

# PURCHASE FOR PROGRESS ENUMERATOR TRAINING MANUAL



Prepared by World Food Programme and  
Management Systems International



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## **ABBREVIATIONS**

M&E: Monitoring and Evaluation

P4P: Purchase for Progress

PDA: Personal Digital Assistant

WFP: World Food Programme

# INTRODUCTION

The World Food Programme's (WFP) Purchase for Progress (P4P) is a pilot programme that integrates WFP's food purchasing power with the technical contributions of other partners to help connect smallholder/low-income farmers to markets and raise their incomes through their participation in agricultural markets. The goal of P4P is to ensure that WFP's significant local procurement of food assistance contributes to a long-term hunger solution by more directly benefiting smallholder/low income farmers. Over the next five years P4P will be piloted in 21 countries in Africa, Latin America and Asia with funding from the Bill and Melinda Gates Foundation (BMGF), the Howard G. Buffett Foundation (HGBF), and the Government of Belgium.

Working principally through Farmer Organisations, P4P is targeting smallholder/low-income farmers who have the opportunity or potential to produce surplus staple commodities for sale. P4P will also target small and medium traders that buy from smallholder/low income farmers and/or their organisations..

WFP has made learning a key priority of P4P, and as such, the programme requires a comprehensive and effective monitoring and evaluation (M&E) system.

An effective and informative M&E system requires good data to support evidence-based learning. The M&E system for P4P relies largely on primary data collected from smallholder farmers, farmer organizations, and small and medium traders. Furthermore, the system requires data on topics such as agricultural production, the economics of agricultural production, marketing of agricultural products, and household income – data that are notoriously difficult to collect.

In this context, the quality of the data collection process becomes critically important to the success of the entire programme. Data collection instruments must be carefully designed and rigorously pretested to ensure that they communicate clearly with intended respondents. The instruments must be faithfully translated into local languages to maintain the precise meaning of the questions. Enumerators must be trained effectively so that they thoroughly understand the questions and responses and can collect accurate data.

This manual outlines a rigorous process for training enumerators to collect the primary data required for the P4P M&E system. Enumerators will learn about effective approaches to collecting data using a variety of techniques. They will review the data collection instruments until they completely understand each question and response. Enumerators will enhance this understanding by employing their knowledge of local agricultural practices and language(s) to help translate the instrument(s) into the local languages. They will practice administering the instruments in both workshop and field settings to hone their interviewing skills and their familiarity with the instruments.

# RESEARCH METHODS

## 1. M&E System

The P4P M&E system defines procedures for systematic learning about project performance during the five-year pilot phase of P4P. It establishes a system for collecting, analyzing, and presenting quantitative and qualitative data to support learning. The system relies on a variety of data collection techniques, including structured interviews, in-depth interviews, and secondary data collection. The sessions in this manual teach enumerators how to effectively utilize each of these techniques. Country Offices are strongly encouraged to follow all the training steps outlined in this manual even if they are working with seasoned enumerators who may have already worked with WFP in other surveys. Given that all 21 pilot countries will adopt the same M&E system, it is important that this will help to ensure that uniformity in the approach to data collection is maintained across the 21 pilot countries.

## 2. Data Collection Instruments

The P4P M&E system employs seven data collection instruments. These include:

- Three structured interview instruments (for farmer organizations, smallholder farmer households, and traders),
- Three case study instruments that will utilize the in-depth interview technique (for the same three target groups), and
- One instrument for collecting secondary data from farmer organizations.

These instruments will be utilized in 21 countries participating in the P4P pilot. To maintain the consistency of data across the 21 countries, and thus facilitate the global analyses necessary to support learning, each country must use the same data collection instruments. Therefore, country offices **must not modify** the questions or response categories of the instruments beyond the adaptations necessary to accommodate the country-specific context.

The common instruments, however, may not address all of the data collection needs of a country office's specific P4P programme. Country offices may, therefore, add questions to the instruments as long as the placement or wording of the questions does not alter the meaning or interpretation of the existing questions or compromise the quality of the data in any other way. The guidelines for adapting instruments to the specific country context are laid out in the Data Collection Guidance manual.

