



Participant's Manual and Workbook

KPC Training Module 2: Training Supervisors and Interviewers

Key Contributors



The **CORE Group**, a membership association of international nongovernmental organizations (NGOs) registered in the United States, promotes and improves the health and well being of women and children in developing countries through collaborative NGO action and learning. CORE's *Monitoring and Evaluation Working Group* develops tools and trainings to increase child survival and health program performance and quality through the standardization of use of data, analysis, and reporting. This publication was made possible by support provided to CORE from the Bureau for Global Health, United States Agency for International Development (USAID) under cooperative agreement FAO-A-00-98-00030. This publication does not necessarily represent the views or opinion of USAID.



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Freedom from Hunger (FFH) focuses on the vital and interdependent connection between health and financial security for progress against chronic hunger and poverty. FFH works with direct service providers, technical assistance providers and NGOs to disseminate knowledge and tools tested and used on a global scale to build health and financial security for poor women, their families and communities. FFH is a CORE Group member.



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Abstract

The CORE Group's *Knowledge, Practice, Coverage (KPC) Survey Training Curriculum* provides trainer guidelines and participant handouts and resources to train field workers to carry out a KPC survey. The **KPC Participant's Manual and Workbook** includes three modules: *KPC Training Module 1: Training the Core Team*; *KPC Training Module 2: Training Supervisors and Interviewers*; and *KPC Training Module 3: Training the Post-Survey Analysis Team*. KPC Training Module 1 includes training resources and a full set of handouts that Core Team members can use during training. KPC Training Module 2 contains training resources and a full set of handouts for Supervisor and Interviewer use during training. KPC Training Module 3 contains training resources and a full set of handouts for Post-Survey Team use during training. All handouts included in the three modules can also be used by the KPC Survey Trainer as slides or overheads.

CORE Group
300 I Street N.E.
Washington, DC USA 20002
www.coregroup.org

The CORE Group's *Knowledge, Practice, Coverage Survey Training Curriculum* includes three manuals:

1. KPC Training of Survey Trainers: Trainer's Guide and Participant's Manual and Workbook

2. KPC Survey Training: Trainer's Guides

- Module 1: Training the Core Team

- Module 2: Training Supervisors and Interviewers

- Module 3: Training the Post-Survey Analysis Team

3. KPC Survey Training: Participant's Manuals and Workbooks

- Module 1: Training the Core Team

- Module 2: Training Supervisors and Interviewers

- Module 3: Training the Post-Survey Analysis Team

ACKNOWLEDGMENTS

Private voluntary organizations (PVOs) with funding from the U.S. Agency for International Development (USAID) Child Survival and Health Grants Program have used the Knowledge, Practice, and Coverage (KPC) Survey instrument successfully to monitor and evaluate their health programs since the early 1990s. The survey was originally created by the Child Survival Support Program at Johns Hopkins University, and has subsequently been updated and revised by the Child Survival Technical Support Project (CSTS), based at ORC-Macro, and later by the CORE Monitoring and Evaluation Working Group. Numerous PVO staff have been trained in its use, and have trained many of their partner agencies.

The dream of the CORE Monitoring and Evaluation Working Group, under the leadership of the Working Group Chair, Juan Carlos Alegre, has been to institutionalize the training so that it can be more easily adapted locally and accessed by a wider audience of NGOs, consultants, training institutions and US and overseas universities. In 2001, Tom Davis, Julie Mobley and Phil Moses created a draft curriculum that was field tested with PVO field staff of several organizations in Cambodia, and repeated in 2002 with PVO Headquarters, field staff and consultants in Myrtle Beach, NC. Sandra Bertoli, David Shanklin, Jay Edison, Juan Carlos Alegre, and Sharon Tobing provided detailed feedback on how to improve this training.

The final version of the guide is due to the feedback of many people, and the special dedication and attention to detail of the following people. Bill Weiss, Tom Davis and Juan Carlos Alegre provided input into a revised table of contents. Freedom from Hunger was selected to rewrite the curriculum due to their extensive experience in the design and development of training materials in public health and adult learning. Robb Davis, Vicki Denman, Ellen Vor der Bruegge and Renee Charleston gave numerous hours to the development, writing and formatting of the curriculum. FANTA provided funding for this activity under the leadership of Bruce Cogill and coordination of Paige Harrigan. Jennifer Luna and Jay Edison representing the Child Survival Technical Support Plus Project and John Ssekamate-Ssebuliba from Makerere University led a field test at Makerere University in Uganda in 2004 that guided changes for the final draft. Ann Brownlee and Marcelo Castrillo provided detailed comments to several of the drafts to ensure its accuracy and ease of use. CORE staff Karen LeBan and Julia Ross provided input and overall support for the production of the document. Regina Doyle designed the cover.

In addition to those persons mentioned, we want to express our appreciation and gratitude to the many individuals and organizations who were not mentioned but who have used this methodology over the years and provided input into its improvement.

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TR 2-1: Workshop Objectives

By the end of the workshop, Supervisors and Interviewers will have:

- acquired an understanding of how the data collected in interviews relates to the objectives of the project and the KPC survey
- reviewed materials and information about logistics and timeframes for the KPC survey interviews
- reviewed each question on the KPC Survey Questionnaire, the indicator each question is designed to measure, and why that particular indicator is considered important to the project
- gained experience through practice in the correct use of the local events calendar, lexicon, and Informed Consent Form
- practiced using the final KPC Survey Questionnaire and the Quality Improvement Checklist as a supervision tool
- gained skills in supervision, interviewing and good survey techniques

TR 2-2: Workshop Agenda

This page was left blank intentionally. The workshop Trainer will need to provide participants with an adapted workshop agenda. Insert the adapted agenda here. Base the agenda on the Sample Agenda for Supervisor and Interviewer Training presented on page 5 of the Module 2 Trainer's Guide.

