the symbols to be used in maps.
Supplementary information to be provided for the areas mapped.

Day 2 Outdoor practice under simulated field conditions: all trainees, working independently but simultaneously and under very close supervision, map a fairly small area.
This practice should involve all the basic techniques and procedures to be used under more realistic field conditions (even if some situations are to be artificially created – e.g., a particular part of the area being declared inaccessible); candidates' work to be compared with previously prepared maps.

Day 3 Field practice under more realistic conditions: the trainees return their work at the end of the day so that it can be evaluated before the next session.

Day 4 Assessment of the previous day's work, both individually and in groups; further field practice.

Day 5 Debriefing: assessment of the previous work; explanation of the field procedures to be followed.

2.3.3. CONTENTS FOR MAPPERS' MANUAL

A short manual should be prepared for the mappers, to be used during both training and field work. It should cover the following topics:

1) List of supplies and equipment needed: compass, ruler, drawing board, paper, pins, pencils, etc.
2) Basis techniques to be used: choosing mapping scale; orienting the sheet; "sighting" and drawing; estimating or measuring distances; symbols to be used; etc.
3) Field procedures: initial survey of the area and drawing rough sketch of the area; information to be given on the maps and on the supplementary sheets; checks for coverage; returning work to supervisors; reporting of problems, etc.
4) Administrative details: as required.

2.3.4. MAPPING SUPERVISORS

The supervisor has a particularly important role in mapping. He has to use a certain amount of initiative in determining the detailed boundaries, which should not only follow the natural features of the terrain but also be compatible with sampling requirements. The supervisor may also be responsible for collecting additional information and making contact with local authorities. Hence the supervisor should be a mature and well-trained person, and have sufficient authority over the mappers to be able to control and supervise their work adequately.

Where possible, trained cartographers working in the organization undertaking the survey, or in similar organizations in the country, should be used as mapping supervisors. If that is not possible, the supervisors will have to be specially recruited and trained. Where schoolboys are used as mappers, school teachers may make good supervisors.

In any case, the supervisors should be mature persons with reasonably good educational background (e.g., some vocational or university education after secondary school).

The supervisors should always be trained **before** the mappers so that they can be of assistance during the latter's training, and establish a proper relationship with the mappers in their teams. If the candidate supervisors have no previous experience in mapping, their training (in addition to their participation in the mappers' training) should last for at least one week, during which time they must be given field practice in drawing maps. In addition to what is to be covered in mappers' training (see above), the supervisors should also receive instruction in such special functions as fixing of boundaries; segmenting areas and, where required, selecting a sample of these segments; quick population counts, if required; checking the mappers' work, etc.

2.4 TRAINING FOR LISTING

2.4.1 FIELD WORK ORGANIZATION

In section 2.1 above it was pointed out that making lists of households, as compared to dwellings or structures, is likely to require a comparatively larger work force, implying a somewhat more difficult training task. However, the problems are similar whether listing of households or of dwellings is involved. Hence, it is sufficient here to discuss them in relation to only one of these operations. In the following section we assume that lists of *dwellings* are to be prepared. Listers should be divided into small teams working independently in different areas. As in the case of mapping, there should be no more than three listers to one supervisor. It is desirable to have one or more senior supervisors, each looking after a small group of teams (three to four).

2.4.2 TRAINING FOR LISTERS

Requirements for candidate listers are similair to those discussed for mapping above. If possible, the listers should be recruited locally in the areas to be listed.

The duration of the training course required depends upon how difficult the job of creating accurate lists is expected to be. In the special case where an adequate address system exists in most areas, two or three days briefing may suffice. However, we assume here the common situation where, in the absence of an adequate address system, the listers have to provide accurate descriptions and sketch maps, besides affixing stickers, markers, or numbers on dwellings for easier location and identification by the interviewers. The listers must be trained to ensure complete coverage of the area and to provide adequate descriptions, including sketch maps where required. Usually this will require up to one week's training.

There can be great variation in the structural arrangement of dwellings within a single area. Problems can arise with "hidden" dwellings and these may be missed by an ill-trained, badly motivated, or poorly supervised lister. To ensure complete coverage, the lister must be made aware of all possible difficulties. This can only be done by rigorous field practice during the training itself. Similarly, to avoid accidental errors, listers must follow a set of rules telling them how to proceed systematically in an area. Due to the great variety of structural arrangements it may not always be a straightforward matter to apply these rules.

An exhaustive list of the problems expected in the field should be prepared before the training starts. While some of the problems may be common to all areas, e.g., difficulties in locating area boundaries, others may be more specific to particular kinds of areas, e.g., urban areas only. A set of illustrations (sketches or photographs, etc.) depicting these problems should be prepared.

Rules should be drawn up concerning the order in which the lister should proceed in an area or within a structure; the representation of empty structures or buildings under construction; and the procedure to use when the area boundaries are uncertain. These should all be worked out in detail before the training starts and incorporated into the listers' manual.

Certain carefully selected areas illustrating special points should be listed (by trained listing supervisors or any other trained personnel available) before the training starts. During the training course, the candidate should list the same areas, and their results should be compared with the previously prepared lists. (Repeated listing of the same areas is practicable only when listing of dwellings that do not require interviews with households is involved).

The following is a check-list of points which should be covered in detail during the training course for the listing of dwellings. The time-table for the training course can be very similar to the one outlined above for mapping.

1) Definition of a dwelling unit.
2) Specification of the particular structural features that define the unit. (Does the definition imply a separate building, and/or a separate street entrance, and/or a separate entrance either from the street or from a hall within the building, and/or presence of a separate kitchen or cooking facilities, etc.?).
3) Typical examples of dwelling units, list of difficult situations and what to do in such cases.
4) Examples of non-residential structures which should be excluded (e.g., patients' quarters in hospitals, monasteries, student dormitories).

5) Exceptions within these structures which should be included (e.g., permanent quarters of caretakers, married student quarters).
6) Procedures to deal with cases which cannot be decided by the lister.
7) Procedures for dealing with semi-permanent or temporary settlements.
8) The kind of information (e.g., on size, location or other characteristics) the lister should provide.
9) General guidelines on listing, i.e., the procedure to be followed. (Example: check area boundaries, i.e., compare maps with descriptions when available. If contradictions are found, follow the descriptions rather than the map; indicate on the map the actual boundary followed.)
10) While listing a cluster of houses, always do the listing on foot, noting down all details and always proceed clockwise around a block or an area, covering all streets and buildings on your right-hand side.

2.4.3 CONTENTS FOR LISTERS' MANUAL

A short manual containing the following information should be prepared before the training course for listers starts.

1) Introduction: brief description of the purpose of the survey and of the sample; purpose of the lists.
2) Basic job description: need for complete coverage and precise following of boundaries; definition of the units to be listed; particular information to be provided and how to record the information; whether or not to interview each unit, etc.
3) Planning to ensure complete coverage: how to proceed in an area; need for making rough sketches first; need for enquiring from local residents when in doubt; need for call-backs.
4) Units to be listed: clear description of the units to be listed with many examples pin-pointing the more difficult cases.
5) If interview with household is required, whom to contact, how to approach the respondent, how to explain the objective of the survey; what particular questions to ask (give actual wording in the appropriate language(s).
6) How to draw sketch maps: need for sketch maps with road names, approximate distances, etc. (give examples of correct and incorrect sketch maps.)
7) Map reading, with explanation of symbols used.
8) Organization of the operation: relationship to the supervisor and the need to work under close supervision; team work (if applicable); making copies of maps (if applicable); returning materials; keeping records of travel and expenses; check-list of supplies.

2.4.4. LISTING SUPERVISORS

The supervisors should be mature and well-trained persons with initiative, and have sufficient authority over the listers to be able to control and supervise their work properly. They should be specially well trained to evaluate listers' work in the field. The only way to ensure high quality work is for the supervisor to verify that in all cases the listers have correctly followed the area boundaries and that they have covered all dwellings in the area. The lists should also be checked on a sample basis (e.g., in 10% of the cases) to ensure that adequate addresses or descriptions have been provided and that, where required, sketch maps indicating the location of dwellings have been drawn.

As in the case of mapping, the listing supervisors should always be briefed or trained (for a duration determined by their previous experience) before the training of listers. They should actively participate in the latters' training course to practice the evaluation of the listers' work. It is desirable that during this training a supervisor be associated closely with the trainees who are going to work as listers in his team.

3 Pre-test and Training

3.1 ROLE OF THE PRE-TEST IN THE SURVEY

The pre-test is an essential step in any survey, but to be of real value it is important that the objectives are clearly set out and are in fact met by the pre-test. Since the appropriate training programme depends on the main objectives of a pre-test, a brief discussion of them follows. Another reason for this discussion is the special place which the pre-test has in the training programme as a source of trained field workers.

1) One of the main objectives of the pre-test is to test the questionnaire. The pre-test ensures that the interview generally flows smoothly, that the questions are in logical sequence, and that there are no typing or similar errors.
   The pre-test also aims to ascertain whether the questions are comprehensible and whether any rewording will improve them.
   It may also show which questions are likely to give trouble and hence require special care on the part of the interviewer.
   Another objective is to discover whether the *pre-coded* categories are adequate and meaningful and if not, how these should be revised. Also, it may suggest codes for questions which were previously left *open-ended*.
2) The pre-test can give information about the operating characteristics of the interview such as its average duration, the number of interviews that an interviewer can do per day, etc.
3) It may indicate the measure of general receptivity or resistance to the survey, and this may suggest revised procedures; e.g., the way in which an interviewer should introduce herself to the respondent. Also the pre-test may be useful in ascertaining whether the interest of the respondent is maintained throughout the interview, and why not if otherwise.
4) Depending upon the extent to which the pre-test is planned to reflect the important features of the actual survey, it can throw light on the adequacy of various survey procedures. It can also be used to test the adequacy of the documents, quality of the translation, etc. The pre-test may also reveal other problems not previously anticipated.
5) Finally, the pre-test has a special place in relation to the training programme; this is discussed below.

3.2 POTENTIAL ROLE OF THE PRE-TEST IN THE TRAINING PROGRAMME

Ideally, the aim of the pre-test is to test not only the questionnaire but also other documents and procedures. In addition, the pre-test will produce information on the basis of which subsequent training programmes can be modified and the quality of the staff improved.

1) The pre-test provides an opportunity to test the adequacy of training methods and of the instruction manuals being used.
   It also gives experience to the trainers; in particular, it familiarizes them with the questionnaire.
2) It provides an opportunity for the junior technical staff to gain useful survey experience. This applies particularly to female staff since they are able to carry out interviews.
3) The pre-test may be integrated with the supervisors' training course. All the field supervisors may be recruited and trained before the pre-test and they then conduct it and help in its evaluation. Such a scheme will usually require a large pre-test, and involves candidate supervisors being retained with the survey over an extended period, but it eliminates the need for a separate training course of the supervisors (apart from a briefing before the interviewer's training in which they will participate).
   Even if not all the supervisors are trained in this way, the pre-test staff may at least provide some useful additions to the future field and office staff. For example, some of the supervisors used in the pre-test may become senior supervisors in the field, while some of the pre-test interviewers may later become field supervisors. The same principle applies for editing and coding operations. Of course, the above arrangements require that the pre-test staff be given additional training as required.
4) The pre-test can be used as a convenient source of material for training editors, coders, and punch operators before the real survey data become available.
5) Finally, the personnel involved with the pre-test, specially if they have some previous survey experience, may assist the trainers during the training of junior field and office staff.

The above considerations are particularly relevant for countries where intermediate level staff are not easily available.

3.3 PLANNING THE PRE-TEST

Since the pre-test should aim at testing all the important survey documents and procedures, it might be argued that it should be a miniature version of the full-scale survey exactly reflecting its organization, its sample, the expected quality of the field staff, field conditions, etc. On the other hand, the pre-test should be a much more controlled operation in order to isolate and identify the various possible sources of trouble. A good pre-test has to compromise between these two objectives.

The need for adequate control requires that the pre-test areas be close to the head office; that the field office staff be of high quality, even better than that expected during the main field work; and that direct observation and frequent tape recording of the work be undertaken. The need to reflect the important features of the main survey requires that the organizational procedures of the main survey (e.g., keeping records, filling in control sheets, etc.) be followed.

From the above considerations it would appear that combining the supervisors' training with the pre-test is often the best approach. However, this may not always be feasible due to certain practical difficulties. Firstly, it would require female supervisors, whereas male supervisors are often preferred for other reasons. Secondly, if the survey is to be conducted over an extended period, it may not be easy to employ people for such a long duration. Also, the dropout rate may be high, making this approach uneconomical.

3.4. TRAINING FOR THE PRE-TEST

Even if field staff are recruited only for the pre-test, a thorough training is required. The organization and methods of training will be the same as those discussed in Chapters 5 and 6. The main points are emphasized below.

1) Direct observation and tape recording are even more crucial during the pre-test than the main field work. Hence, special training should be given to supervisory staff in the use of tape recorders and in keeping adequate records of the points noted while listening to tapes.
2) Receiving feedback from the interviews is of the utmost importance. In addition to the usual debriefing sessions, the interviewers must record all their observations for every interview conducted. An example of a pre-test information sheet is given in the following section.
3) Materials required for training are similar to those mentioned in Chapter 6 below. These should include extra copies of the more difficult sections of the questionnaire, blow-ups of some parts for classroom instruction, a sufficiently large room with good acoustics, a blackboard, tape recorders, etc. It may not always be possible to have available complete sets of supervisors' and interviewers' instruction manuals.

   However, the more important items must be prepared before the pre-test is conducted: particularly the question explanations, instructions for editing completed questionnaires, rules for selecting eligible respondents, and the various record and control sheets.

An example of a training course lasting for ten working days is given below. Unless the trainees already have considerable and relevant survey experience, the training course should last a minimum of ten days.

Timetable

Day 1	Definition of the survey objectives: importance of the pre-test; lecture on reproductive physiology; demonstration interview[1] (simple case); familiarization with questionnaire (broad outlines).
Day 2	Interviewing techniques: locating and identifying addresses for field interviews; definition of a household; detailed consideration of the household schedule; eligibility for the individual interview.
Days 3 and 4	Section by section review of the individual questionnaire: each section preceded by a demonstration interview (relating to that section only); demonstration interview (more complex case than on Day 1) recorded by the trainees in their questionnaire; instruction on use of tape recorders.
Day 5	Use of the Pre-test Information Sheet (see Appendix I) a minimum of three role-playing-exercises with not more than four persons per group; classroom discussion of common errors and revision of problem sections; individual instruction where necessary.
Day 6	Questionnaire editing using the questionnaires completed during the role-playing; at least two field practice interviews during the afternoon.[2]
Days 7, 8 & 9	Discussion in classroom on the previous afternoon's interviewing; editing of questionnaires; two further field interviews to be completed.
Day 10	Questionnaire editing, using questionnaire from previous day's field practice interviews; final revision of questionnaire with emphasis on any problem section; administrative procedures, e.g., control sheets, expense sheets, salary payments, staff insurance (if any); responsibilities of supervisors and interviewers.

1 *Demonstration interview* and *role-playing exercises* are explained in Chapter 6 below. For discussion of principles of interviewing, probing, etc. see WFS *Interviewers' Instructions*.