## 3. Enumerator Training

Regardless of how well designed the data collection instruments are, the quality of data collected through surveys depends ultimately on the data collection skills of the enumerators who conduct the interviews. Because it emphasizes learning, the success of the entire P4P programme depends critically on the quality of the data collected for M&E and, therefore, *on the competence, professionalism, and commitment of the enumerators who will collect those data.*

Enumerator training is a crucial element of collecting high quality data. Thorough training ensures that:

1. *Enumerators fully understand the objectives of P4P and of the M&E system.* To be effective, enumerators must understand and accept that high quality data is essential to WFP because without those data, it cannot accomplish its objectives. Enumerators cannot view the data collection exercise as “just a job.” They must become stakeholders in the process as they are invaluable to the success of the programme. The training will familiarize enumerators with the P4P programme objectives and engage them as critical partners in the M&E process.
2. *Enumerators are intimately familiar with the data collection instruments.* If enumerators do not all interpret questions and responses in the same way, and in the way intended by those who designed the data collection instruments, they will each collect different data. Inconsistent data will not meet the M&E needs of the P4P programme and the programme will fail to accomplish its learning objectives. The training process depends on enumerators’ knowledge and experience to help translate the instruments into the local language(s). If all enumerators actively engage in this process, they will develop the understanding necessary to be effective interviewers and data collectors.
3. *Enumerators are effective interviewers and can administer the interviews easily, accurately, consistently, and naturally.* The interviews seek detailed information and will be demanding for both enumerators and respondents. An enumerator who does not succeed in establishing rapport with the respondent, stumbles through the interview, and does not understand the instruments well enough to probe effectively, will not collect good data. Extensive practice will ensure that interviewers develop the skills and comfort with the instruments to be effective.

The training process defined in this manual is extensive and exhaustive. Those unfamiliar with the demands of primary data collection may view the process as *too* extensive. However, the P4P M&E system requires collecting primary data under challenging circumstances. These include asking respondents to recall agricultural production and marketing activities for which most do not keep records, for up to a year in the past; asking for information that some respondents may view as sensitive; and working in remote areas that may impose hardships on enumerators. In addition, while enumerators may have previous experience with WFP’s data collection procedures, an extensive module on income has been incorporated with which enumerators are less likely to be familiar. These challenges to data collection make comprehensive training of enumerators even more crucial. The processes described in this training manual are those developed, and used, by professional survey researchers and academics. They incorporate the rigor necessary to ensure accurate data collection in the challenging circumstances that enumerators will encounter.

## USING THIS MANUAL

The manual contains seven modules that guide the training systematically through familiarizing enumerators with research objectives to detailed training on, and practice with, specific data collection instruments. Each module contains the following sections:

- Why This Module – a brief description of the rationale for the module.
- What’s in This Module – a brief summary of each session contained in the module.
- Sessions – a separate section for each session which includes the following sections:
  - *Learning Objectives* – a summary of the session’s learning objectives.
  - *Methods Used* – a brief summary of the methods used in the session.
  - *Materials* – a list of the materials the trainer needs to conduct the session.
  - *Facilitator Preparation* – notes on what the facilitator needs to prepare before beginning the session.
  - *Facilitator Notes* – notes on things to consider while preparing for, or conducting, the session.
  - *Activity Descriptions* – a detailed description of the process for conducting each component activity within a session.
  - *Session Wrap-Up* – notes on how to conclude the session.
  - *Content Information for Session* – any detailed information, special knowledge, or materials the facilitator needs to conduct the session.

The manual contains suggested times for each activity and session as well as a suggested training schedule. The time required for each activity will vary depending on the number of enumerators to be trained, the skill level of enumerators, the complexity of the instruments, and other factors. Prior to beginning the training, the facilitator/trainer should review the training manual with implementing partners and the WFP country offices in order to adjust the training schedule to suit the context of a particular training. *The suggested times in the training manual represent minimum times required to adequately train enumerators. Facilitators/trainers should resist the temptation to reduce these suggested times.*

The global data collection instruments have been rigorously pretested and should not be altered. Reliable data can only be collected if the instruments’ integrity is maintained. The training may reveal problems with the data collection instruments in a particular context, but adaptation of the global instruments is restricted to customizing terms or concepts to suit a particular country or translation. Trainers should take particular care during translation to retain the exact meaning of the original questions and responses. The data collection manuals provided with the instruments provides detailed descriptions of each question.

## PREPARING FOR THE TRAINING

P4P is a complex programme and detailed discussion of its intricacies is beyond the scope and purpose of this manual. Country office staff need to thoroughly brief facilitators/trainers prior to conducting the training to familiarize them with the objectives of P4P and of the M&E system. Country office staff should also attend the sessions that review programme objectives so they are prepared to answer questions.

Prior to conducting the training, country office staff/training teams should develop and/or reproduce the [Enumerator Reference Materials](#) listed in Annex 1.