TR 2-3: Summary of the KPC Survey Process

The Knowledge, Practice and Coverage (KPC) 2000+ Survey is a standardized, population-based survey instrument for measuring change over time in knowledge, key behaviors, and coverage of important health interventions.

The KPC survey questions have been modified to address the specific health interventions in the project. The KPC survey can be used at the beginning and at selected points during and/or at the end of a project to help define targets and evaluate project advancement. To conduct a KPC Survey, a team is formed consisting of Interviewers, Supervisors, and the Core Team. The KPC survey for (Organization and Partners) has as its objectives:

- ✓ Assisting the project to identify and prioritize problems that exist within the project area by conducting a baseline KPC
- ✓ Aiding the project in determining whether objectives have been achieved by conducting a KPC survey at the end of a project
- ✓ Developing local capacity to collect, analyze, and use information for decision-making
- ✓ Helping build consensus between projects, local partners, and stakeholders
- ✓ Enabling the project to track progress in achieving objectives

The KPC survey will be carried out in (number of sites 30 or 19 X ? sites) by (number) Supervisors and (number) Interviewers working together in (number) teams. Interviews will be conducted with (number and type, e.g., 300 mothers with children under 2).

Before beginning the KPC survey, Supervisors and Interviewers will receive training on (dates) and conduct a field test on (date). Interviews will be conducted for (number) days, on (dates).

(Month)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
15	16 Supervisor/ Interviewer Training	17 Supervisor/ Interviewer Training	18 Supervisor/ Interviewer Training	19 Field Test	20 Preparation of materials	21
22 Data Collection	23 Data Collection	24 Data Collection	25	26	27	28

If Supervisors or Interviewers have a role in a Tabulation Workshop or an Analysis Workshop, include these workshops in the calendar.

TR 2-4: Roles of the Key KPC Survey Personnel

The principal people involved in completing a KPC survey include the:

- Survey Trainer (trained in TOST)
- Core Team (including the Survey Coordinator and Data Coordinator)
- Supervisors
- Interviewers
- Data Entry staff

The Survey Trainer is responsible for training the Core Team, Supervisors and Interviewers. This role may be expanded to providing technical assistance throughout the entire KPC survey process.

The Core Team usually consists of the Survey Coordinator, Data Coordinator, and two or three additional members from a combination of the PVO, local NGO partners and the MOH. Responsibilities include developing draft instruments for use in the survey: the KPC Survey Questionnaire, algorithm for sampling, logistics plan and data analysis plan. Members of the Core Team may also function as Supervisors.

The Survey Coordinator is the principal manager of the KPC survey process and should be a staff member of the PVO responsible for carrying out the KPC survey with fiscal and managerial decision-making authority.

The Data Coordinator is responsible for either computerized data entry or manual tabulation. This person should have a good background in statistics and computer skills. The Data Coordinator supervises the data entry, cleaning, and quality control of data and leads the analysis process.

Supervisors are responsible for visiting communities prior to the KPC survey to get approval and maps, randomly selecting the first household in each community and supervising the collection of data in the field with strict quality control.

Interviewers are responsible for interviewing mothers and other respondents in the communities, completing the KPC Survey Questionnaires—including the review of documentation—and conducting anthropometric measurements.

Data Entry staff are responsible for entering computerized data from the completed KPC Survey Questionnaires.

TR 2-5: KPC Survey Supervisor's Role and Responsibilities

The work of the KPC Survey Supervisor is essential to the quality of data collected. Since the project activities will be based on this data, the Supervisor's work is essential to the implementation of a quality project.

The Supervisor:

- Takes an active role in motivating and improving the performance of Interviewers
- Knows how and where to define correct cluster location, cluster boundary, and household selection for each community
- Observes (and/or re-interviews, when necessary) at least 10% of the interviews performed to ensure quality and validity
- Reviews all of the completed interview forms before the Interview Team leaves the community, supervises the correction of any errors that are detected and, to minimize bias, assures that correct house-to-house technique was used
- Provides on-site assistance to Interviewers regarding all facets of interviewing and anthropometric measurement and answers survey-related questions
- Registers unusual events or situations on the Daily Interview Form
- Provides remedial training in interviewing and/or anthropometric measurement, when appropriate
- Knows to whom to address any queries that arise during the KPC survey process
- Models absolute honesty and integrity in precisely following the survey protocol.

TR 2-6: KPC Survey Interviewer's Role and Responsibilities

The work of the KPC Survey Interviewer directly affects the quality of the data. It is extremely important that the Interviewer: 1) follow the Supervisor's directions for selecting "at random" the first household at random and 2) precisely follow the approved procedure for additional interviews.

The Interviewer:

- Uses correct procedures for randomly selecting a household in the village
- Uses correct procedures for following the survey definitions like "household" and "migrant"
- Follows the guidelines for identifying who should be interviewed in the household and decides if any of the residents of the household meet the guidelines for selection of a person to survey—if that person is temporarily unavailable, the interviewer follows proper procedures for arranging to interview that person later
- Knows how to respond in cases where no one in the household meets the survey guidelines for selection—the interviewer is responsible for following correct procedures to identify a new household from which to select a participant that meets the survey guidelines
- Reminds respondents that participation is voluntary and the information given will be kept confidential, obtains consent from the respondents to be interviewed, and keeps all responses confidential
- Builds rapport and remains neutral when asking survey questions (does not react to 'right' or 'wrong' responses in different ways)
- Asks questions with patience and does not lead the respondent to any specific answer
- Asks questions in a conversational manner, avoids interrogation method of questioning and uses probes when appropriate
- Rephrases questions using designated local terms and names from the lexicon developed during the training workshop
- Records responses fully and legibly and assures that the interview follows the sequences specified after 'yes,' and 'no' responses and makes appropriate "skips"
- Completes questionnaires fully and accurately and corrects omissions or errors before departing from the community
- Completes all anthropometric measurements according to protocol and with the highest degree of quality control
- Delivers the questionnaire to the Supervisor who checks it immediately for completeness or unclear responses while still in the field
- Notifies the Supervisor of any problems experienced in the field that may affect the survey process or the quality of the results
- Returns to the household if the Supervisor requests clarification of any item on the questionnaire

TR 2-7: KPC Survey Questionnaire

To be inserted after it is developed and finalized by the Core Team during the Core Team training.