2 The practice interviews should be clustered in non-sample areas around the training location. For each interview conducted, the trainee must complete a Pre-test Information Sheet. Further, as many trainers as are available should accompany the trainees to the field and observe the interviews being conducted. Trainees who are accompanied may feel this is done to check up on them; to reassure them it should be explained to them that such observation is an essential part of the pre-test.

4 Recruitment and Selection of Interviewers and Supervisors

4.1 RECRUITMENT AND STAFF POLICY: GENERAL COMMENTS

4.1.1 RECRUITMENT

A country organization participating in the WFS is expected to make available for the survey as many of its staff as possible without undue interference with its own routine tasks. In general, however, no organization is expected to provide the entire number of staff required for a national fertility survey. At least some of the personnel will have to be recruited from outside the organization undertaking the survey. Even when enumerators for household listing, office editors and coders, and field supervisors are available within the organization, it is hardly likely that it will have a sufficient body of full-time female interviewers available to fulfil the needs of the WFS.

The following are some general comments on recruitment policy.

Recruiting will probably take place at two points in time: first, securing support staff for the pre-test, and subsequently for the main survey. The recruitment and screening of staff should take place well in advance of the designated training periods in order to allow time for additional recruiting, should the number of candidates be insufficient, or should too many candidates be rejected during the screening process.

Initial recruitment should be done on the basis of written application forms received after publicity for the survey through the press, radio, or specially organized conferences. As a general rule the number of applicants recruited should be twice the number required for training.

The applicants should go through further screening and selection procedures (written tests and personal interviews) and the number of candidates actually admitted to be trained should be at least 20% larger than the number ultimately required (this is to allow for drop out or failure during, or after, the training.

It may often be difficult to recruit a sufficient number of candidates with good qualifications. In this case, further employment in other roles may be offered to those who prove to be good in one role. For example, field staff who participated in the pre-test may be retained as field supervisors for the survey. Similarly, some of the field personnel may be retained for editing and coding. It should also be noted that the prospect of further employment is a good incentive for the personnel concerned.

It is often convenient to recruit candidates from the capital city and nearby areas. This is both cheaper and more convenient and has the added advantage of offering the largest labour pool from which to choose.

However, in countries where language and other cultural differences make local knowledge indispensable for the field workers, recruitment has to be carried out on a regional basis. In such circumstances interviewers can be recruited locally, while supervisors may still be recruited from the capital city unless there are large regional differences in culture and language. Editors and coders who have to work at survey headquarters may perhaps best be recruited from nearby.

Survey organizers in different countries have often reported dissatisfaction with certain categories of workers – notably with university students – when used as junior field or office workers. On the other hand, this experience is not universal; some surveys have used students very successfully. The conclusion should perhaps be that it is more useful to think in terms of *characteristics* required of the people to be employed than in terms of *categories* of groups available.

4.1.2 SCREENING AND SELECTION

The recruitment campaign should be structured so as to eliminate, as far as possible, unwanted applications. This requires that the job advertisement should clearly state the qualifications required, the type of work to be done, and the working conditions such as pay and hours. Standard *rejection letters* should be prepared and immediately despatched when an unsuitable application is received.

Application forms should be designed in a way that will simplify the selection of candidates. The application form, or separate sheet, should give information on the nature of work expected and conditions of employment. The information sought from the applicant depends on the kind of candidates wanted. Age, marital status, other responsibilities such as having to care for children, etc., may all be relevant.

The form should be designed to give the organizers a good idea of the candidate's capacity to write clearly and precisely. When these forms are received, the first selection procedure can take place. A number of candidates may be eliminated simply by scanning these forms. For example, where an application form shows illegible or untidy handwriting, does not include the information requested, or includes highly irrelevant information, it can be assumed that the applicant is unsuitable for the job.

Further screening should involve a short test in the office to evaluate basic capabilities such as calculation of dates, precise recording of information, quick and clear handwriting, etc.

However, performance during the test should not be the only criterion for employment. Perhaps even more important is the impression an applicant makes during the personal interview. Since the job of interviewing involves interaction with the respondent, a lot can be learned during the personal interview about the applicant's behaviour when confronted with a stranger in a strange situation. In countries where a large number of languages will be needed to carry out the survey, these interviews should be conducted in the applicant's own language, even if the tests are conducted in another.

When an applicant is accepted, a letter of employment should be sent out stating clearly that the acceptance for full-time employment during the survey is dependent upon the applicant's performance during the training period.

4.2. FIELD SUPERVISORS

4.2.1 REQUIREMENTS FOR CANDIDATE SUPERVISORS

It is recommended by the WFS that the supervisors keep a tight control over the progress of the field work. On the one hand, they should perform all the administrative and organizational tasks required when taking teams into areas: arranging travel and accommodation; supplying interviewers with necessary materials and information; assigning them work; and returning the results to headquarters. On the other hand, the supervisors should carry out the necessary supervisory functions in order to ensure a high standard of interviewer's work. To achieve this the supervisor himself has to be a good interviewer, i.e., have a thorough knowledge of the questionnaire and experience in interviewing. To check the quality of the interviewer's work, the supervisor should perform the following operations:

1) Scrutinize all the questionnaires completed by the interviewers.
2) Evaluate tape-recorded interviews.
3) Make spot-checks, i.e., visit addresses to confirm that the correct household or individual has been interviewed.
4) Where possible, conduct re-interviews and compare the results with the original interview.
5) Where possible, attend interviews being conducted.

To ensure high quality supervisors, competent to exercise control over the field work, it is necessary to pay particular attention to their recruitment and training.
The following list provides the most important personal requirements for the job of the field supervisor. To these should be added the requirements for interviewers listed in section 4.3.1, since every supervisor should also be a good interviewer.

1) Supervisors should not be too young compared with the age of the interviewers, but chronological age is less important than maturity of personality.
2) A sound level of education is required, preferably higher than that of the interviewers.
3) Supervisors should be familiar with the area in which they are going to work, as well as with its language and culture. This requirement, however, is usally less stringent than for the interviewers and it may be possible to recruit supervisors centrally even where the interviewers have to be recruited locally.
4) They should preferably have had some survey experience.
5) To a certain extent supervisors should be "organization men", in other words, they should follow instructions from headquarters strictly, and have the strength of character to see that subordinates follow such instructions to the letter.

6) Should the supervisors be males or females? First, it should be made clear that the WFS considers it to be essential that the interviewing of women for the main questionnaire should be carried out by female interviewers. If the household schedule is completed at a separate interview, the interviewers for that operation could be male or female. Field supervisors could, in principle, be either male or female. In some countries, it may be argued that females work better under a male supervisor and that men are needed to accompany the interviewers; but only female supervisors are in a position to carry out re-interviews where necessary.
   Note: The WFS recommends that, wherever possible, field work should be carried out by teams, each team consisting of five to six interviewers and two supervisors (or one supervisor and one field editor). With such a set-up, it is possible to have one male and one female supervisor.
7) Often teachers in educational institutions are easy to train for the job and may form excellent supervisors, particularly if students are used as interviewers. However, since they are free only during the vacation periods, this may place undesirable constraints on the timing and duration of the field work, affecting the quality of the survey.

4.2.2 RECRUITMENT AND SELECTION OF SUPERVISORS

General procedures for the recruitment and selection of candidates for the training course have already been discussed above. These include: (1) the publicity and recruitment campaign; (2) screening the application forms; (3) a written test; and (4) a personal interview. Specific suggestions for designing suitable application forms and written tests are similar to those given below for the interviewers.

Recruitment for the training course does not guarantee that the candidate will be suitable to become a field supervisor and the final selection should be based on the candidate's performance during the training course.

It is recommended that the training of supervisors take place in two phases: a training course before the training of interviewers, followed by supervisors' participation in the interviewers' training course. The selection of field supervisors should take place after the first phase of their training, on the basis of their training record (both in the classroom and in the field), and a final test. It may happen that survey directors recruit such personnel from their friends or collaborators, assuming that they will make good field supervisors.

This is not always true and, in these cases as well, an examination should be taken and the survey director should not hesitate to drop any candidates who, after training, have not reached the required standard.

As the selected supervisors will still have to go through the training course for interviewers, a larger number than is needed for the actual field work should be selected. After the supervisors have participated in the interviewers' training course, the necessary number should be selected on the basis of performance. The surplus candidates may be considered for employment as interviewers, or as office editors, or coders.

During both phases of the training of supervisors, a record should be kept of their performance. The use of a series of tests throughout the training will enable staff to practice continual assessment of the trainees; (specific suggestions as to the content of these tests are given in Appendix III).

4.3 INTERVIEWERS

The interviewers' task is central to the whole survey. She collects the information and the quality of her work directly determines the quality of the survey.

In most cases, interviewers are the largest group of the various categories of personnel to be recruited for the survey. Further, in countries where there is cultural and linguistic diversity, interviewers will have to be recruited locally and it may prove to be particularly difficult to obtain an adequate number of suitable candidates from every region of the country. The considerations imply that the survey organizers should be specially careful while recruiting interviewers. The recruitment needs to be well organized in order to guarantee sufficient numbers of suitable candidates.

4.3.1 REQUIREMENTS FOR CANDIDATE INTERVIEWERS

1) Female interviewers must be used for detailed interview. In some countries it may be desirable to use male interviewers for the household survey, when this is a separate operation.
2) Interviewers should be mature and responsible, qualities which are not always related to chronological age.
3) While using married women may have certain advantages over using single women, marital status might not be the most important consideration in the selection of candidates.

   Experience shows this to be the case even in countries where cultural considerations appear to preclude the use of single women *a priori*.
4) In order to understand the work and be able to carry it out to the standards re quired candidates should have completed at least four years of secondary education or have had equivalent experience in paid or voluntary employment. Other things being equal, a higher level of education would be welcome.
5) They should be able to perform simple calculations, such as working out ages of respondents from dates of birth.
6) They should have neat and legible handwriting.
7) They should have a high level of motivation and interest in the survey. Given the amount of hard work required, this may be the most important characteristic, either to be required or to be instilled during the training period.

8) They should be able, when required, to stay away from home during the field work, though this may not be necessary for every interviewer, e.g., those working in their own urban areas.
9) Interviewers should be willing to work full-time on the survey and for the whole period of the field work. Part-timers should not be employed.
10) They should be in good health, especially those assigned to rural areas who will have to walk long distances, and be willing to live under a variety of conditions. Also, it may be advantageous that some should be able to ride, drive, or swim.
11) The personal characteristics of the interviewer, male or female, should be such that they are able to establish rapport easily. They should be sympathetic, well mannered, patient, clear speakers, and good communicators. However, it should be pointed out that there can be dangers in employing interviewers who are too interested in other people's personal affairs. Also, candidates should not have extreme views about family planning.
12) They should be prepared to dress in a way which will make it easy to establish rapport.
13) They should be familiar with the local language and culture.
14) As interviewers may have to live together for some time, it is necessary that they adapt to group life and thus avoid personal difficulties during their time in the field (for this reason residential or *in-house* training, where trainees live together at the place of training, is beneficial).
15) They should be methodical and able to keep records up-to-date as well as taking care of the materials issued to them.
16) It is not necessary that candidates should have previous interviewing experience. Although the use of candidates with relevant experience will certainly reduce the burden on senior staff, there is the danger that interviewers who have previously worked for organizations with poor standards and controls could have a bad influence on other candidates.

4.3.2 RECRUITMENT AND SELECTION OF INTERVIEWERS

Since the quality of the interviewers directly determines the quality of the data collected in a survey, it is always desirable that applicants be thoroughly tested and screened before being accepted as interviewers. However, thorough screening is practicable only when a significantly larger number of applicants than required is available, and when the headquarters staff can afford the time required. The procedure suggested below is an ideal to be aimed at and may not always be feasible due to practical constraints.

In view of the special importance of the task of selection and screening of interviewers, we repeat below some of the general points previously discussed.

A. Publicity and Recruiting Conference

Once the recruitment policy for the particular country has been decided, the recruitment process itself may take many forms. Generally, some form of advertising in newspapers, journals, etc., will be needed, and possibly also radio and TV announcements. In any event such statements should be worded so as to eliminate, as far as possible, unwanted applications. At the same time, nevertheless, they should attempt to ensure a sufficient number of candidates to allow for a good selection process.

Where possible, it is helpful to arrange a recruiting conference. This enables a larger number of applicants to be given more details of the job requirements, and acts to a certain extent as a self-screening exercise. Whether or not such a procedure is utilized will depend on the country situation. In large countries, it might be necessary to run a number of such recruiting conferences on a regional basis, while in others this might not be the most efficient approach. Note that in countries with a poor postal system, the initial recruiting and subsequent detailed assessment (see below) will have to be combined at regional recruiting conferences.

B. Application Forms and Related Material

The applicant should be screened on the basis of self-completed application forms. The application forms should obtain the following information about the candidate:

1) Name, address, age, current marital status, education, previous and current employment (including part-time work), any interviewing or general survey experience (if not included above).
2) Special abilities required (e.g., driving, speaking a particular language or dialect, swimming, etc.).
3) Family responsibilities, e.g., children for whom reponsible (say in age ranges under 5, 5–10, 10–15) and whether responsible for any elderly people.
4) Information on whether suffering from any health conditions which limit ability to do outdoor work, especially work under not very comfortable conditions; anything which limits their ability to stay away from home or to work in the evenings and on weekends; any circumstances which could interfere with their availability for full-time work for the required duration of the survey.
5) An open-ended question asking what difficulties the applicant thinks an interviewer may encounter in her work.

In addition to collecting all the required information about the candidate, the application form should be accompanied by a letter describing the job, particularly emphasizing the difficulties encountered in the work. This letter should be very brief – not more than two pages – and cover the following points:

1) The nature of the organization involved.

2) The nature of the research involved (up to 3 lines).
3) The nature of the work (brief job description).
4) Special skills required for candidates (e.g., age, education, etc.).
5) Conditions of employment, including details of pay and allowances.

Finally, the application form may also be accompanied by a short test, consisting of about five questions, which the candidate is asked to complete honestly and without help. The purpose of this test is to give the applicant a better idea of the level of understanding expected of her, and it need not be evaluated at the office. It should not be taken into account in the selection of candidates, unless a particular candidate has failed to return it. Tests for *comprehension* and *numerical ability* given in Appendix II may be suitable for this purpose.

C. **Written Test**

The applicants, i.e., those found acceptable on the basis of the application form, should then be invited to the office and subjected to another short written test of about 15 minutes. The purpose of this is to determine whether they possess the following attributes:

1) Ability to listen and record answers.
2) Ability to read and comprehend.
3) Ability to follow instructions.
4) Numerical ability.
5) Clerical accuracy.
6) Ability to write legibly.
7) Ability to read maps (if required).
8) Language and vocabulary.

Some suggestions for questions which may be included in such a test are given in Appendix II.

It is not advisable to set a definite pass mark for the test in advance but to accept candidates in order of their score until the required number of recruits (which should be substantially higher than the final number required) is reached. Nevertheless the survey organizer should have some idea of the minimum standard below which candidates cannot possibly be accepted. In other words, there should be a minimum pass mark but if too many exceed this mark they need not all be accepted.

It is important to keep two related points in mind regarding the use of a written test as a means of screening candidates:

1) By their very nature, some of these tests are likely to be slightly biased in the favour of recent school leavers.

2) Older women may often be slower to pick up new ideas but may prove to be superior in the long run.

The implication is that though a written test is certainly important, to an extent it is a convenient but less satisfactory substitute for a longer personal interview. Sometimes exceptions have to made, for example in the case of people who clearly appear to be good candidates on the basis of other information available, but who have not done well in the written test.

D. Personal Interview

Those who appear satisfactory in the test should be interviewed personally and rated for such qualities as personality, ability to express themselves, health, etc. The interviews should aim to find out, among other things, whether an applicant's commitments are such that they might prevent her from staying with the survey for the required duration. Steps should be taken to ensure that the applicant is fully aware of the least pleasant aspects of the job.

Where possible, it may be useful for the candidates to be interviewed by different people, each rating the candidate on such things as personal appearance, ability to express themselves, etc.

If candidates with previous interviewing experience are specifically being sought, it may be useful to observe them conducting a short and simple interview (other candidates acting as respondents). The test questionnaires should not contain any difficult concepts nor questions requiring excessive probing, and as few *skip* instructions as possible. It may be useful to have a set of questions broadly related to the areas being investigated in the actual survey. For example, it may include 10–15 questions for currently married respondents on topics like the following:

1) Age, address, number of living children (boys, girls).
2) Background information such as education, religion etc.
3) Number of brothers and sisters the respondent has.
4) Are her parents alive? If so, do they live with her.
5) Similar questions about her husband's relatives, etc.

E. Final Selection

Although the selection procedure is meant to ensure that a candidate interviewer will have a good chance of being selected as an interviewer after training, more candidates than the final number necessary should be selected. This will ensure that if an interviewer drops out during the training course of the field work, a suitable and trained replacement is at hand so that no reorganization of the field work schedule will be necessary.

Candidate interviewers should be told before they are admitted to training – preferably in the letter of appointment – that a number of them may be put on the reserve list, offered other duties, or dropped altogether before the field work starts. Whether a trainee is allowed to continue the training course and then work in the field depends upon her performance during the training course itself.

The training interviews should be studied and evaluated and this should be the basis for the final selection. Also, during the training period, short tests (about 15 minutes) should be given to the interviewers and the results of these tests should be taken into account during the final selection.

Specific suggestions for evaluation and observation of interviewers' performance during the training course and for the written tests which should be administered to them are given in Chapter 6 and Appendix III.

5 Training of Field Supervisors

5.1 THE TRAINING COURSE: FIRST PHASE

The supervisors should be trained before the training of interviewers starts. In addition, the supervisors receive further training, with stress on their supervisory role by participating in the interviewers' training course.
The first phase of the supervisors' training can be organized in either of two ways:

1) If feasible, all the supervisors should be trained before the pre-test and then participate in conducting it and evaluating the results.
2) Alternatively, they may be recruited after the pre-test and trained, preferably for two weeks, immediately before the interviewers training course starts. Where experienced candidates are available, as little as one week of formal training may be considered sufficient.

In scheme (1) training for and conducting the pre-test is integrated with the supervisors' training course. All field supervisors are recruited and trained before the pre-test and they then conduct the pre-test and help in its evaluation. Such a scheme will usually require a large pre-test, but it eliminates the need for a separate training course for the supervisors, apart from a briefing before the interviewer's training in which they will participate. The WFS recommends this approach since it helps to make the pre-test a more thorough job and at the same time provides an opportunity for in-depth involvement in the survey of the future supervisors. Nevertheless, it is recognized that it may not always be feasible to follow this scheme due to certain practical difficulties. In the first place, it would normally require female supervisors, whereas male supervisors are often preferred for other reasons. Second, if the survey is to be conducted over an extended period, it may not be easy to employ people for such a long duration. Finally, the dropout rate may be high, making this approach uneconomical.
The most convenient set-up for this programme is when the candidate supervisors are *female regular employees* of the organization conducting the survey (or of a sister organization in the country) who can be retained over an extended period without a high dropout rate.
Whatever the timing of the training, the topics to be covered during the first phase of the supervisors' training course are the same as those described for the interviewers' course in Chapter 6 below. The only difference is that the supervisors' course is usually a week shorter than the interviewers' course, and there is less time available for field practice interviews. (In this situation, the candidate supervisors must be given additional field practice during the first few days of the interviewers' training course).

We do not include here a shorter version of the training programme for the supervisors since it can be easily deduced from the time-table given in Section 6.10 for the interviewers' training. Alternatively, the training time-table for the pre-test (see Section 3.4 above) may be used.

Since this first phase involves training the supervisors as interviewers, the methods and requirements for good training discussed in the following chapter are directly relevant here. Of course, some of the problems mentioned there are likely to be less serious since supervisors comprise a smaller group of trainees.

5.2 THE TRAINING COURSE: SECOND PHASE

The second phase of supervisors' training consists of participation in the interviewers' training course. It should be made quite clear to the candidate supervisors from the beginning that their training does not end with the first phase. They must also understand that they participate in the second phase of training as trainees and not as supervisors, though the training involved is mainly in supervisory functions.

The training course should cover the following areas:

1) Field practice: In cases where the candidate supervisors have not completed at least 10–15 field practice interviews in the first phase of their training, the first few days of the second phase should be spent in conducting additional field interviews. To become a good supervisor, the candidate should first be a good interviewer.
2) Administrative duties: Candidates should be briefed in keeping administrative records including records of materials received and used in the field, handling of expense claims, making payments to interviewers, etc., as may be applicable.
3) Field work plans: During the last days of training, candidate supervisors should participate in preparing the work plan for the main field work. This involves detailed decisions about division of work among teams, expected duration of work in each area, order in which a team will cover the areas allocated to it, quantities of various materials and documents that would be required, etc.
4) Evaluation of interviewers' work: This will include ample practice in evaluating interviewers' work by listening to tape recordings of interviews, participating in interviews in the classroom, spot-checking and reinterviewing in the field, etc.

   One of the main functions of field supervisors is to edit completed questionnaires. During the training course they should edit, if possible, *all* the interviews completed in the field or in the classroom. Candidate supervisors should be provided with a list of checks to be followed step by step on every questionnaire. Also, the trainers must evaluate the editing work done by the trainees and discuss any mistakes found.

5) Control of field work: sample implementation. During the training course, field practice interviews should be so organized that the trainees go through all the steps involved during the actual field work, keeping the required records (see Section 6.5 below). Merely sending interviewers during training to non-sample areas to choose their respondents "as they go" is not sufficient. As far as possible, these practice interviews should also be used to instruct trainees in the organizational aspects of the field work, and the problems involved in the proper implementation of the sample. Where feasible, supervisors should be allocated to those interviewers who are most likely to work under them in the main field work.

Control in the field is exercised through the use of *Field Work Control Sheets* (see WFS *Supervisors' Instructions*). These sheets should be explained to the trainees and the need for a proper record of sample implementation emphasized. Most of the topics to be covered during the training mentioned above have been treated at some length in the WFS *Supervisors' Instructions*. However, training for implementation of the sample design needs further discussion and is considered in detail in the following section. In the usual case, where team work and close supervision during field work is expected, the supervisors are, of course, more concerned with the problems of sample implementation than the interviewers. However, when such supervision is not possible, it is important that the interviewers also clearly understand how to deal with these. Instruction of trainees in this aspect should be through classroom lectures followed by group discussions. Frequent repetition of the more important points is usually necessary.

The following material will, hopefully, be an aid for the trainers to prepare for the required lecture and group discussions.

5.3 TRAINING FOR IMPLEMENTATION OF THE SAMPLE

The extent to which field workers are involved in defining, identifying, and selecting the *elements*, i.e., households or individuals, to be interviewed depends on the actual sample design. At one extreme, field supervisors may be responsible for identifying the boundaries and listing households in sample areas, selecting a sample of these households for the household interview – which involves listing of all household members – and then selecting from them a sample of women eligible for the individual interview. At the other extreme, they may simply be provided with names of particular women to be contacted. Hence the extent to which the field workers have to be trained in the sampling aspects of the survey will vary from country to country.

However, in most cases we expect that the field workers will have sample addresses specified for them and will be required to interview households at those addresses and identify and interview eligible women in those households (or a subsample of those households). This means that they will be required to:

1) identify dwellings or households represented by the sample addresses specified to them;
2) determine the *composition*, i.e., the membership (usually both *de facto* and *de jure*) of these households;
3) select, from these households, women eligible for the individual interview; and
4) deal with the problem of non-response.

These points are discussed below.

5.3.1 DEALING CORRECTLY WITH THE SAMPLE: GENERAL CONSIDERATIONS

Even though sampling may not be a direct concern of junior field staff, they must understand the need to keep the procedures used for selecting the sample strictly to the objective. It should be emphasized, through frequent repetition during training, that so far as the field staff is concerned **the sample is sacrosanct**: they must interview **only** the units selected in the sample, and must try their best to interview **all** the units. Each unit in the sample is important; all efforts must be made to obtain a complete interview in all cases, even if sometimes this involves long and tedious walks and repeated call-backs; no substitution is allowed.

Also, a *record* must be kept of each interview that has to be conducted. In addition to being entered in the appropriate control sheet, each interview (whether or not successfully completed) must have a questionnaire assigned to it with the cover sheet always filled in.

It is useful for the field staff to have at least an elementary understanding of what a *sample* is. This will help them to appreciate the need to adhere strictly to the sample. They will also be in a better position to answer questions like "Why me?" from respondents. Examples of sampling in everyday life may be helpful in getting the point across to the trainees. (E.g., the well-known example of a woman buying apples after "sampling" the pile. She would be a bad sampler if she merely took a "sample" from the top layer).

5.3.2 IDENTIFYING SAMPLE DWELLINGS OR HOUSEHOLDS

In most cases the field worker will be provided with addresses of some sort which have to be visited for the interviews. Locating and identifying sample units in the field often presents serious problems to the interviewer and should be discussed during the training course. The interviewers' assignments may consist of addresses (house numbers, street names, place names, name of principal member of the household, etc.), descriptions, and sketch maps indicating the location of the house. In addition, it is recommended that the listers should affix stickers or markers in front of the houses in the sample.

The sample may consist of either dwellings or households. *Dwelling* is a structural unit; *household* denotes a group of people. In either case, the field worker has to make a decision as to where the *boundaries of the unit* are. This decision may be easy or difficult, depending on what additional information on the sample unit is provided for the interviewer. For example, there may be very detailed maps available showing all the dwellings in the area clearly marked; or for a sample of households, the field worker may be provided with lists (prepared during the listing operation) of all members of households. In such cases there should be no difficulties. In other cases, however, only names of household heads and approximate descriptions may be available, and it may not be easy for the interviewer to decide, for example, whether there is only one household or two at an address.

Depending upon how serious such problems are likely to be during the field work, sufficient attention should be paid to them during the training course. Though it is quite easy to provide short and simple definitions of what a household (or dwelling) is, it is much more useful to provide the trainees with a variety of examples illustrating circumstances likely to occur in the field. This type of material can be incorporated in a short self-instruction set from which the trainees can learn at their own speed, e.g., through checking the correct answers to a series of questions. In addition, of course, such examples should be discussed in the classroom.

A related problem would be changes at the addresses (i.e., households or dwellings) after listing. This may include changes like formation of new households and splitting of old ones, movement of households both into and out of the sample addresses, demolitions and new constructions or other structural alterations, etc. Again, before training starts, the most important of such problems expected to occur must be identified and objective rules to solve them clearly formulated.

5.3.3 MEMBERSHIP OF HOUSEHOLDS: HOUSEHOLD INTERVIEW

In the household questionnaire, household members are usually listed both on the *de facto* and *de jure* basis; eligibility for the individual interview is decided on the *de facto* basis (or sometimes on a more complicated variation of it). It is important that the field workers clearly understand these concepts. These should be discussed repeatedly during training.

For *de jure* residence, rules have to be specified as to what *usual residence* means; further, a decision has to be taken as to how to apply these rules in the field: Should the interviewer automatically verify in all cases that any person mentioned by the respondent as a usual member of the household is correctly designated according to these rules? Or should this be done only in cases where the respondent is not sure about the status of a particular person in the household, and specifically asks the interviewer for clarification?

Again it should be emphasized that, in addition to the rules, the interviewer must be provided with as many examples as possible of the likely situations.

Finally, it is necessary to specify who is an eligible respondent for the household interview (or for the interview conducted to update the list of household members, if applicable). The WFS recommends that these questions can, in principle, be answered by any adult who is a usual member of the household. All questions in the schedule need to be answered by a single person. However, not all persons are competent to provide accurately the information required. If more than one person is available to answer the questions, the field worker should know which of them is the preferred respondent. For example, it is reasonable to assume that the wife of the head is a better respondent than an unmarried cousin, or a very old person living in the household.

The interviewers should be discouraged from making any unnecessary call-backs. If the preferred respondent is not available when the field worker visits the house for the household interview, she should ask some other adult to answer the questions, unless she feels that the available person, though eligible, is not really able to provide the required information.

5.3.4 ELIGIBILITY FOR THE INDIVIDUAL INTERVIEW

Identifying eligible women is perhaps the most important step in the implementation of the sample. The eligibility conditions should be repeatedly discussed during training to make sure that every field worker understands them clearly, as well as the importance of this aspect of her work.

Unfortunately, in spite of thorough training, it has been found that interviewers make mistakes in selecting eligible women during the field work. Hence, the supervisors should be instructed to be specially careful in ensuring that the rules are properly implemented.

The first condition for eligibility is *age*. Spot-checking by field supervisors of selected cases is recommended to ensure that an interviewer does not systematically "adjust" reported ages to reduce her work load by classifying eligible women as ineligible for the interview.

Clear instructions must be given for dealing with cases where the household interviews fail to produce information on the age of some women who could be eligible for the individual interview. The interviewer could be instructed to declare such a woman as eligible (provided other eligibility conditions are met) and interview her.

A similar problem can arise if a woman previously thought to be eligible is found to be ineligible during the individual interview. It may not be good public relations to terminate that interview immediately, but it will be wasteful to go through the entire interview. A compromise would be to carry on with the interview, but skipping sections of the questionnaire.

The second condition of eligibility may be *marital status*. Depending upon the particular country situation, specification of marital status for eligibility may present more serious problems. Generally speaking, what is of demographic interest is not formal marriage but *de facto* cohabitation with a man. Even if it is believed that for a particular country formal marriage is an adequate criterion, it should be remembered that this may not be the case for certain sections of the population of that country.

While it is clear that one is interested in *de facto* unions, it will not always be easy to provide the field worker with simple guidelines to follow. Beyond emphasizing that the problem should be given due consideration in every country, it is not possible to give any general solutions here.

The third condition of eligibility is *residence* of the woman. In most cases it is expected that the *de facto* residence will be used to determine eligibility (though *de jure* or a variant of *de facto* may be used in certain cases). For details see the WFS *Manual on Sample Design.*

It appears that interviewers do not always find it easy to apply this eligibility criterion correctly. Hence it requires particular emphasis during training. *De facto* residence is determined by reference to a particular time, i.e., last night. It should be emphasized during training that the interviewer must never alter the list after it has been completed the first time. Sometimes keen interviewers may have the unfortunate tendency to try to "catch" a usual resident who is not eligible on the *de facto* basis.