TR 2-8: Project Indicators

To be completed by the Core Team after finalizing the KPC Survey Questionnaire, writing out all project indicators that will be measured by the KPC survey and the corresponding number and a brief summary of the question. Example:

Project Indicator	KPC Survey Question(s)
Example: Percentage of mothers of children age 0–23 months who received at least two tetanus toxoid injections before the birth of their youngest child	Q. 6: Did you receive injection? Q. 7: How many injections?

TR 2-9: Decision Chart for Selection of Households and Respondents

To be inserted after it is developed and finalized
by the Core Team during the Core Team training.

TR 2-10: Guidelines for Random Selection of Households

The KPC survey is not **valid** if the houses are not selected **randomly**. A random sample means a sample that provides every house with an equal chance of being selected.

The Supervisor is in charge of the random selection. It is time-consuming and requires following the guidelines exactly. Often, people want to take short-cuts to save time or energy. However, to ensure that each house has an equal opportunity to be selected, the selection guidelines must be followed exactly.

A bias means that not all of the houses have an equal chance of being selected. An example of a bias would be interviewing respondents only in the houses closest to the road. Interviewing in only the most convenient houses may mean that only the wealthier people are interviewed and, thus, the sample does not represent the entire community.

For this KPC survey, the method chosen for randomly selecting the first household is:

(NOTE: Present only the method(s) that will actually be used)

- a. Sub-dividing the Village: This requires a map of the village that shows proportions of houses or population in each part of the village.
- b. Choosing from a Census List: This requires a list of all of the households in the village, or a map of all of the households in the village that can then be numbered.
- c. “Spin the bottle” Method: This method is used when there is no map or list of households in the village. It is the most common method used to choose the first house.

For all of these methods, you need to know how to choose a random number.

a. Sub-dividing the Village: For large villages and communities, find or make a map and use it to divide the village into different groups of equal population sizes and identify the boundaries of each subdivision. (Note: Subdivisions should not be chosen based on any special characteristics, for example, covering parts of town that are wealthier or have just one ethnic group.) Then select a random number to identify the subdivision from which to sample. An example is dividing a village into four parts and then randomly selecting a number between 1 and 4. This identifies the subdivision. Next, decide how to randomly sample from the sub-division using methods b or c.

b. Census List: Locate a census list that includes all of the households in the village (or sub-division) or a map with all of the houses numbered. Then select a random number and use it to identify the first household in the survey.

c. “Spin the Bottle” Method: Use this method to randomly choose a direction and then proceed from that point:

- (1) Identify the village boundaries. If the village is very large, subdivide the village as explained in method a (above).
- (2) Go to the population center (not necessarily the geographic center) of the village, as best as you can locate it (seek the help of the village leader, if possible). This allows a more equal chance for any household to be chosen.

TR 2-10: Guidelines for Random Selection of Households

- (3) Using a flat surface, spin a pen or bottle. The direction it points is the direction you use to choose the first household.
- (4) Walk along the chosen line, counting all of the households along that line (e.g., 3 meters on either side of the line) until you reach the village boundary.
- (5) Choose a random number from 1 through the total number of households you counted, using folded slips of paper, a currency note, etc. Return to the household represented by that random number. This is your first household.

Selecting subsequent households, if more than one interview is needed in the village: After selecting the first household, the next household is the household whose front door is closest to the front door of the house where you are in any direction. If two households seem equi-distant, flip a coin to choose between them. If in doubt, always be random. If you reach the boundary of the village, turn to the right or left (randomly) and continue within the boundary. If all of the households in the selected village/cluster site have been visited and the Interview Team has not fulfilled its quota, the team may continue on to the next closest village/cluster site but should ensure that individuals in these households have not been interviewed by other Interview Teams.

TR 2-11: Selecting an Individual for the Interview

TR 2-11: Selecting an Individual for the Interview

1. In this survey, we define a household as: _____

2. The type of person (or persons) to be interviewed for this survey is: _____

3. If the household you selected has more than one person meeting this definition you must: _____

4. If the person meeting the criteria for selection is not at home you must: _____

5. If there is no one that meets this definition in the household you must: _____

TR 2-12: Proper Interviewing Techniques

Good Interviewers:

1. Introduce themselves, or are introduced by a guide.
2. State the name of the organization with which they work and the purpose of the survey.
3. Maintain the confidentiality of the survey. If there are people around the person being interviewed, they politely ask onlookers to leave.
4. Explain to interviewees that they do not have to take part in the survey and that their answers will be kept confidential and obtain their consent before commencing the interview.
5. Ask the questions exactly as they are written.
6. Speak loudly and clearly. Ask the questions in a respectful manner.
7. Make eye contact with the interviewee. (Do not just stare at the questionnaire.)
8. Remain neutral as the answers are given. (Do not laugh, compliment, or correct a response. Do not imply that some answers are better than others.)
9. Ask “Anything else?” after each answer in a question allowing multiple responses.
10. Repeat the question exactly as it is written if the respondent is silent after a particular question is asked.
11. Reword the question *without changing the meaning*, if the respondent still does not understand it after it has been repeated exactly as written. (For example, when if a respondent is asked twice “Did your child eat carrots or sweet potatoes yesterday during the day or night?” and the respondent still says, “I don’t understand the question,” good Interviewers would never change the question, to “Does your child eat carrots or sweet potatoes?” (This changes the question: instead of finding out what was eaten in the past 24 hours, it finds out what foods are eaten in general, or are “ever eaten.”) Instead, good interviewers might turn the question around to, “Yesterday, during the day or night, did your child eat either carrots or sweet potatoes?”
12. *Never lead* a respondent to a specific response. For example, if the Interviewer hears “My child has had diarrhea recently,” the Interviewer does not respond with “You mean that the child has had diarrhea in the past two weeks?” Instead, the Interviewer might ask “What do you mean by ‘recently’—is it weeks ago or days ago? How many weeks/days?”
13. *Never assume* a response without asking. For example, if a respondent reports not giving water to a child, do not assume that the child is NOT getting teas.
14. Never ask a closed-ended question when an open-ended question is possible. For example, instead of asking, “Is this child under 24 months old?” good Interviewers ask, “How many months of age is this child?”
15. Use the child’s name and/or correct sex (he or she) when asking a question, when possible.
16. Probe for accurate answers. For example, if an answer seems to be inconsistent with previous information given by the interviewee or if there is some reason to doubt an answer, good Interviewers try to discover the truth by asking the interviewee another question. However, good Interviewers are not overly persistent because the interviewee may change the answer thinking the Interviewer is dissatisfied with the response.
17. Make sure translations are not misleading, but that they keep the intention of the original question.

TR 2-13: Reasons for Confidentiality

If you do not ensure confidentiality:

- ◆ The potential respondents may refuse to be interviewed.
- ◆ You might not get valid data. If a person does not feel that the answers given are going to be kept private, the person may be hesitant to share information that might harm his/her reputation or that may be risky for her/him if it were to become known.
- ◆ It may be harmful to the project. If people do not trust project personnel because of problems with confidentiality, it is hard to get support from the community for project activities.
- ◆ It may be harmful for the respondent. For example, if a woman is using a family planning technique without her husband's or partner's knowledge, there may be repercussions to her life if her husband or partner finds out.
- ◆ Respondents may worry about the Interviewer informing the government or affecting any benefits they may be receiving.

Note: Confidentiality can be ensured by politely “inviting” onlookers to leave explaining, if necessary, that ensuring confidentiality is important in this survey.

TR 2-14: Informed Consent Form

Note: Make any changes according to results from the Core Team Training.

Note to the Interviewer: *Introduce yourself to the potential interviewee by saying:*

Hello. My name is _____.

I am working with _____ (NAME OF ORGANIZATION) . We are conducting a survey and would appreciate your participation.

I would like to ask you about your health and the health of your youngest child under the age of two. This information will help _____ (NAME OF ORGANIZATION) to plan health services and to assess whether it is meeting its goal to improve children’s health.

The survey usually takes _____ minutes to complete. Whatever information you provide will be kept strictly confidential and will not be shown to other persons.

Participation in this survey is voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your views are important.

At this time, do you want to ask me anything about the survey?

Are you willing to be interviewed?

- RESPONDENT **AGREES** TO BE INTERVIEWED
- RESPONDENT **DOES NOT AGREE** TO BE INTERVIEWED

Signature of Interviewer: _____ **Date:** _____

Name of Respondent: _____

TR 2-15: Documentation Required for the KPC Survey Questionnaire

TR 2-15: Documentation Required for the KPC Survey Questionnaire

NOTE: Adapt the following Documentation Chart to the needs of the KPC Survey Questionnaire:

Documents to be Reviewed for Various KPC Survey Questions	Related KPC Survey Indicators
Vaccination Cards (for the child) Rapid CATCH: Questions 14 and 15. Immunization Module: Questions 2 and 3	<ul style="list-style-type: none">▪ Immunization Coverage▪ Measles Vaccination Coverage▪ Vitamin A Coverage▪ Possession of a Vaccination Card▪ Immunization Access▪ Drop-out Rate
Growth Monitoring Cards Growth Monitoring/Anthropometry Module: Questions 1 and 2	<ul style="list-style-type: none">▪ Possession of a Growth Monitoring Card▪ Growth Monitoring Recorded in the Previous Four (4) Months
Maternal Health Cards Prenatal Care Module: Questions 5, 5A, and 5B	<ul style="list-style-type: none">▪ Possession of a Maternal Health Card▪ Tetanus Toxoid Coverage▪ Prenatal Care Coverage

TR 2-16: Events Calendar

(Insert the events calendar for children under two years of age developed during the Core Team training)

Note: The following instructions should appear at the bottom of the events calendar:

- Events at the top of the calendar are more recent, so if the child is born AFTER a certain event, work your way UP the calendar.
- If the child is born BEFORE a certain event, work your way DOWN the calendar.

TR 2-18: Checking for Errors in the Field

Supervisors do not have the opportunity to observe every interview conducted by their Interview Team. However, they ARE responsible for reviewing every questionnaire for errors. Supervisors should conduct these reviews while still in the field, so that any problems can be resolved immediately. The Supervisor should write any changes or notes on the questionnaire using a colored pen or pencil. Once a Supervisor has finished reviewing a completed questionnaire, the Supervisor should sign or initial the last page to show that the questionnaire was checked for quality.