5.3.5 NON-RESPONSE

In spite of all efforts, there will always be cases where completed interviews cannot be obtained. The question of non-response has been discussed in other WFS documents[3] and the important points to be noted in relation to training are given below.

Where the team approach is used, it is the duty of the team supervisors to maintain adequate control over the situation. Hence, the problems of non-response should be covered more thoroughly in the supervisors' training course.

Complete records must be kept of the outcome for all interviews attempted. It should be stressed that **for each case** a questionnaire must be assigned whether or not a complete interview is obtained. Further, in every case of non-response accurate records must be kept as to the particular circumstances which resulted in failure to obtain a complete interview.

The field staff must know what action to take in different circumstances if the first visit does not result in a complete interview. Particularly important is the need for *call-backs* in such cases, and interviewers should keep records of all visits or call-backs they make. In situations where actual visits to the household cannot easily be distinguished from more casual enquiries from neighbours, etc. (as may be the case in rural areas), the WFS recommends that all visits or attempts made to contact a respondent in the course of one day be counted as a **single** call-back.

Finally, another important point to stress during training refers to the exact procedure field workers should follow if one or more members of the team have to be temporarily left behind in an area to deal with the non-response cases.

3 *Supervisors' Instructions,* Chapter 5, *Interviewers' Instructions,* Section 5.7.

6 Training of Interviewers

6.1 THE TRAINING COURSE

The interviewers should be trained immediately prior to the field work, preferably for a period of three weeks. In certain cases where candidates with above average qualifications are available, two weeks of formal training may be sufficient.
Interviewers' training should cover the following topics:

1) General background information: Trainee interviewers should be briefed on the general work of the organization, aims of the WFS, size and complexity of the survey, how it helps their own country's development, and how the results will be used both at the national and international levels.
At this stage the interviewers' role should be emphasized as one of the most important roles in the survey. The fact that the quality of the survey will only be as good as the quality of the data collected should also be stressed. Some mention should be made, in simple terms, of subsequent survey procedures: editing, coding, and data processing. This will make the interviewers understand that they are the originators of all the information, and that the processing of the data and the subsequent results are the fruits of their endeavour; in fact, that they are the cornerstone of any survey.
A certain amount of information on the country's demographic background is also useful.
2) Explanation of the questionnaire and practice interviews: The bulk of the training course will consist of detailed study of the questionnaire in conjunction with the interviewers' instruction manual, and of practice in using the questionnaire in actual interviewing.
3) A lecture on the physiology of reproduction and contraceptive methods should be given at some point during the course. In our experience this is especially successful if conducted by a woman doctor, or nurse, engaged in the Family Planning Service of the country. Often the girls come from sheltered homes and are naturally shy, in which case they are more likely to ask questions on points they do not understand or about any folklore they may believe in, if the person facing them is a woman.
It is preferable not to have this lecture too early in the course and before the questionnaire has been introduced to the trainees. Care should be taken to avoid giving the impression that contraception is the all important topic in the questionnaire.
4) Organization: The trainees should be clearly informed of their responsibilities in the field and of the logistics of the field work procedures, with emphasis on their

relationship to the supervisors. In addition, any other relevant administrative details, e.g., payment, travel, subsistence allowance, etc., should be covered.

5) Implementation of the sample: training should include a discussion of the sample insofar as it relates to field work. Interviewers should be made aware of the importance of non-substitution of households or individuals, procedures for selecting eligible women, call-backs, keeping adequate records, etc.

The WFS *Interviewers'* and *Supervisors' Instructions* aim at covering the above topics in a comprehensive way. In addition, the question of proper implementation of the sample has been discussed in greater detail in Chapter 5. An example of a time-table for the interviewers' training course is given in Section 6.10.

6.2 TRAINING FACILITIES

6.2.1 DOCUMENTATION

Early preparation of all the documents required for the training course and field work is essential. This can require considerable time and effort on the part of the survey director and his staff. The preparation of the documents may involve the following steps:

1) Adaptation of the WFS Core Questionnaire, addition of modules or other questions as required.
2) Translation of the questionnaire into the national language(s).
3) Translation into local dialects, if relevant.
4) Incorporation of changes resulting from the pre-test experience.
5) Adaptation and translation of the WFS *Interviewers'* and *Supervisors' Instructions.*
6) The finalization of the office editing and coding procedures, with the appropriate manuals.

6.2.2 LECTURE ROOM AND OTHER SPACE REQUIREMENTS

Great care should be taken to ensure that ample space is allocated for the training. Depending on the country, it might be decided to hire some institution with dormitory facilities and carry out the work in-house. When this is not possible, attention should be given to the accessibility of the place to trainees, local transport and facilities for meals and snacks. In either case, reasonably cool, well-ventilated and lighted classrooms must be available, as well as additional space for the classes to be split into small working groups, a place for the trainers to work, and storage facilities.

If the lecture room has concrete walls, the acoustics are likely to be bad and trainees may be unable to hear the lecturer clearly. The simplest solution is to drape a few blankets against some of the walls. Although it may seem obvious that if trainees cannot hear part of what is said then the training will be inefficient, this point is often overlooked.

6.2.3 DURATION OF TRAINING AND HOURS WORKED

The WFS recommends a three-week training period for interviewers. The common experience is that this length of time is essential for training involved in the WFS survey. In many countries, existing experience often relates only to census-taking which is simpler in terms of questionnaire length and in its demands on the skill of the interviewer. In general, time-tables should be designed for a five- or five-and-a-half day working week and the hours of work per day should not exceed eight. It is important not to put too great a strain on the trainees, nor on the trainers.

For trainers, the working day does not stop when the classroom work finishes: there still remains the evaluation of the day's work; arranging any necessary modifications to the time-table; assessment of individual performance; questionnaires or tests completed must be checked immediately and the results transmitted to the trainees the next day. It is not sufficient to check questionnaires for errors two or three days after they have been completed, for during that time more questionnaires will have been filled in and possibly the same mistakes repeated.

The arrangement of the daily work will depend on the local climate. In some places, a regular 9 a.m. to 5 p.m. day is feasible; in other countries, it might be important to start earlier and have a long afternoon break to avoid working through the heat of the day. Naturally, when the trainees are doing their field-practice interviews the hours worked might well be longer than those during the classroom training.

If the training is in-house there should be no set programme for the after-dinner hours, but some training staff should be on hand to help in any discussion that may take place. In some countries consideration must be given to the observance of religious obligations, which should be taken into account when drawing up the time-table.

6.2.4 TRAINERS

The size of the class which is to be trained should normally not exceed 25 trainees except perhaps for occasional formal lectures. If a larger number of interviewers have to be trained, this should be done in smaller groups. In the latter case, it is important that all groups of trainees get identical instructions. If the training is done centrally, but in groups, this may be ensured by rotating trainers among the groups and arranging frequent meetings between all trainers. A short briefing period is advised after each day's training is finished. The trainers should also attend each other's lectures to enable them to achieve uniformity of interpretation; it must be remembered that the trainers will take on individual group sessions and the situation should never arise where one instructor contradicts the statement of another. The loss of credibility in front of the trainees can seriously affect morale and performance. The trainee might easily think that it does not matter how things are done, provided they get done somehow. To ensure uniformity during interviewers' training, all trainers should attend all sessions of the supervisors training.

The need to ensure uniformity is even more important when the training is decentralized, i.e., conducted simultaneously in a number of centres. Here a short course for training the trainers is essential.

Whether the training is conducted in a single group or in a number of groups, the trainers may sometimes require the help of experts to lecture on specialized topics such as contraceptive methods, general demographic background, etc. Even though this is very valuable, it must be pointed out that too many lectures on general topics do not improve the quality of the training programme. In fact, it is wasteful of the available training time. Also, it may not be easy for an outside expert to become sufficiently aware of the specific needs of the trainees.

6.2.5 TRAINING AIDS

To carry out the training successfully, there is no need to have sophisticated training aids. However, two large blackboards are essential, as well as an ample supply of chalk of various colours. It is strongly recommended that poster-sized blow-ups of the more complex sections of the questionnaire, large enough to be seen by all in the classroom, should be printed for use during the course of training. If such blow-ups are not prepared – for example, for instruction in the use of the household schedule – the actual drawing of the schedule on the blackboard can waste up to 20 minutes of the trainers' and trainees' time. It is also recommended to have extra copies of certain sections of the questionnaire for classroom practice. In many instances the questionnaires themselves will be expensive survey items and it will not be possible to hand out fresh copies for each practice session. An extra run on at the printing stage is the most sensible and economic solution. In some instances this practice has not been followed and trainees have used and re-used their questionnaire, writing in pencil and erasing. Apart from wasting time, this tends to result in a habit difficult to break of writing their field interviews in pencil and continuing to use their erasers for correcting information. This shows how easy it is, through lack of foresight, to instil bad practices which cannot be easily changed.

In some countries it will be possible to videotape field interviews in advance of the training programme, thus introducing the real-life situation into the classroom. But this method is only effective if the films are professionally produced.

6.2.6 HOUSEHOLD LISTS FOR PRACTICE INTERVIEWS

A sufficient number of non-sample areas should be listed before the training starts; the number of practice interviews required should not be underestimated. Trainees need to be supplied with more addresses than the number of interviews they are expected to complete in order to be able to cluster the training interviews, and because call-backs are not possible at this stage. As a rough guide, to complete 10 individual interviews a trainee will have to be supplied with about 30 addresses of households to be contacted.

6.3 MOTIVATION AND MORALE OF THE FIELD STAFF

Regardless of her qualifications, the quality of an interviewer's work will be dependent on her motivation and morale.

It is the task of the trainers during the training period and the supervisors during the field work to maintain a high degree of morale and motivation among the interviewers. During training this can be achieved by stressing the importance of the task they are carrying out and its benefit to their country. It should also be emphasized that through them, their country is participating in a unique and valuable international research programme. However, pep talks on their own are not sufficient, and the trainers must encourage the trainees on an individual basis by their own example. If the trainees see that the trainers or headquarters staff have set different standards for themselves, lack of faith in the project and general discontent will ensue. Trainees must be punctual, therefore punctuality must be practised by all. Sympathy and patience is expected from the interviewer towards the respondent, therefore she expects the same courtesy and attention to her problems from the trainer. If the lectures are badly prepared or the organization of the training course inefficient, why should the interviewer turn in better work? The morale and motivation of the interviewers will be a reflection of the morale and motivation of the staff with whom they are in daily contact.

Under no circumstances should any one interviewer be given preferential treatment. Similarly, no person should be singled out as the butt of a trainer's jokes. Such preference or public humilitation disrupts the unity of the class and causes jealousies and discontent. One of the trainer's tasks is to convert a group of strangers into an enthusiastic and dedicated team. From the beginning, a sense of friendly informality should be introduced by the trainers in order to eliminate the shyness that might exist, and to encourage the free flow of interchange between teacher and those being taught. If the atmosphere created is that of master and subjects, this will not come about; the quality of the training will suffer, e.g., the trainees will be too frightened to ask questions for fear that they will be thought stupid; morale and motivation will decline.

During training, female trainees should be helped to talk freely on contraceptive matters with the female trainers, thereby helping them to relax on a topic which they might have previously considered as taboo. This is one important reason of having at least some female trainers.

The trust and good relationship established during training must continue during field work. During this period the interviewer will be away from the security and reassurance of her home. The supervisors' reaction to her performance should be such that she will want to improve it, especially if it has shortcomings. This is very important. However, no amount of goodwill on the part of the trainers will uphold morale if one vitally important fact is neglected, namely regular payment of salary. Unfortunately, experience shows that salaries of field workers do not always arrive on time; this leads to an immediate drop in morale. It is imperative that the survey organizers make efficient arrangements for all survey staff to receive their wages on time, regardless of where the interviewing team or an individual interviewer may be working.

6.4 METHODS OF TRAINING

There exists considerable diversity of opinion about the training of interviewers. The following observations are based on the practical experience of the WFS central staff, which shows that best results are achieved by practical work as opposed to intense classroom training.

"If I hear, I forget;
If I read, I go to sleep;
If I see, I remember;
If I do, I know"

(Confucius, modified)

The above quotation summarizes the WFS training recommendations.
In many instances it has been found that lectures, regardless of how well prepared and delivered they are, do not have the required results. Generally, the field staff will consist mainly of women who have some educational qualification, but who probably studied a long time ago and are not used to listening to classroom lectures. Sometimes there may be graduates or high school leavers in the group, but it is unlikely that all trainees will be in this category. There will therefore be a mix of two different types of trainees and, in this case, those of the older age group will be rapidly outpaced by those who have recently completed their studies. This may result in the trainers having to work with two different "streams", for which there is usually insufficient manpower. A further consideration is the often complex training that has to be carried out in countries where there is more than one language spoken and the survey is carried out in several languages. In these cases the lecture approach has been found to be of limited use.
Teaching oneself through reading and private study is not practicable. Some of the previous arguments can be applied here too. Consideration must be given to the fact that most people are not used to reading and private study; and that production of manuals for individual learning would be far too expensive for a single round survey. Trainers have often tried to encourage the reading of the supporting instruction manuals, but with little success. Similarly, special homework exercises requiring the reading of the manuals were found to place a great burden on the trainee and eventually the practice was dropped. However, the reading aloud of the questionnaire should be emphasized during the training course. A lot of people find reading from print difficult and embarrassing, therefore each

trainee should practise reading their questionnaires aloud and the trainers and supervisors should listen to them frequently.

The above does not imply that classroom lectures and self-instruction documents are not of any value to the training course. On the contrary, they are invaluable provided they are integrated with practical demonstration and actual interviewing experience. For example, detailed discussion of the complete questionnaire should be preceded by one or more demonstration interviews (see below). Similarly, trainees must thoroughly study their instruction manual, but such study is best done in small groups under supervision, and classroom instruction should take the form of a group discussion of the actual problems faced or observed by the trainees.

The training should be organized around observation and practice. In the classroom this can be achieved through carefully prepared demonstration interviews and role-playing interviews described in the following section. In addition, once the trainees have achieved a degree of competence in the classroom in interviewing techniques and the use of the questionnaire, they should complete 10–15 field practice interviews.

6.5 DEMONSTRATION, ROLE-PLAYING AND FIELD PRACTICE INTERVIEWS

6.5.1 DEMONSTRATION INTERVIEWS

It is recommended that, during the classroom training, demonstration and role-playing interviews should be carried out. A *demonstration* interview is one where a member of the training staff (or some other selected respondent) is interviewed in front of the class by another trainer; a *role-playing* interview is one where the trainees themselves interview each other, closely observed by a trainer or a supervisor. For a demonstration interview it is possible to obtain, perhaps for a small fee, an eligible respondent willing to be interviewed in front of the class. If this is done, the trainers should make certain that for the earlier interviews the respondent's history is not too complex. Subsequently, as the trainees become more familiar with the questionnaire, more elaborate respondent histories are in order.

If an eligible respondent is not used, logically consistent case histories (varying in complexity) should be carefully prepared. A useful source of data for demonstration interviews are the questionnaires completed during the pre-test; otherwise the trainers will have to prepare this material themselves. With more complex demonstration interviews, it is usually helpful to write a script on the margin of the questionnaire to assist the dummy respondent.

Demonstration interviews should take place three to four times during the training period. It is recommended to have the first one on or about the second day of training. This should be a simple case aiming to demonstrate to the trainees the use of the questionnaire as a data-gathering tool.

The danger is (and must be guarded against) that those doing the teaching may con-

centrate on a section-by-section theoretical presentation, without giving the class an opportunity of seeing the questionnaire as a logical and total instrument.
The remaining two to three training demonstration interviews may take place after the questionnaire has been explained in detail, section by section.

6.5.2 ROLE-PLAYING INTERVIEWS

As mentioned above, a role playing interview is one where the trainees interview each other, closely observed by a trainer or a supervisor. The class should be divided into groups (not more than four in each) and each member assumes one of the following roles:

1) 1 trainee acting as interviewer.
2) 1 trainee acting as respondent.
3) 1 trainee acting as observer.
4) 1 trainer/supervisor acting as observer/referee.

(Subsequently the first 3 roles are rotated)

The person acting as respondent should familiarize herself with the role she will have to act out and should discuss in advance any problems with the trainer/supervisor assigned to her group. It is important to remember that some interviewers will find it very difficult to play the role of respondent, and will require special instructions and encouragement. It is better that, as far as possible, the role-playing respondents answer the questionnaire according to their own histories. This will avoid the need to prepare a large number of case histories, and, what is more important, simplify the acting respondent's task. However, this does not mean that the interviews should be straightforward; on the contrary, the acting respondents must be briefed to avoid giving straightforward answers so that the acting interviewer has to probe. Role-playing exercises are more useful when they simulate difficulties usually encountered in the field.
Before an interview starts, the interviewer should practise reading the questionnaire (aloud, if possible) in preparation for the actual interview. During the interview, the observer should follow it on her own copy of the questionnaire, recording the respondent's answers, and should interrupt when she thinks that an error is committed. She should focus on the interviewing technique, e.g., on how the interviewer reads the questions, probes when required, etc., and on the reliability of the information obtained. The trainer should interfere only when a serious error, unnoticed by the observer, has been committed, e.g., a skip instruction has been missed. Following the interview there should be a discussion during which the respondent describes how she felt and states what she found particularly difficult. The observer comments on the general manner of the interview. The trainer leads the discussions and, having made notes during the interview, subsequently consults and compares notes with the other trainers in order to determine

the more common mistakes. The more difficult sections should be discussed again in the classroom. Also, some individual discussions may be necessary. Through this role-playing process the interviewer will acquire close familiarity with the questionnaire, the handling of skip patterns, and the introductory sections. Last, but not least, she acquires proper interviewing techniques.

Each trainee should complete at least two, or if possible three, sets of role-playing exercises, each set consisting of three interviews involving conducting, responding, and observing on the part of the trainee.

6.5.3 FIELD PRACTICE INTERVIEWS

Sample addresses should be available to the training staff for field practice interviews, preferably clustered to reduce transportation problems and excessive walking. The addresses must be outside the survey sampling area. Often it is not realized what a large number of practice households are needed for training purposes. The simple multiplication of trainees by the required number of field interviews per head is an inappropriate way of calculating this requirement, for each trainee must be given five or six addresses from which to draw possibly two interviews (many respondents will be absent at the time chosen for the field practice and one cannot waste time on call-backs). Each trainee should complete 10–15 practice interviews, and will need 30–40 addresses of households to be contacted.

It is essential that interviewers should be observed during some of these interviews in the field. They could be accompanied by trainers and supervisors, or tape recordings could be made during the interview. If this supervision is neglected, the best training can rapidly become ineffectual and the interviewers' performance can degenerate. Where feasible, supervisors should be allocated to those trainees who are most likely to work under them in the main field work. The returned field practice questionnaires must be carefully edited, first by the supervisors and then by the training staff. In this manner there is a check on the supervisors' ability to edit questionnaires and thus both the supervisors' and the interviewers' performances can be assessed. Again, mistakes that appear to be common to all trainees should be discussed in the classroom, and where serious individual omissions occur these should be checked in private sessions.

It is the experience of the WFS staff that when group discussions of problems, individual counselling, and scrutiny of completed questionnaires follow each field session, it is at these times that the most striking gains in comprehension and ability are registered by the trainees.

6.6 USE OF TAPE RECORDERS

The WFS places great emphasis on the use of tape recorders during the training period, and subsequently during field work. The most practical way in which a supervisor can control the quality of the interviewers' work is to listen to the recordings taken in the field and, in the light of her observations, correct the interviewers' performance.

In the experience of the WFS staff there is no resistance on the part of respondents when requested to permit the tape recording of an interview. If the interviewer handles the equipment with assurance and ease, this feeling of confidence will also be transmitted to the respondent. If required, the respondent should be reassured of the tape's confidentiality and that the identification on the tape is not her name, but a serial number.

The following are some of the relevant considerations in relation to the use of tape recorders as training aids and as means of evaluating interviewers' work.

1) The instructions to operate the machine are supplied by the manufacturer on purchase, therefore detailed information will not be included here. However, the trainer should be familiar with the operating procedures in order to explain them clearly and simply to the class. Possibly this demonstration should be carried out in small groups so that all will have an opportunity to see and handle the machine themselves.
2) Ideally, an interviewer should use a tape recorder throughout her formal training, so that it becomes as much part of her interviewing technique as her questionnaire. If the interviewer is comfortable with the machine, has no difficulty in setting it up, and generally behaves as if recording were a routine procedure, the respondent will accept more readily the fact that she is being taped, and hopefully will soon forget that the tape recorder is there.
3) Before leaving for the day's interviewing, the interviewer must ensure that her machine is working perfectly. If a rechargeable pack is used, she must check that it is fully charged. If torch batteries are used, they should be checked to see that they are in working order. The interviewer should always carry spare batteries.
4) Generally a 90-minute cassette tape is recommended, as the shorter ones are usually not long enough for the interview and the longer tapes may snap too easily. After some practice the interviewer will know after which section of the questionnaire it is necessary to turn over her cassette. It is a good practice for the interviewer to automatically change the tape on reaching a particular section, e.g., Section 5. In this way she will make certain that she does not forget to do it and through omission miss recording the complete interview.
5) Some interviewers prefer to carry their tape recorders in a shopping bag or satchel to avoid possible theft. This practice is recommended as it also protects the machine from moisture and strong sunlight.
6) When introducing the tape recorder to the respondent, the interviewer should simply explain that its purpose is to obtain a complete record of the interview and that it will be used only if it is acceptable to the respondent. In our experience, respondents do not generally have any preconceived ideas about interview

situations, so that if the interviewer uses the tape recorder in a natural manner, the respondent will usually agree to its presence. The recording should start after the interviewer has introduced herself and when the actual interview starts.

7) If directional microphones are used, the location of the microphone at the start of the interview is very important. In general, the microphone should point to the side between the respondent and the interviewer. If it is directed straight at the respondent it will not pick up the interviewers' words.

   If the respondent has a very soft voice it might be advisable to move the microphone closer to her, but in this case, the interviewer must remember to raise her voice slightly to compensate for the increased distance between herself and the microphone. If possible, some practice recordings should be made with background noise – radio or TV – in order to ascertain the best position for the microphone under field conditions.

8) At the end of the interview, when the interviewer stops the recording process, respondents are often interested in hearing their own voices and interviewers should be willing to play back part of the recording to satisfy the respondent's curiosity. However, this should only be done if requested by the respondent.

9) It is important that the tapes be clearly identified whether the completed tape recordings are sent to the survey headquarters or collected by the supervisors. The cassette must be marked with the identification number of the individual interview and with the interviewer's own number. The questionnaire should also be marked, showing that the interview was taped.

10) When reviewing the tape recordings, both the trainers and supervisors should check the points mentioned in Section 3.6 of the WFS *Supervisors' Instructions.* With practice, trainers and supervisors will find that to check a tape, it is not necessary to listen to the whole interview. Listening only to certain key sections can reduce the tape checking time to approximately 20 minutes.

11) The basic purpose of tape recording is to help trainers and supervisors to evaluate the performance of the interviewer's field work. But it is also essential that trainees listen to themselves after field practice interviews. It is impossible for the interviewer to appraise her own abilities during the interview situation, and the tape recording gives her a chance to observe herself and correct any faults she might be making. Play-back of tapes during training is best done in small groups of four to five trainees.

6.7 EVALUATION OF THE TRAINEES' WORK

During the whole training period individual record sheets should be kept of each trainees' performance. A simple marking system should be established for the questionnaire, and the results of the role-playing and field-practice interviews should be marked on an individual performance record sheet.

An additional means of evaluation of individual performance is the recommended practice of administering two tests during the training period. The first test should be given after the first week's training and should be relatively simple; the questions should be based on the text of the instruction manual and questionnaire and should be open-book, i.e., the trainees are allowed to use these documents during the test.

Experience has shown that first test generally produces exceptionally poor results since the majority of the trainees are not used to writing test papers. They are frightened of the procedure and, through nervousness and perhaps the feeling that they are battling against the clock, produce errors that would otherwise not have been committed. Although the results of the first test should be assessed in this light, it does produce some valuable information, especially when the test is analysed to identify common mistakes. Another reason for holding this test is that it mentally prepares trainees for the second test which then produces more valid information on performance and knowledge.

Examples of test questions are given in Appendix III. In addition, the first test may have similar questions to those mentioned in Appendix II.

Based on her performance in the classroom, field interviews, and the written tests, each candidate should be evaluated during the third week of training. The survey director should not hesitate to dismiss the clearly unqualified cases. Border line cases should also be identified so that special attention can be paid to them during the last days of training.

6.8 TRAINING IN MULTILINGUAL COUNTRIES

There are a number of possible ways in which the training may be conducted in a country where more than one language has to be used. The training could be given in one language understood by all, supplemented by small group sessions given in the various dialects spoken in the country. Alternatively, the training might have to be done in several languages, separately but simultaneously.

In cases where a single training course has to deal with more than one language or dialect, the most effective training is through the use of tape recordings. First, a recording is made (by one of the trainers, if possible) in which the questionnaire is clearly read out question by question, regardless of skip patterns. Having listened to the tape, the group can then discuss what they heard and practice reading aloud their own questionnaires; then listen to the tape again, in order to check that they have all their pronunciations correct. When the trainees are proficient in reading their questionnaires, they listen to an actual recorded interview. This interview might have been taped during the pre-test, or specially created for the training. Again the trainees follow the interview in their questionnaires and subsequently discuss the tape. After this practice, they follow role-playing exercises in their own language/dialect.

The grouping of the interviewers during field work will depend on the ethnic composition of the sample. For the more homogeneous rural areas, teams of interviewers formed on the basis of language can work without much difficulty. However, it is quite possible that when teams are working in urban areas they will meet respondents who do not speak their language. It is recommended that the teams be re-grouped if necessary, to cope with this problem when working in urban areas. It is an advantage if headquarters can maintain a mobile team of interviewers familiar with all local languages who can assist in cases of emergency.

6.9 MODULES AND OTHER ADDITIONS TO THE CORE QUESTIONNAIRE

Most countries participating in the survey will perhaps wish to incorporate into the core questionnaire one or more of the modules prepared by the staff and consultants of the WFS. If the trainer has participated in the task of integrating the chosen module(s) into the core questionnaire, there is an element of danger that during training, because of close involvement with the objectives of the modules, he will lose sight of the over-all objectives of the survey. Often the modules selected reflect a country's special interest in a certain topic and possibly relate to some survey that has already been carried out. In some instances trainers, supervisors, and interviewers have worked on these previous surveys, and due to some familiarity with the topic they may over-emphasize them during training and subsequently in the field. It is imperative to stress the equal importance of sections of the questionnaire and not to over-emphasize any one component to the detriment of another.

If the trainer has not participated in the development of the questionnaire and the modules, it is necessary that he should acquire a thorough knowledge of the modules and of the country's reasons for their inclusion.

In other words, a balanced attitude is required from the trainer at all times, and never should his particular interest in any aspect of the questions be reflected in the training. A trainer should also be familiar with all the reasons for the inclusion of any question and not feel that these additions intrude on the objectives of a fertility survey; they in fact enhance the findings.

6.10 TIME-TABLE FOR INTERVIEWERS' TRAINING: AN EXAMPLE

The following example of the time-table for training interviewers is based on a five day working week and assumes that no homework will be given, although the reading of the manuals and the questionnaire should be constantly encouraged. It is assumed here that the main training will be conducted in English and that there are two other languages spoken, language A and lanuage B, which will be the only interview languages.

Note that in the following time-table, on **Day** 8 the trainees are divided into two groups; Group X does field practice interviews on that day and Group Y the following day. This

allows as many trainees as possible to do their first interviews under close supervision. If possible, not more than two or three trainees should be allocated to each supervisor.
The programme is based on the WFS Core questionnaire and the *Interviewers' Instructions.* Classroom instruction should be accompanied by group study of the relevant sections of the latter document.

PROGRAMME FOR INTERVIEWER TRAINING

Day 1 **Morning.** Welcome, and introduction to the World Fertility Survey. Background to the survey, its international aspects and benefit to the country. Some demographic details of country. Nature and purpose of training programme. Conditions of employment. Other administrative arrangements, e.g., payment of salaries, expense claims, etc. Distribution of training materials. Oath of secrecy.
Afternoon. Outline of survey from beginning to end, including mention of sample selection, results of pre-test, etc. Introduction to training materials, Manual, and questionnaire. Brief section-by-section explanation and objectives of each sections as it relates to the total objectives of the survey.

Day 2 **All day.** Demonstration interview (simple case). Detailed consideration of the household schedule and related definitions. Eligibility (examples to be given and drawn from the classroom). Recording techniques, with demonstration and examples.

Day 3 **Morning.** Detailed consideration of Sections 1 and 2 of the questionnaire. Short demonstration interviews related to these sections.
Afternoon. Lecture on contraceptive methods and reproductive physiology.

Day 4 **Morning.** Detailed consideration of Sections 3–5 of the questionnaire. Short demonstration interviews related to these sections.
Afternoon. Demonstration interviews of household schedule and Sections 1–5 of questionnaire (class to record interviews).

Day 5 **Morning.** Detailed consideration of Sections 6–7 of questionnaire. Short demonstration interviews related to these sections. Review of the whole questionnaire.
Afternoon. Results of recording on Day 4. Classroom explanation of common mistakes. Individual discussions. Simple test.

Day 6 **Morning.** The art of interviewing. Demonstration interview of complete questionnaire using complex case. Review of test results.
Afternoon. Detailed consideration of questionnaire in languages A and B in groups, using pre-recorded tapes.

Day 7 **All day.** Group practice in languages A and B including role-playing exercises (these to be recorded as outlined in Section 6.5 above).

Day 8 **Morning.** Review of previous day's role-playing interviews. Further role-playing exercises.
Afternoon. Group X to do field work with supervisors: first interview to be done by supervisor watched by two or three interviewers, subsequently at least one interview to be done by each of the interviewers. Group Y, editing principles.

Day 9 **Morning.** Group Y to do field work as done by Group X on Day 8. Group X discuss previous day's field work and individual assessment.
Afternoon. Group Y to discuss morning's field work and individual assessment. Group X, editing principles.

Day 10 **All day.** Organization of field work. Control sheets. Re-calls. Eligibility. Review of field logistics. Implementation of the sample (see details in Chapter 5 above).