Checking the KPC Survey Questionnaire

The Supervisor should check **each questionnaire immediately after completion** for:

- The child’s age, ensuring that the child has not completed 24 months
- Any blank/missing answers, ensuring that all questions are completed, unless they were skipped correctly
- Improper coding of answers
- Legibility (whether the Supervisor can read what the Interviewer wrote)—an illegible answer gives as little information as no answer
- Incorrect skip patterns
- Boxes labeled “other” that were incorrectly checked
- Other responses that are outside the appropriate range or in some other way illogical
- Any contradictions; for example, the interviewer checked both “exclusive breastfeeding” and “other foods/liquids given”—doing both is impossible

Supervisors should also discuss all the errors with the Interviewer, if possible, before the Interviewer leaves the field, so the Interviewer can easily go back to respondents, if necessary, for missing information. All errors should be seen as training opportunities.

TR 2-19: Daily Interview Form

Name of Supervisor: _____

Names of Interviewers: _____

Date: _____

Communities/Neighborhoods visited: _____

Number of households visited: _____

Number of households visited without respondent: _____

Number of households visited where respondent refused to participate: _____

Number of interviews completed: _____

Number of interviews observed by Supervisor: _____

Problems Encountered Today	Solutions	Assistance Needed

Unusual events or situations: _____

TR 2-20: Giving Feedback

- Generally, give feedback in private. You can give positive feedback publicly.
- Acknowledge the positive. In general, positive feedback needs to outweigh negative feedback by about three to one for the person to feel that the remarks were balanced. Look for good things to say about the person's performance. Be encouraging.
- For things identified as wrong or conducted in a substandard way, ask the person about the issue (e.g., say "How do you think you did with the introduction?" rather than "Your introduction was poor."). It is much easier emotionally for a person to identify his/her own mistakes than to have someone else point them out. This also gets the person in the habit of *reflecting on his/her own performance*, which he or she needs to do in order to improve performance.

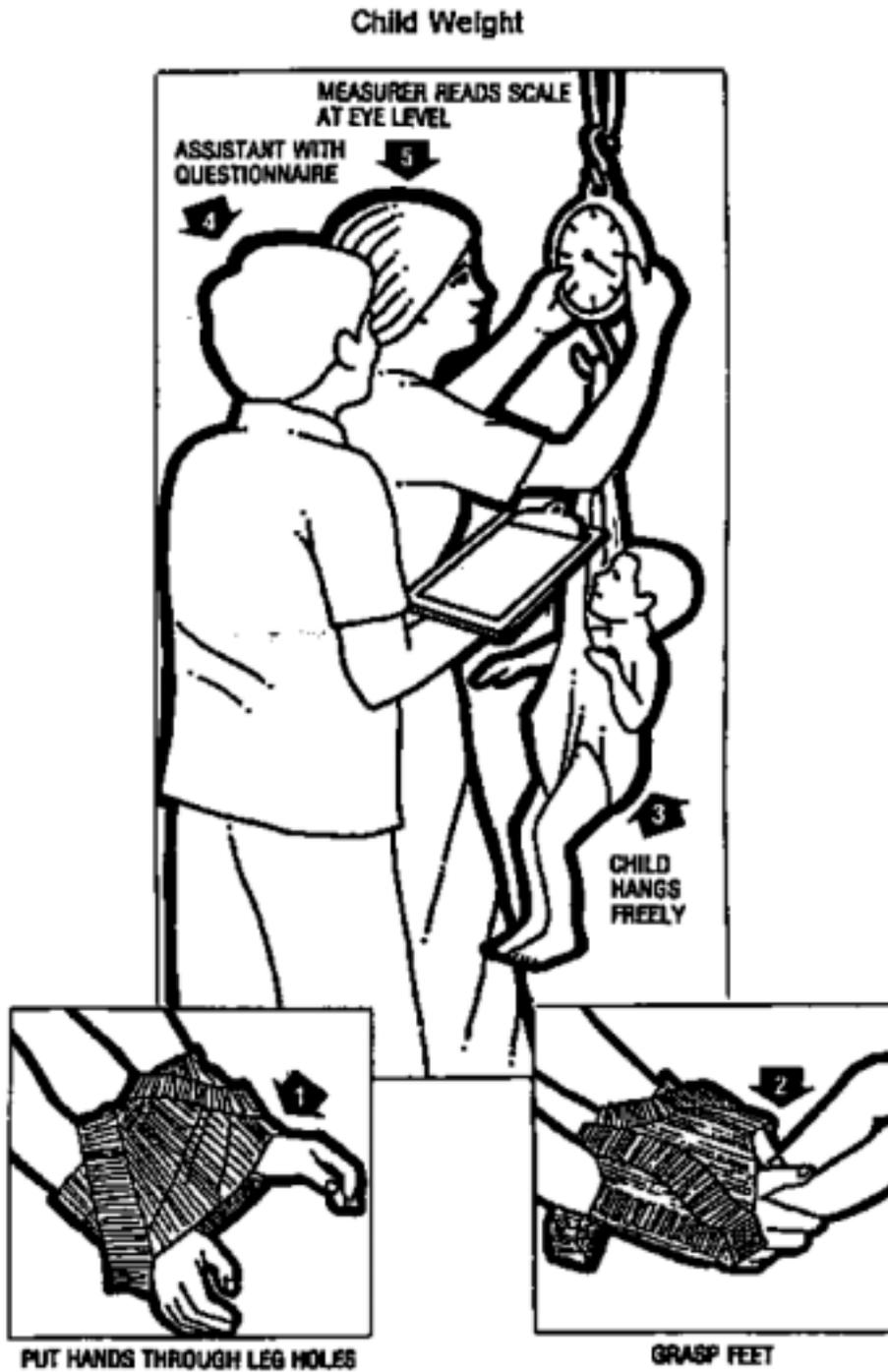
At the end of the feedback session:

- Ask the person to quickly summarize a few things that s/he is doing well, then what s/he can do to improve further. Assure that the person heard everything.
- Ask the person for a commitment to improve the problems that were identified. People are more likely to do what they commit to do verbally in front of others.
- If necessary, help the person develop a simple plan for making the improvement (e.g., practicing the correct interviewing technique a few times before the next set of interviews.)

TR 2-21: Instructions for the Triad Activity

- There will be three “rounds” or turns.
- For Round #1, the person holding the “Interviewer” sign interviews the person holding the “Respondent” sign.
- The Respondent answers the questions posed by the Interviewer, while the Interviewer completes a copy of the **TR 2-7: KPC Survey Questionnaire**. The Respondent should sometimes make it a little difficult, giving vague answers or not understanding questions. (However, Respondents should not be too unrealistically difficult.)
- The third member of the triad plays the role of the Supervisor by observing the Interviewer, completing the **TR 2-17: Quality Improvement Checklist**, and checking the Interviewer’s completed **KPC Survey Questionnaire** for errors.
- At the end of Round #1, the Trainer stops the interviews and provides time for the Supervisor to provide to the Interviewer comments and suggestions for improvements using the approach presented in **TR 2-20: Giving Feedback**.
- For Rounds #2 and #3, the triad members shift roles, so that by the end of the three rounds, each participant has had a chance to be the Interviewer, Respondent and Supervisor.

TR 2-22: Taking a Child's Weight



"How To Weigh And Measure Children," I.J. Shorr, U.N., NY, 1988

TR 2-23: Protocol for Taking Weights

- 1. How many people should measure?**
- 2. At what point during the KPC survey should you weigh and measure?**
- 3. What should the mother/caretaker do during the weighing?**
- 4. What should you be doing with the child you are weighing?**
- 5. What should you tell the mother/caretaker?**
- 6. What other things should you be careful about when working with children?**

Steps for Weighing:

- 1. What should you do first?**
- 2. What should you do next?**
- 3. How should you read the scale?**
- 4. How should you record the weight?**
- 5. What is the best way to train people to take weight measurements?**

TR 2-24: Standardization Test Form

TR 2-24: Standardization Test Form										
Measurer's Name _____										
ID <input type="text"/> <input type="text"/>										
Date _____										
Child No.	Weight				Height/Length					
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.
9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.
10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	.
Comments:										
Adapted from: "How to Weigh and Measure Children" I.J. Shorr, UN, New York, 1986										

TR 2-25: Workshop Evaluation

Please circle the numbers which best describe your view of the workshop activities.

1. Did you understand the workshop learning sessions?

Understood very little Understood a fair amount Understood almost everything
1 2 3 4 5

Which were the most difficult learning sessions to understand and why? _____

2. How useful to you were the workshop learning sessions?

Not very useful Somewhat useful Very useful
1 2 3 4 5

Which learning sessions were the most helpful? _____

3. Overall, how satisfied are you with the workshop?

Very dissatisfied Somewhat satisfied Very satisfied
1 2 3 4 5

4. What recommendations would you make to the trainers to improve their training methods?

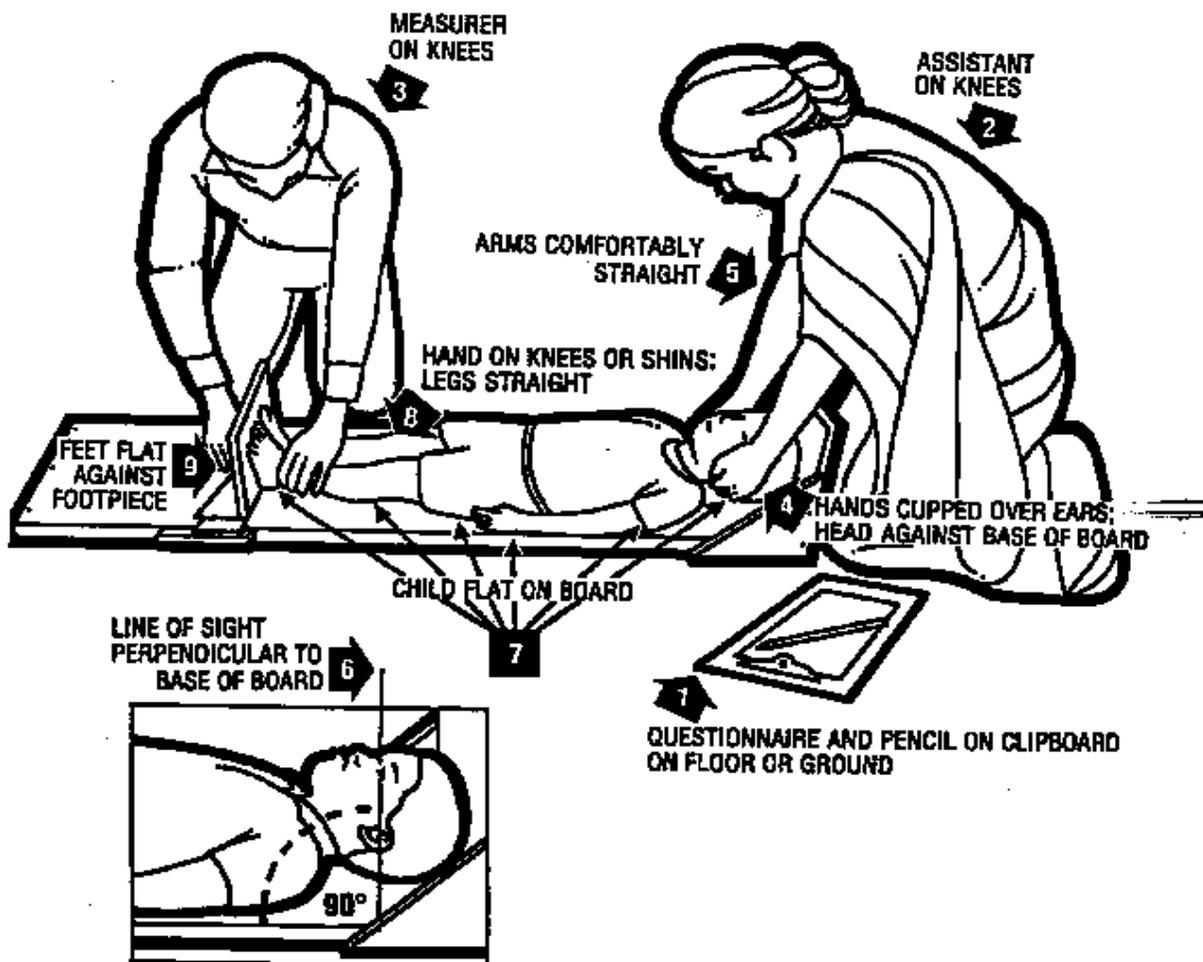
5. Please provide any other comments or suggestions for improving the workshop content, format, or logistics.