Day 11 **All day.** All trainees to spend whole day in field completing no less than three interviews each. Tape recorders to be used. Supervisors to receive additional briefing on their responsibilities.

Day 12 **Morning.** Play-back and group assessment of previous day's tape recordings. Group and individual assessment of previous day's completed questionnaires.
Afternoon. Test on knowledge of manual, questionnaire, probes, age calculation, etc.

Day 13 **Morning.** All trainees to complete no less than 2 field interviews.
Afternoon. Results of test. Classroom review of common mistakes. Further review of questionnaire.

Days 14 & 15 **All day.** Further field work, each trainee completing at least four field interviews. Editing and assessment of work. Review of questionnaire and interviewing techniques. Administrative matters.

In addition to the above, where possible all interviewers should receive additional briefing after the first few days of the main field work.

This time-table (for a three-week course) provides at least 10 practice field interviews for each trainee. If additional practice appears desirable, the training course should be extended into the fourth week and the additional training should concentrate on further field practice and evaluation of this work.

7 Recruitment and Training of Office Editors and Coders

7.1 ORGANIZATION OF OFFICE EDITING AND CODING

There will be considerable variability in the organization and plans for office editing and coding in participating countries. Before discussing the specific training problems, it will be convenient to summarize the general requirements for this aspect of the survey. For details see WFS *Editing and Coding Manual,* Chapter 2.

The process of converting the data as received from the field into a form which can be accepted by the computer is perhaps the least exciting part of the work, but is nevertheless extremely important. If checking and coding are not carried out conscientiously and accurately, the value of the survey may be in danger and costly, time consuming recoding and rechecking and/or computer corrections will be needed.

7.1.1 EDITING

The organization of the work in each country will depend on the quality and number of staff available (or recruitable) and the previous practices and conventions followed. In any case, the WFS strongly recommends that all questionnaires be rechecked in the office, even if field editing is considered to be of high quality. This checking will need to be done manually rather than mechanically/electronically.

Errors or omissions discovered during office editing can occasionally be checked by sending reproductions of questionnaires to the field, but generally this is not practicable. However, some important checks must be made in the office while the field work is in progress. Examples of such checks are the following:

1) Have all questionnaires from the sample households and individuals been received? Are identifications on the cover sheets of these accurate and complete?
2) For each household interview: Have all eligible women been correctly identified?
3) For each individual interview: Has the correct respondent been interviewed? Do birth and pregnancy histories appear adequate? Have any major parts of the questionnaire been wrongly skipped? Has all information on dates of birth and marriage been recorded? (Conducting such quick checks is not an easy job and should be sufficiently emphasized during training. Also, as far as possible, the senior staff should participate in making these checks. In any case, they must supervise and check this work).
4) In addition, the quality of some selected questions, such as *ideal family size*, may also be checked for each interviewer's work.

The purpose of these checks while the field work is in progress is to enable the organizers to inform the field staff of any shortcomings in their work so that their future performance can be improved, rather than to return the questionnaires to the field in order to obtain the missing information, which is rarely feasible.
Complete office editing has to be a thorough job. It involves:

1) verification of the answers to all questions and combinations of questions (i.e., mutual consistency);
2) checking of all skips resulting directly from answers to a question or indirectly via filter questions;
3) checking adequacy and legibility, particularly of the free responses (i.e., of open-ended questions);
4) in addition, it may sometimes be feasible to include at this stage the coding of some open-ended or semi-open-ended questions.

7.1.2 CODING

Coding involves two separate functions:

1) Transcription, which involves almost mechanical transferring of numbers from the questionnaire into coding boxes. It is possible to use comparatively lower quality staff to specialize in transcription. Most of the training can be provided on the job itself, i.e., following a brief introduction, the candidates receive training by practising transcription on actual questionnaires for two or three days.
   Since the WFS Core Questionnaire does not include many open-ended questions, in many countries coding might only involve a simple transcription, (except for the questions on occupation which could be handled by a very small group of specially trained people). For such cases, training of coders is hardly a problem and need not be discussed here any further.
2) The second function is coding proper, i.e., coding of open-ended or semi-open-ended questions. Though the WFS Core Questionnaire does not include many open-ended questions, a country questionnaire may contain several such questions, particularly if certain modules are added to the core. In such cases, more thorough training is required. Also a certain amount of specialization in coding may be advisable.

7.1.3 VERIFICATION

All editing and coding work must be verified, at least on a sample basis. It may be useful to rotate staff between editing, coding, and verifying other people's work to reduce the risk of boredom. In planning the number of office staff required, the time taken for adequate verification has to be taken into account.

7.1.4 SUPERVISION

The whole work is controlled and checked on a sample basis by supervisors working under the editing and coding manager. Since the supervisors will usually be required to assist the manager in training editors and coders, it is desirable that editing and coding supervisors be available (or be recruited and trained) before the training of editors and coders starts. One convenient approach may be to recruit office supervisors at the same time as the field supervisors.

7.2 REQUIREMENTS FOR CANDIDATES

The level of personnel required depends upon the degree of functional specialization needed for the basic tasks of editing (including consistency checks), coding of descriptive answers, transcription, and verification of each aspect of the work.

If a completely *floating* system is used, i.e., if every person performs all these functions, then the entire staff has to be of high calibre, with good educational background and good training – rather at the level of field supervisors. Introducing a measure of specialization may mean that a core of highly trained staff may be supplemented by lower level personnel who can concentrate on more routine jobs.

It is virtually impossible to make any firm recommendations as to which system is the best; local preferences, experience, and considerations such as availability of suitable personnel must prevail. In countries where no local experience can provide the answer, the WFS recommends that the floating system be adopted.

Concerning the requirements for candidates, it should be noted that good interviewers are not necessarily good coders or editors. Males and females may be equally good coders and editors, and there are no special requirements regarding age, mobility, or endurance for outdoor work, etc., as there are with interviewers and supervisors. However, coders and editors should meet the following requirements:

1) They should have completed at least four years of secondary education. Editors need to understand the questionnaire very well and appreciate the connection between various questions. Transcription of pre-coded questions only requires personnel suited for accurate clerical work; coding of open-ended questions, however, demands greater skill.
2) They should be able to perform simple calculations, such as working out ages of respondents from dates of birth; it is an advantage if coders can recall numbers with ease.
3) They should have neat and legible handwriting, and this must include their writing of figures – a basic requirement for coders.
4) They need to reside within reach of the office where they have to work during the period of coding and editing.

5) They should understand the language used in the questionnaires.
6) They should be methodical and be able to keep adequate records; previous clerical experience is an advantage.

7.3 RECRUITMENT

In many cases there may be no need to recruit office workers specially since the country organization conducting the survey may already have suitable personnel available on its staff. (Coders and editors must, of course, still be trained for the particular survey tasks. This is discussed in the following sections).
In other cases, interviewers may be retained after the field work to serve as coders and editors. Although the requirements are different, the prospect of further employment may be a good incentive for the field staff. Moreover, this procedure secures coders and editors who are already familiar with the survey, and shortens the training period. In this case, however, complete editing and coding cannot be carried out in parallel with the field work and this lessens the possibility of using feedback from editing and coding. Also, the whole survey period is lengthened. If this system is used, at least a small number of office editors should be made available to carry out some important checks while the field work is in progress. The most convenient way to achieve this is to recruit some additional candidates to participate in the full interviewers' training course, and retain them for office editing.
These persons should be given additional training in editing work during the later stages of the interviewers' training course, if possible, or as soon as the field work is properly underway.
Where office editors and coders have to be recruited separately, procedures similar to those described in Chapter 4 above for interviewers may be used, with the difference that since a smaller number of candidates is required, and since it is often convenient to recruit them from the area where the head office is situated, no elaborate recruitment campaign is usually needed. Examples of suitable written tests (to be given to applicants under supervision in the office) are given in Appendix II.

7.4 ORGANIZATION OF TRAINING

Coders and editors must be trained for their particular survey tasks even if they already have some experience in their work. Usually this specific training will take place at national centres, and should last about one week.
Some important considerations involved in the organization of training are given below:

1) Before the training of editors/coders starts, details of all editing and coding instruc-

tions must be worked out and incorporated into suitable instructional manuals. In addition, these manuals should be accompanied by a variety of examples from completed questionnaires illustrating difficult points.

2) The job of the editor is to eliminate obvious inconsistencies, and supply certain missing items based on the other information available, but always in accordance with the specified rules. Editors must know in which particular question the "D.K." category is permitted, and in which it is not.

3) As has been mentioned above, when coding involves no more than transcription, training can be provided simply on the job. The difficult part of coding is dealing with open- or semi-open-ended questions and this is best done through examples and repeated discussion.

4) Preparation of the required documents mentioned above can be carried out during the training of editing and coding supervisors. In other words, a fairly small group of people with good educational backgrounds may be trained as office supervisors while they help the senior staff to prepare the material required for the training of editors and coders. This work will include deciding on substantive matters, for example, fixing suitable categories for open-ended questions. They can do this by going through the pre-test results very thoroughly.

5) In addition to the preparation of the editing and coding instructions, the organization of the office work itself is very important. A large number of questionnaires have to go through a uniform process of checking and rechecking in accordance with precise instructions. They also have to be stored neatly in a limited space. During the training course considerable emphasis should be given to such organizational aspects, to ensure that all office staff rigidly follow the rules regarding the organization of work, flow of materials, and keeping of records.

6) It can often happen that the editing and coding procedures and organization of work need alterations after the main work has started. Problems may emerge which were not previously anticipated, so that editing instructions, codes, or categories of codes may have to be revised, or the organization of the work may have to be altered to increase efficiency, etc. The general rule that training should be a continuing process is thus especially valid in the case of office editing and coding. Even after the work has begun, close scrutiny of the editors' and coders' work and regular instruction and evaluation must continue for some time at least. In other words, a good deal of training is conducted on the job. At the beginning of the work, discussions should be organized by the supervisors daily in order to make known to all concerned the mistakes being made by the editors and coders, and to help find solutions to the questions arising during the work. From time to time, the editing/coding manager should convene seminars for staff to discuss more general problems, or occasional changes in, or additions to, the editing and coding system. In addition, the supervisors should continue on-the-job training by answering and solving the specific problems of the editors and coders as they arise, and system-

atically pointing out the mistakes detected during verification of the work. This continuous process acts as a substitute for discussions between editors or coders that disturb the work. It also serves to identify staff who cannot reach the required standard.

To summarize, it is recommended that supervisors be given specific training through full participation in the detailed preparation of the editing and coding rules, instructions, examples of problems, and organizational arrangements. All editors and coders (except pure transcribers) should be given specific training for about one week. Constant training and evaluation of work should carry on after the job has begun. This will be particularly important if coding of open-ended questions cannot be finalized before the work starts.

7.5 OUTLINE OF THE TRAINING COURSE

The only way to train office staff properly is to give them enough practice in the job itself, and carry out a thorough and careful evaluation of their work. Mistakes found should be discussed with the individual concerned as well as in group meetings.
For general practice, questionnaires completed during the pre-test can be used, supplemented, if applicable, by those completed during the training of junior field staff. However, to illustrate specific difficulties, special questionnaires should be prepared and copied for each trainee. Use of some specially prepared questionnaires for all trainees will considerably facilitate the work involved in evaluation and discussion.

7.5.1 EDITING

The training programme for editing should include the following:

1) Briefing on general aspects of fertility research to provide a general background on the survey; thorough study of the questionnaire and rules of completion; eligibility rules for interview; identification of questionnaires.
2) Field procedures, in particular the various control sheets used by field supervisors (required because editors have to check that all questionnaires and records are returned from the field).
3) Objectives and principles of editing.
4) Introduction to coding (required because the primary aim of editing is to make questionnaires suitable for coding).
5) Learning the editing rules (editing manual), including checks for completeness and consistency; illustration of these rules with examples (these rules are learnt best through practice in editing actual questionnaires).
6) Rules for recording corrections on questionnaires.

7) Rules for recording information for feedback to the field (if applicable).
8) Rules for organization of work in the office, keeping records and storing materials, (see WFS *Editing and Coding Manual,* Chapter 3).
9) Tests in trainees' editing skills.

7.5.2 CODING

The training programme for coding depends upon the extent to which open-ended or partly open-ended questions are involved. Except for the case of mere transcription, the training course should include the following:

1) Briefing on general aspects of fertility research to provide a general background on the survey; introduction to the questionnaires and rules of completion; identification of the questionnaires.
2) Introduction to editing rules, including information on editorial notes and corrections.
3) Principles of coding, going over the entire code in a general way; different types of codes in the questionnaire and the mechanism of using them.
4) Specific coding rules, including the use of the code book (this detailed discussion should be preceded by actual experience of trying to code the data).
5) Instructions on open-ended questions (e.g., on occupation).
6) Practice in actual coding and verification of coding previously done.
7) Tests of the trainees' coding skills.

It may not always be possible to standardize the codes for open-ended questions before a substantial number (about 100) of responses for these questions from actual interviews have been coded. A quotation[4] (with some modifications) of a successful system for organizing the training of personnel for coding open-ended questions appears below. This training is combined with the process by which the best categories for open-ended questions are determined, and its use goes beyond the formal training course. This also serves as a model for the process by which coding supervisors, during their training, can participate in the finalization of the coding scheme.

> After going over the entire questionnaire and each code in a rather general way, the next step is the coding of a number of practice interviews. Prior to the training session, copies are made of a few interviews which seem to yield a wide range of responses. Each coder is given a copy of the first practice interview and codes it independently. It is at this point, when he is first wrestling with the problem of classifying an interview in terms of the code, that many questions will occur to the coder, and it is after this preliminary coding that a careful and thorough discussion of each code and each category within it is most meaningful. The goal is to arrive at a mutual understanding and definition of the specific variable the code is measuring, what types of answers belong in each category and what types do not. General consistencies and repeated codes are pointed out.

4 Institute for Social Research, *Manual for Coders* (Ann Arbor, Michigan, U.S.A. 1961), Chapter V.

The trainers and trainees go over each practice interview, item by item, and discuss all cases in which differences in coding occur. This discussion serves not only to iron out specific misunderstandings but also to clarify general points of interpretation of the code. Coders are encouraged to bring up any kinds of questions they may have regarding the study. The most important function of the discussion is to establish a standard frame of reference among the coders with reference to the interpretation of each code. It is clear that in interviews which employ open-ended questions the problem of equivalence will be an important one in the coding process. In coding personal data there is seldom any question as to where a specific answer falls in a set of categories, since, for the most part, these are specific items such as age or race. However, to an open question such as "How does your husband feel about your going out to work for a wage"? the answers given will vary enormously. In a series of a thousand interviews there may be 200 different ways for a respondent to say that the husband is not entirely happy about this. The coders and the study director must discuss those different types of wording and decide among themselves how they will code each of them. They must agree on what answers they will regard as equivalent in meaning even though their exact wordings are quite different. Great unreliability would be produced if one coder interpreted an answer to a question to mean one thing and thus coded it in one category while another coder interpreted the same material from a different point of view and coded it in a different way.