Optional

Learning Sessions 14 & 15

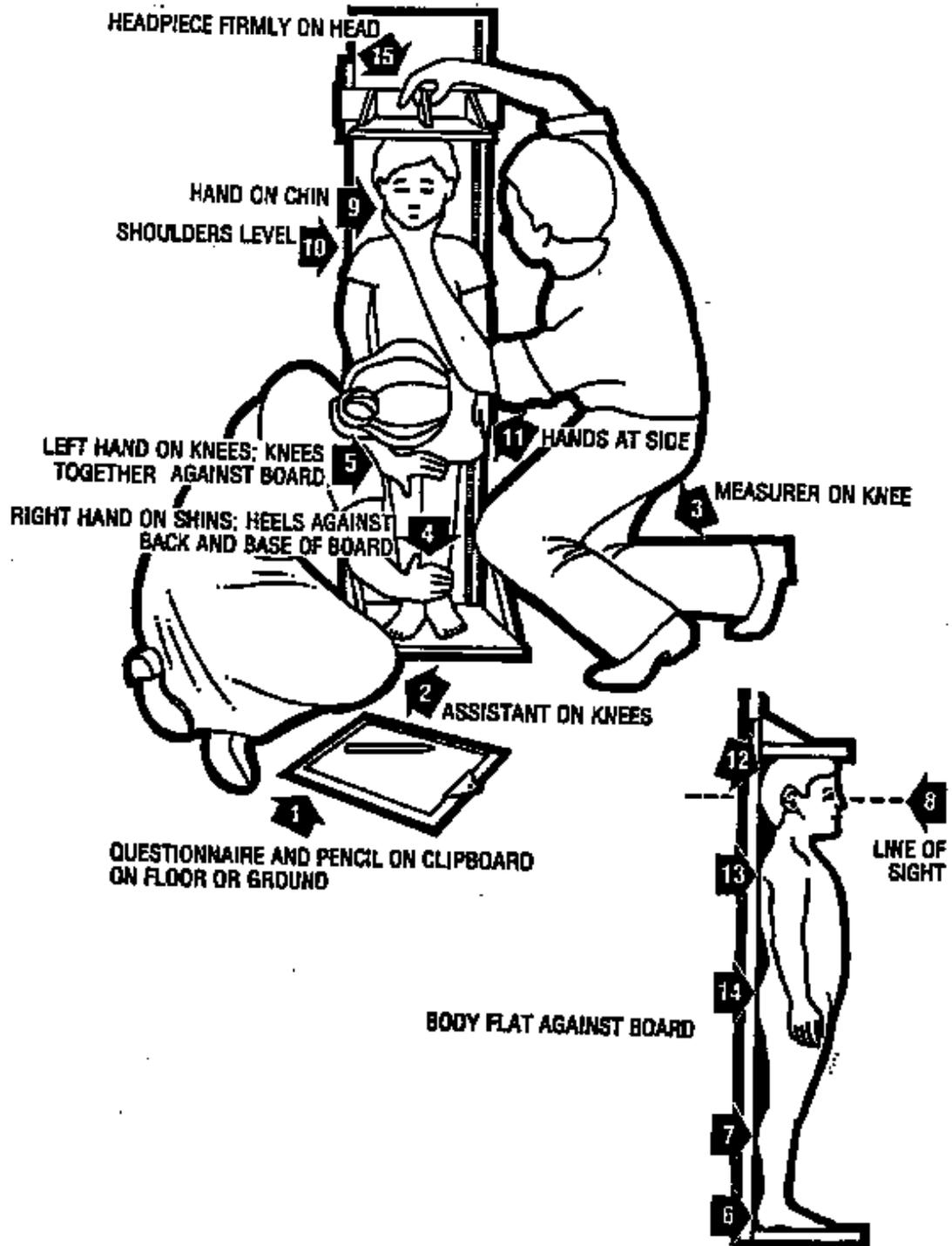
TR 2-26: Diagrams for Length/ Height Measurements