Moreover, this method of training serves to familiarize the staff with the code and the kinds of problems which are present in the coding of interviews. This preliminary coding serves to raise and settle most of the questions which arise during the course of the total coding procedure. Experience has shown that time and effort in this stage of the analysis process is rewarded by higher reliability in the finished product. A few extra hours of training may save days of correcting errors later.

Another function of this procedure is to revise and clarify difficult areas in the code. This may involve some revision of the organization of the code, the rewording, or redefining of several categories, renumbering, or a clarification of meaning. Sometimes new categories not anticipated at the code construction stage are added. Indeed, one of the virtues of the open-ended technique lies in the fact that it permits information which is unanticipated but relevant to come into the interview. By the end of this initial training phase, the code should be virtually complete so that relatively few categories need be added once production coding has begun.

Appendix I

THE PRE-TEST INFORMATION SHEET

To ensure proper feedback from the pre-test, the interviewers should prepare records of each interview conducted, and the organizers and supervisors should carefully study these records. Below is an example of an information sheet which should be completed for each interview to ensure adequate feedback. (This sheet replaces the "Interviewer's Observation Sheet" on the back of the WFS Core Questionnaire. The question numbers mentioned in the text below refer to WFS/TECH.120.*)

PRE-TEST INFORMATION SHEET
(To be completed for each interview)

INTERVIEWER: For each pre-test interview, a PRE-TEST INTERVIEW SHEET must be completed immediately after the interview while details are still fresh in your memory. Remember to complete the IDENTIFICATION details below.
Remember that during the interview you must make a note against all question numbers where you had to PROBE or RE-WORD a question.
For a PROBE note PR, For a RE-WORD note RW.

IDENTIFICATION:	Address or description ____________	
	Household No. ____________	Line No. of the woman ____________
	Interviewer ____________	Date ____________

1. Locating the respondent was (check one)
   Easy ☐ Difficult ☐
   Comments (particularly on adequacy of addresses provided and transportation problems)
   ____
   ____
   Suggestions for improvement ____________
   ____

2. Introducing yourself to the respondent (tick box)
   Was not required at all ☐
   Formal Statement provided for you was sufficient ☐
   Required more explanation ☐

   Did you have to use your identity card? YES ☐ NO ☐

   Did you have to seek permission from the husband or some other male before speaking to the respondent YES ☐ NO ☐

* This is the version of the WFS Core Questionnaire published as No. 1 in the Series WFS Basic Documentation.

3. Privacy during interview

Complete privacy in the house	☐
Someone in room but not too near	☐
Someone present and could hear questioning during part of the interview	☐
Someone present during the whole interview	☐

4. Any interference from the husband? YES ☐ NO ☐

Any interruptions during the interview? YES ☐ NO ☐

If YES, specify: ____

____

5. Working conditions

Table or hard surface available	YES	☐	NO	☐
Could sit down	YES	☐	NO	☐
Had sufficient light	YES	☐	NO	☐

6. Duration of interview (excluding the time taken to introduce yourself)

____________ (hours) ____________ (minutes)

7. Degree of co-operation of the respondent

Bad ☐ Average ☐ Good ☐ Very good ☐

Comments (if Bad) ____

____

Did the respondent hesitate or refuse to give you any information asked for in the questionnaire? (If YES, specify)

____

____

8. Did the respondent show embarrassment or resistance when answering questions in

Section 3?	YES	☐	NO	☐
Section 5?	YES	☐	NO	☐

Comment (if YES) ____

____

9. Did you find difficulties in recording answers to the following questions?

Q. 110/111	YES	☐	NO	☐		
Q. 509	YES	☐	NO	☐	Not applicable	☐
Q. 511	YES	☐	NO	☐	Not applicable	☐
Q. 516/519/521	YES	☐	NO	☐	Not applicable	☐
Q. 531	YES	☐	NO	☐		
Q. 604	YES	☐	NO	☐	Not applicable	☐
Q. 704/705	YES	☐	NO	☐		
Q. 709	YES	☐	NO	☐		

Comment and state question numbers (if YES)

____

____

10. How was the information on dates obtained?

	Given immediately	Had to probe and calculate	Got it from other source (specify)	Not applicable
Respondent's age: Qs. 107-108				
Dates of birth of children: Q. 212				
Dates of death of children: Q. 215				
Dates of other pregnancies: Qs. 229-230				
Date(s) of marriage(s): Section 4				

11. Which other questions did you feel were difficult to ask, or were found difficult to answer by the respondent?

Sections: Q. Nos. and comments

1 ________________________________

2 ________________________________

3 ________________________________

4 ________________________________

5 ________________________________

6 ________________________________

7 ________________________________

12. Any other observations on the interview? ____________________

13. Supervisor's/Editor's Observations ____________________

Appendix II

EXAMPLES OF TESTS FOR APPLICANTS

A number of examples of tests useful in the selection and screening of candidate interviewers and supervisors appear below. Some of these tests are also suitable for other junior personnel: office editors, coders, mappers, and listers. In addition, they can be used to evaluate candidates during the training course.

1) **Ability to listen and record answers:** Candidates are given copies of, e.g., Section 1 of the WFS Core Questionnaire and are asked to complete it while listening to a good quality taped interview. (They should be given time to go through the set of questions before listening to the tapes.)
2) **Ability to read and comprehend:** Candidates are given a paragraph to read and are then asked to answer questions on it. An example follows:

"Most people are polite, especially to strangers, and they tend to give answers and create an impression which they think will please the other person. It is, therefore, extremely important that the interviewer remain absolutely neutral towards the subject of the interview. She must not appear in favour of, nor against, large families. She should never show surprise, approval or disapproval of the respondent's answer by her tone of voice or facial expression. If the respondent asks the interviewer her opinion, the interviewer should delay telling her until after the interview has been completed. If she asks for advice, the interviewer should say she is not there to give advice, only to ask questions."

1. The interviewer should tell the respondent that she herself favours large families. (TICK APPROPRIATE BOX)

   TRUE ☐ FALSE ☐

2. The interviewer is there to give advice

   TRUE ☐ FALSE ☐

3. The person answering the questions is the ____________________
   (fill in the blank)

4. The interviewer can give her opinion when ____________________

   ____

5. The interviewer should remain neutral because otherwise respondents may give answers which they think will

   ____

Another example:

"The interviewer's task is central to the whole survey. It is she who collects the information by asking the questions and the quality of her work determines the quality of the survey. The person who organizes the survey is called the *survey director* and has people called *supervisors* to help him. It is very important that all interviewers working for the survey follow uniformly the procedures laid down by the survey director. You come in contact with the survey director through your supervisors. Supervisors will supply you with materials and instructions, collect and check your work, and try to help you with any problems you may come across during the field work. You should remain in constant touch with your supervisors. The supervision of interviewers' work is an integral and necessary part of every survey which aims to collect data of high quality".

1. It is the supervisor who actually collects the information by asking questions.

   TRUE ☐ FALSE ☐

2. The survey director himself collects the work from the interviewers.

   TRUE ☐ FALSE ☐

3. When an interviewer needs help she should always go to the supervisor.

   TRUE ☐ FALSE ☐

4. The survey director needs the supervisors to ensure that interviewers are able to do their work well.

   TRUE ☐ FALSE ☐

3) **Numerical ability**: The questions on numeracy should also test comprehension, it is less useful to give purely numerical examples such as "add these numbers".

1. A woman has given birth to three sons and two daughters. Out of these, one son died and the other sons and daughters are alive.

   How many sons does she have now? __________

   How many living children does she have now? __________

2. You ask a woman how old she is now, but she is not able to answer that question directly. However, she tells you that she has a son who is 12 years old now, and that she was 22 years old when she gave birth to that son.

   How old is she now? __________

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

   1920 ☐ 1932 ☐ 1940 ☐ 1946 ☐ none of these ☐

3. You want to find out the year of birth of a woman's *second* child. But she cannot answer directly. She tells you, however, that her *first* child is 3 years older than her second child, and that she was 21 when she had her *first* child. She is now 34. How old is that second child?

   __________ years old.

   In what year was this child born? 19 ____

4) **Ability to follow instructions:** The following questions based on the WFS Core Questionnaire are a good example:

THE FOLLOWING QUESTIONS APPEAR ON A QUESTIONNAIRE

201. Do you have any sons of your own now living with you?

Yes □ – Ask 202

No □ – Go to 203

202. How many live with you? ________________ (NUMBER)

203. Do you have any sons of your own who are living elsewhere? ________________

Yes □ – Ask 204

No □ – Go to 205

204. How many live elsewhere? ________________ (NUMBER)

205. Do you have any daughters of your own now living with you?

Yes □ – Ask 204

No □ – Go to 207

206. How many live with you? ________________ (NUMBER)

207. Do you have any daughters of your own who are living elsewhere?

Yes □ – Ask 208

No □ – Go to 209

208. How many live elsewhere? ________________ (NUMBER)

ANSWER THE FOLLOWING QUESTIONS ABOUT 201 – 208 ABOVE

1. Suppose the woman says that she has no sons of her own who live at home.

   What do you mark in 201? ________________

   What question would you ask next? ________________

2. The woman says she has three sons who do not live at home.

   What do you mark in questions 203 and 204?

   203 ________________ 204 ________________

3. She has one daughter who lives at home and one daughter who lives away from home. What do you mark in questions 205, 206, 207 and 208?

   205 ________________ 207 ________________

   206 ________________ 208 ________________

4. How many children does the woman have altogether?

   Total number of children ____________

5) **Clerical accuracy:** By this we mean the ability to spot mistakes quickly or to recognize particular patterns or numbers. These qualities obviously are more important for coders than for interviewers but still have some value for field workers.

1. Tick in Col. 3 if entries in Col. 1 and Col. 2 are identical.

Col. 1	Col. 2	Col. 3
XB1718/7	XB1718/7	
Z325X017	Z352X017	
LM0XZ23K	LM0XZ23K	
A1C2D3/6	A1C2D3/6	

2.

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

The table above gives ages of various persons

Who are the people under 5? ____________

Between 5 and 9? ____________

Between 10 and 14? ____________

15 or above? ____________

3.

11,	31,	5,	32,	6,	27,	4,	36,	38,	3,	29,	5

Which of the above numbers is the smallest? ____________

largest? ____________

4. How many times does the figure 8 appear in the following?

   8182588834607852898 ____________ times

5. This sentence is written backwards below with one mistake.

   ekatsim eno htiw woleb sdrawcab nettirw si encetnes sihT.

   Make a circle around the mistake.

6. Quantity sold, of goods

Year	A	B	C	D
1964	7	10	12	16
1965	3	5	13	16
1966	2	5	12	16
1967	8	7	10	15
1968	9	4	17	16
1969	6	7	12	17
1970	3	11	13	15
1971	5	6	12	14

Cells in the above table give quantities of various goods sold in different years.

How much of B was sold in 1969? ____________

How much of C was sold in 1966? ____________

In which year of the above table was the *largest* quantity of D sold? ____________

In which year was the *smallest* quantity of A sold? ____________

7

Name	Year of Birth	Married?
A	1935	Yes
B	1952	Yes
C	1960	No
D	1964	No
E	1948	No
F	1932	Yes
G	1955	Yes
H	1946	No

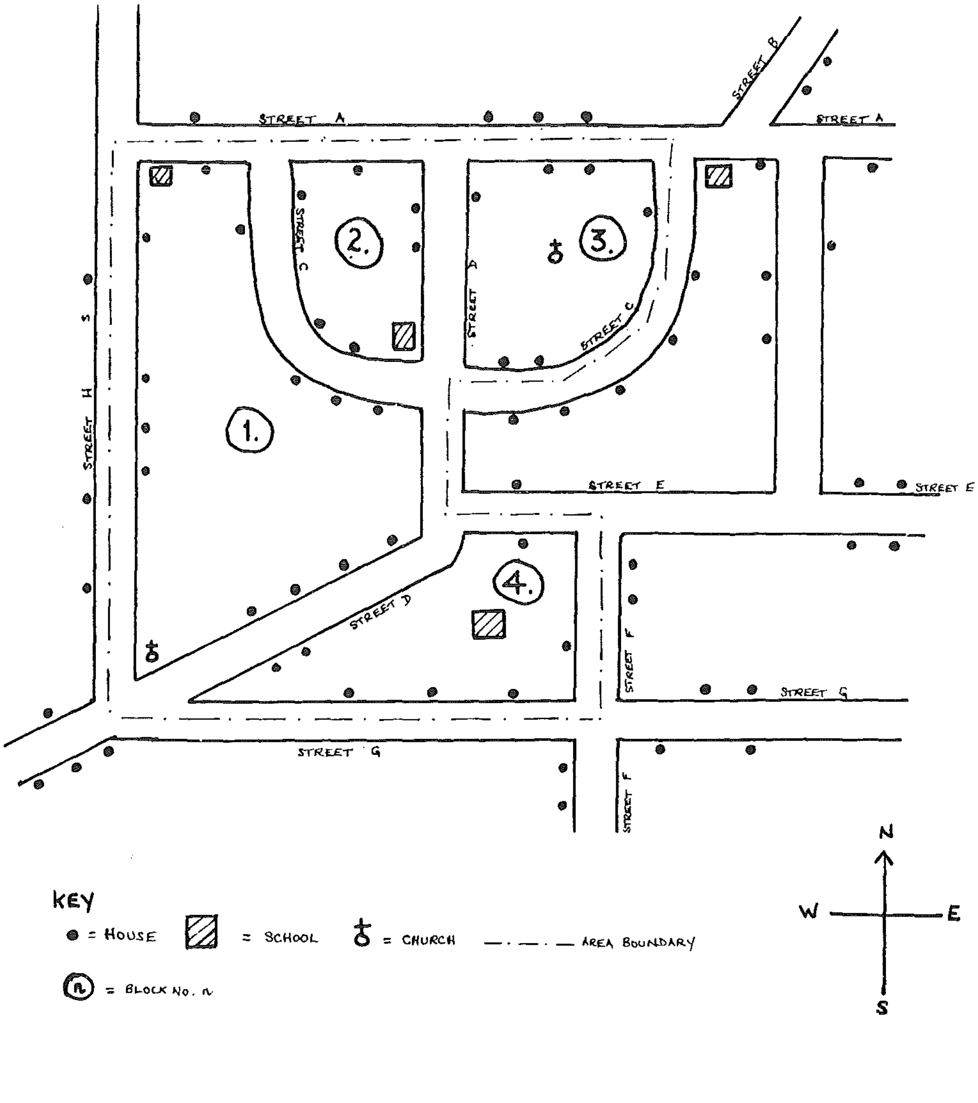
The above table gives the year of birth and the marital status of persons A to H.

Which of these persons were above 12 years of age in 1962? ______________

Which of these people are married persons under the age of 24? ______________

6) **Ability to read maps (where required):**

"You have been asked to contact all the houses *inside* the area boundaries outlined on the map below. Every boundary runs down the *centre* of the road. The area has been divided into 4 blocks numbered 1 to 4 on the map. The block boundaries (not shown on the map) also run down the centre of the road. Using the map, answer questions (a) to (e) below."



Questions

(a) How many houses would you visit on:

Street A? ____________

Street B? ____________

Street C? ____________

Street D? ____________

Street E? ____________

Street F? ____________

Street G? ____________

Street H? ____________

Street I? ____________

Total No. to be visited ____________

(b) How many houses on Street C in Block (2)? ____________

How many houses on Street D are included in Block (4)? ____________

(c) How many houses on Street H which are NOT in your assignment lie west of the street? ____________

(d) There is a school in the middle of Block No. __________ ?

There is a church in the middle of Block No. __________ ?

(e) There is a church at the corner of

Street ________ & Street ________

7) **Linguistic Ability**: The best test depends upon the particular country situation. As an example, it may be useful to give a set of words used in the country questionnaire with a number of explanations of the meaning of each word, the candidates being asked to tick the correct answer.

8) **Legibility**: The entire test paper could of course, be used to see clearly how a candidate writes. In addition, however, open-ended questions similar to the following may be used:

1. Where do you live? (give complete address)

____

____

2. Who lives in your household other than you? (write relationship of all people to you)

____

____

Appendix III

EVALUATION OF TRAINEES' PERFORMANCE: EXAMPLES OF TEST QUESTIONS

The question numbers mentioned in the text below refer to the WFS Core Questionnaire, WFS/TECH. 120.

FIRST TEST (see Section 6.7 above)

1. In question 211 the interviewer records that the respondent has had four births. How would you ask question 212 for the oldest child?

   ____

2. How would you ask question 212 for the youngest child?

   ____

3. When do you ask questions 232 and 233?
   232 ______________________________
   233 ______________________________

4. In question 302 the respondent tells you that she knows of the Pill, IUD, and Female Sterilization. What column do you tick, and in what question numbers for each of the above methods? What is the next question to be asked for each of the methods?
   Tick column __________

	Pill	IUD	Female Sterilization
In question numbers	______	______	______
Next question asked	______	______	______

5. Briefly describe (using question numbers) some check for consistency of the information obtained in Section 2.

   ____

   ____

Questions relating to the Instruction Manual could be of the following kind:

1. Who can answer

   a) the Household Schedule ________________

   b) the Main Questionnaire ________________

   c) Section 7 ________________

2. How do you recognize an interviewer instruction in your questionnaire?

   ____

3. You have finished tape recording an interview. What do you do with the cassette and your questionnaire?

   ____

4. What is a non-response?

   ____

5. You may not find a household at a sample address for three reasons, what are these?

   a) ________________
   b) ________________
   c) ________________

6. Question 604 is an *open-ended* question. What is meant by this and what do you have to do when recording the answer?

   ____

SECOND TEST

The following test questions are suggestions for the second and final test to be administered during the training course. In addition, questions similar to those previously mentioned may also be included.

1. If nobody is at home when you call at a household, which of the following do you do?

   Try and find out from neighbours when they will be back ☐

   Call back three times on the same day ☐

   Interview house next door ☐

2. A household consists of the Head, his wife, a son with his wife and a daughter, a daughter of the head and her husband, the wife's mother, the wife's sister, an unrelated visitor and a housemaid. How would you list these household members and their relationship in the household schedule?

Line no.	Relationship
______	________
______	________
______	________
______	________

3. A household has, among others, the following persons listed in the household schedule. Tick column 23 for all those who are eligible for the main interview.

Line No.	Col.3	Col.4	Col.5	Col.6	Col.9	Col.10	Col.23
02	Yes	No	F	32	Y	M	
04	No	Yes	F	53	Y	W	
05	Yes	Yes	F	17	N	–	
06	Yes	Yes	F	22	Y	S	

4. What are the four criteria by which you define a person as eligible for the main interview?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

5. A respondent is reluctant to answer one of your questions, which of the following do you do?

a) Tell her that the answer is confidential. ☐

b) Skip the question. ☐

c) Tell her that she must answer. ☐

6. Complete the following:

The place name in question 102 must be the same as ______________________

The place name in question 104 must be the same as ______________ if ________
______________ if ________

7. The respondent does not know her date of birth and you ask question 108 to which she cannot give a direct answer either. You have to obtain the respondent's age indirectly. Suggest two possible probes.

1. ______________________________

2. ______________________________

8. In question 113 the respondent does not understand your reference to "newspaper or magazine". How do you rephrase the question?

____

9. What do we mean by a *live birth*?

____

10. In answer to your total to question 211 the respondent says that you are incorrect. What do you do?

____

____

11. The respondent is unable to answer question 212 for her firstborn. How would you probe to obtain more information?

____

____

12. Mrs. X has four children, and you have been able to obtain the following information about them:

a) The first child was born 10 years ago. It is a girl called A who is living.

b) The second child was born in 1966. It was a boy who died at the age of 3.

c) The third child was born in January 1969. It is a boy called C and he is living.

d) The fourth child was born on 3rd August, 1972. It was a girl who died 7 months after her birth.

Fill in the table below:

BIRTH HISTORY					
	212, In what month and year did your (first, second . . .) birth occur? If D.K.? Ask how many years ago.	213. Was it a boy or a girl	214. Is this child still living IF YES: What is (his/her) name?	215. IF DEAD: For how long did the child live?	4 1 2 4 5 7 1 9
01	MTH ______ YR ______ YRS AGO ______	BOY 1 GIRL 2	YES 1 NAME ______ NO 2 →	MTHS ______ YRS ______	10 12 14 15 16
02	MTH ______ YR ______ YRS AGO ______	BOY 1 GIRL 2	YES 1 NAME ______ NO 2 →	MTHS ______ YRS ______	17 19 21 22 23
03	MTH ______ YR ______ YRS AGO ______	BOY 1 GIRL 2	YES 1 NAME ______ NO 2 →	MTHS ______ YRS ______	24 26 28 29 30
04	MTH ______ YR ______ YRS AGO ______	BOY 1 GIRL 2	YES 1 NAME ______ NO 2 →	MTHS ______ YRS ______	31 33 35 36 37

13. In question 210 you recorded "3". How many "NO" entries should there be against question 214?

14. In answer to question 221 the respondent replies "I hope I am". Which box do you tick? ______

15. Mrs. X has been separated from her husband for two years. She has been married three times in all:

(a) She was first married 15 years ago and her husband died 3 years after they were married.

(b) She remarried in 1964 and was divorced 5 years after.

(c) She married for the third time one year after her divorce.

Fill in the table below:

FORMER MARRIAGES					
	409. In what month and year did your (first, second . . .) marriage begin?	410. How did the marriage end?	411. IF DIVORCE OR SEPARATION: In what month and year did you stop living together?	412. IF DEATH: In what month and year did he die?	
1	MTH ______ YR ______	DEATH 1 DIVORCE 2 SEPARATION 3	MTH ______ YR ______	MTH ______ YR ______	23 25 27 28 30
2	MTH ______ YR ______	DEATH 1 DIVORCE 2 SEPARATION 3	MTH ______ YR ______	MTH ______ YR ______	32 34 36 37 39
3	MTH ______ YR ______	DEATH 1 DIVORCE 2 SEPARATION 3	MTH ______ YR ______	MTH ______ YR ______	41 43 45 46 48

16. In 504, the respondent says that "sometimes we use a method, sometimes we do not bother". What do you do?

____

17. The respondent is not currently working. How could you phrase question 604?

____

18. Indicate which of the following constitutes *work:*

a)	Mother cooking for the family every day.	☐
b)	Woman working as housekeeper in someone's house.	☐
c)	Woman cooking at home for the family food stall run by the husband.	☐

19. Indicate if the following job descriptions are adequate or inadequate for question 709.

a)	Freight agent	☐	Adequate	☐	Inadequate
b)	Shipping clerk	☐	Adequate	☐	Inadequate
c)	Engineer	☐	Adequate	☐	Inadequate
d)	Lorry driver	☐	Adequate	☐	Inadequate
e)	Farmer	☐	Adequate	☐	Inadequate
f)	Employment agency	☐	Adequate	☐	Inadequate
g)	Forestry	☐	Adequate	☐	Inadequate
h)	Foundry	☐	Adequate	☐	Inadequate
i)	Tin mine	☐	Adequate	☐	Inadequate
j)	School teacher	☐	Adequate	☐	Inadequate
k)	Bakery	☐	Adequate	☐	Inadequate

20. In answer to question 616 you gather that the respondent has worked for a family member and also for someone else. How do you probe to decide which box to tick?

____

21. A respondent has been married more than once and is currently living with her husband. Which husband do you refer to when you ask question 703?

____

22. The respondent is a widow. How do you phrase question 709?

____

23. What are the important points you should check before taking your tape recorder out in the field?

____

24. Give some examples of *neutral* probes.

____

____

____

25. Who is the supervisor responsible to?

26. Who are you directly responsible to?

Coding of Occupation

A Revision of Appendix 4 of the
WFS Editing and Coding Manual

BASIC DOCUMENTATION

JANUARY 1978

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Coding of Occupation

A REVISION OF APPENDIX 4 OF THE WFS EDITING AND CODING MANUAL

This appendix and the occupational code which it contains represent a substantial revision of the original WFS *Editing and Coding Manual* (Basic Documentation No. 7, WFS/TECH. 250, 1976).

GENERAL PROCEDURE

Countries are expected to code occupation initially according to their own national system. The WFS Core Questionnaire standard lay-out provides for this. However, the use that is made of these columns in tabulation and reporting is a matter of national needs and requires no recommendation from WFS.
An additional box is provided for the single digit classification recommended in this appendix. The purpose of this classification is to allow reporting in terms which (i) are compatible both with the national system and with recognized international norms; (ii) allow maximal international comparability; and (iii) provide for the special requirements of a fertility survey in a developing country. It is recommended that this column be coded direct from the survey response and that tabulations based on this variable be included in Country Report No. 1 in accordance with the WFS Guidelines.
In the interests of simplifying the coder's work, the same code is recommended for use in coding woman's occupation and husband's occupation.

INTERNATIONAL STANDARDS

Two main international standards exist for the coding of occupations: (i) **the International Standard Classification of Occupations (ISCO),** developed by the International Labour Office and published in 1958, substantially revised for final publication in 1968; and (ii) **COTA,** developed by the Inter-American Statistical Institute and specially revised for the 1970 census round (publication 1971). ISCO is used, with only minor adaptations, by the great majority of developing countries outside Latin America, while COTA is used by nearly all Latin American countries.
ISCO and COTA differ substantially. In both cases, the primary classification consists of "Major Groups". In ISCO, since the 1968 revision, these do not correspond one-to-one with the first digit, since two of the major groups consist of two or three first digits. In COTA, however, major groups and first digits correspond strictly. The two classifications can be made roughly compatible by grouping together the COTA major groups 5, 6, 7 and 8, when they correspond very approximately to the last ISCO major group, 7/8/9.

WFS CLASSIFICATION

The recommended classification given in this Appendix takes account of the above grouping to maximize international comparability while respecting national classification systems. A further grouping is recommended in order to ensure categories of adequate size for meaningful analysis. Finally, it is recommended that three major groups be split into two parts each, with the aim of creating sub-groups relevant to the analysis of fertility. Details are given below.

a) **Combining of ISCO Major Groups 0/1 and 2.**
In most developing countries this grouping is necessitated by the frequency distribution of the occupational categories: the individual Major Groups 0/1 and 2 do not contain enough people (certainly not enough women) to provide useful analytical categories.

b) **Splitting of ISCO Major Group 5 (service workers) to distinguish domestic servants.**
In some developing countries servants may account for over one-third of all occupations for certain categories (e.g., among women employed before marriage). The group clearly has a unique social situation and there is a strong case for separating it from other service workers.

c) **Splitting of ISCO Major Group 6 (farmers, etc.) to distinguish the self-employed.**
This separates peasant farmers, who are self-employed or who work on their family farm, from agricultural labourers. The distinction is not important in all developing countries; however in some there exists a substantial proportion of agricultural wage-earners, with a social situation very different from that of independent peasant farmers. Thus it is desirable to maintain the distinction for the purpose of international comparisons.

d) **Splitting of ISCO Major Group 7/8/9 (production and transport workers and labourers) to distinguish skilled workers**
In some developing countries the possession of industrial skills is a major factor affecting income and status. Unskilled workers, or labourers, constitute one of the major groups in COTA but not in ISCO, where they are dealt with on a "not elsewhere classified" basis. Early WFS experience suggests that use of the ISCO approach may lead to serious under-reporting of this category. For this reason WFS recommends that coders in countries using ISCO should proceed by first identifying cases as falling into ISCO Major Group 7/8/9, and then distinguishing skilled from unskilled by direct reference to the occupation response. This procedure seems more likely to produce valid data than the alternative of coding by ISCO to the third digit and then classifying skill by reference to a list of occupations to be considered as (un)skilled.

The revised WFS categories are defined and related to ISCO and COTA in the table which follows. Comparing the classification with the original WFS categories in the first edition of this manual, the correspondence is only very approximate but, in view of the well known uncertainties of occupational coding and international comparison in this area, it may be justifiable to treat the two as compatible for purposes of international comparisons. For this reason, the code numbers attached to the original categories have been maintained in the revision. Correspondence with ISCO and COTA is reasonably close when the grouping and splitting of categories is allowed for. The main discrepancy here arises from the fact that in

ISCO, but not in COTA, certain categories of **managers** appear in various major groups according to the type of business they manage. In COTA they are all grouped together. In the revised WFS system this issue is deliberately left open so as to avoid conflict with national practices. As a consequence, countries obtaining the WFS code via ISCO will lack strict comparability with those going through COTA. It is thought that the discrepancy will be slight in practice.

WFS CATE-GORY	DESCRIPTION	ISCO MAJOR GROUP	COTA MAJOR GROUP
1	Professional, technical, administrative, managerial	0/1, 2	0, 1
2	Clerical	3	2
3	Sales workers	4	3
4	Self-employed workers in agriculture, animal husbandry, forestry, fishing, hunting	6 part	4 part [1]
5	Non-self-employed workers in agriculture, animal husbandry, forestry, fishing, hunting	6 part	4 part
6	Private household workers	5 part	9 part [2]
7	Other service workers	5 part	9 part
8	Production and transport workers: skilled	7/8/9 part	5, 6, 7 [3]
9	Production and transport workers: unskilled	7/8/9 part	8
0	Not stated		

Notes:

1. WFS CATEGORIES 4 AND 5

Coding instructions are as follows. It is assumed that the nature of the work has been identified as falling into the combined category 4 + 5 (ISCO 6 or COTA 4). The procedure depends on whether one is coding Q.604 or Q.615 or Q.709.

A. **Coding of Q.604** (current or latest occupation) — Code at Q.604
Q.606 = YES (1) -- 4
Q.606 = NO (2) -- 5
Q.606 = Blank --- Q.608 = SELF-EMPLOYED (3) -------------- 4
Q 608 = ANY OTHER -------------------- 5

B. **Coding of Q.615** (Occupation before marriage) — Code at Q.615
Q.616 = SELF-EMPLOYED (3) ------------------------------ 4
= ANY OTHER ---------------------------------- 5

C. **Coding of Q.709** (Occupation of husband) — Code at Q.709
Q.710 = SELF-EMPLOYED (3) ------------------------------ 4
= ANY OTHER ---------------------------------- 5

2. WFS CATEGORIES 6 AND 7

Category 6 relates to domestic servants, corresponding to COTA sub-group 92.

3. WFS CATEGORIES 8 AND 9

Category 9 consists of labourers, day workers and in general all those doing work for which training or previous experience is not a requisite. The distinction is to be derived directly from the questionnaire response.