Illustration 2
Child Length Measurement



"How To Weigh And Measure Children," I.J. Shorr, U.N., NY, 1966

Illustration 1
Child Height Measurement



"How To Weigh And Measure Children," I.J. Shorr, U.N., NY, 1986

TR 2-27: Protocol for Length/Height Measurements

- 1. How many people should measure length/height?**
- 2. At what point during the KPC survey should you measure lengths/heights?**
- 3. What should the mother/caretaker be asked to do during the measurements?**
- 4. What should you do with the child you are measuring?**
- 5. What should you tell the mother/caretaker?**
- 6. What other things should you be careful about when working with children?**

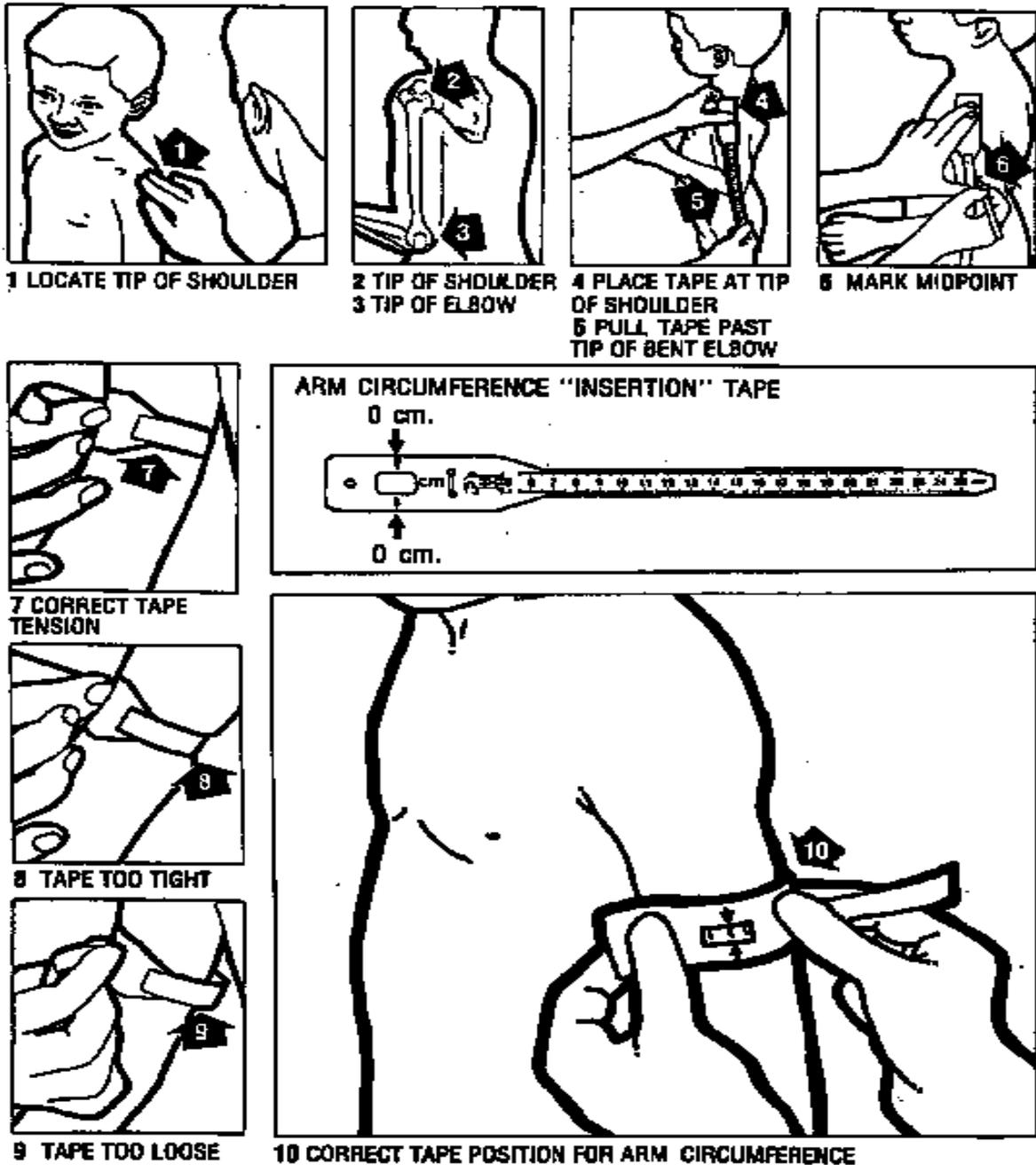
Steps for Length/Height Measurements

- 1. What should you do first?**
- 2. What should you do next?**
- 3. When measuring the height of a child, what parts of the body are placed against the height board?**
- 4. How should the head be positioned?**
- 5. How should you read the board?**
- 6. How should you record length/height?**
- 7. What is the best way to train people to take length/height measurements?**

TR 2-28: Diagrams for MUAC Measurements

Illustration 4

Child Mid-Upper Arm Circumference Measurement



"How To Weigh And Measure Children," I.J. Shorr, U.N., NY, 1986

TR 2-29: Protocol for MUAC Measurements

- 1. How many people should measure?**
- 2. At what point during the KPC survey should you measure MUAC?**
- 3. What should the mother/caretaker be asked to do during the measurements?**
- 4. What should you do with the child you are measuring?**
- 5. What should the Interviewers tell the mother/caretaker?**
- 6. What other things do the Interviewers need to be careful about when working with children?**

Steps for MUAC Measurements:

- 1. Who can be measured with MUAC?**
- 2. What do MUAC measurements mean?**
- 3. What should you check related to the child's nutritional state before taking a MUAC measurement?**
- 4. Where should the tape be placed? How tightly should it be held?**
- 5. How should the tape be read?**
- 6. How should the MUAC measurements be recorded on the KPC Survey Questionnaire?**
- 7. What is the best way to train people to take MUAC measurements?**