## SUGGESTED TRAINING SCHEDULE

| <b>DAY 1</b>                                                                             | <b>Time Allotment</b>                                       |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <b>Module and Session</b>                                                                |                                                             |
| <b>Module 1: Introduction</b>                                                            |                                                             |
| <b>Session:</b> Introduction and Icebreaker                                              | 40 minutes                                                  |
| <b>Session:</b> Objectives, Expectations and Ground Rules                                | 40 minutes                                                  |
| <b>Session:</b> Training Activities and Agenda                                           | 40 minutes                                                  |
| <b>Module 2: Programme Objective, M&amp;E Objectives, and the Role of the Enumerator</b> |                                                             |
| <b>Session:</b> WFP Programme Objectives                                                 | 15 minutes                                                  |
| <b>Session:</b> P4P M&E Objectives and Components                                        | 30 minutes                                                  |
| <b>Session:</b> Role and Contribution of the Enumerator                                  | 1 hour                                                      |
| <b>Module 3: Good Enumerator Habits and Effective Data Collection Techniques</b>         |                                                             |
| <b>Session:</b> Good Enumerator Habits                                                   | 45 minutes                                                  |
| <b>Session:</b> Effective Data Collection Techniques                                     | 3 hours 30 minutes                                          |
| <b>DAY 2 – 4</b>                                                                         | <b>Time Allotment</b>                                       |
| <b>Module 4: Review and Translation of Data Collection Instruments</b>                   |                                                             |
| <b>Session:</b> Review and Translation of Data Collection Instruments                    | 3 days                                                      |
| <b>DAY 5 – 8</b>                                                                         | <b>Time Allotment</b>                                       |
| <b>Module 5: Workshop Setting: Practice Using Data Collection Instruments</b>            |                                                             |
| <b>Session:</b> Practice Using the Data Collections Instruments in Workshop Setting      | 2 ½ days (including 2 days practice for each instrument)    |
| <b>DAY 9 – 12</b>                                                                        | <b>Time Allotment</b>                                       |
| <b>Module 6: Field Setting: Practice Using Data Collection Instruments</b>               |                                                             |
| <b>Session:</b> Practice Using Data Collection Instruments in a Field Setting            | 2 days (per instrument) plus additional ½ days as necessary |
| <b>Module 7: Enumerators Terms of Reference and Data Collection Assignments</b>          |                                                             |
| <b>Session:</b> Final Instructions to Enumerators                                        | 4 hours                                                     |

*The training schedule can be reorganized but Country Offices are strongly urged to maintain all the activities as described.*

# Module 1: Introduction

## Why This Module?

The **Introduction** module provides enumerators and trainer(s) an opportunity to become acquainted with one another and to establish the trust necessary to form a productive working relationship. It also reviews the process and goals of the ***World Food Programme: Enumerator Training***. This module helps to instill a sense of ownership among all of the research stakeholders; as such, it encourages enumerators to share their expectations of the data collection process and learn about the goals and objectives of the enumerator training. In addition, participants gain an understanding of what is expected of them in their capacity as enumerators.

## What's in This Module?

### ***Session 1: Introduction and Icebreaker (40 minutes)***

This session welcomes enumerators to the training and introduces them to one another and to the trainer(s). Enumerators interview each other, learn the meaning of each other's names, and express their expectations of the training exercise.

### ***Session 2: Expectations and Ground Rules (40 minutes)***

Discuss enumerators' expectations and compare them with the goals and objectives of the enumerator training. As a group, establish ground rules to be followed throughout the training.

### ***Session 3: Training Activities and Agenda (40 minutes)***

This session describes the training process to enumerators. It reviews the sequence of training activities in which they will engage and presents an agenda that specifies the schedule of activities during the training exercise.

## *Session 1: Introduction and Ice Breaker*

**Time: 40 minutes**

### **Learning Objectives:**

By the end of this session, enumerators will be able to:

1. Recall one thing about fellow enumerators,
2. Address all of the enumerators by their preferred name, and
3. State what they like about working with people in the social development sector

### **Methods Used:**

1. Interviews
2. Individual presentations

### **Materials:**

- Chalkboard or flipchart
- Chalk or markers, pens, or pencils
- **Enumerator Reference Materials**

### **Facilitator Preparation:**

1. Write and post the following so that they are easily visible for reference:
  - a. Daily Agenda (logistics of the day and sessions)
  - b. Session Objectives
2. Make copies of the **Enumerator Reference Materials**, one for each enumerator.

### **Facilitator Notes:**

P4P pilots and the accompanying M&E will be implemented in a wide range of social, religious and cultural contexts. Good data collection depends on having a competent and motivated cadre of enumerators.

In many cases, enumerators include a mixture of WFP's partner staff, hired individuals and WFP staff. It is important for facilitators/trainers to instill in all enumerators the sense that their role in the data collection is important and *valued*.

Establishing good rapport between facilitators and enumerators, and amongst enumerators, is important so as to ensure that a learning environment is fostered from the outset. The insights and feedback of the enumerators will be invaluable to the process of preparation for field work, ensuring that potential hindrances to the data collection can be identified and addressed in advance.

The following exercises will help to build group cohesion and foster a sense of shared responsibility and commitment.

1. In most cultures, names are important and usually have a history behind them. Enumerators might also have a name they prefer, which is different from their official name. By honoring enumerators' names and the person who named them and asking them what they prefer to be called, you acknowledge their identity.
2. Determine how comfortable men and women are interacting together. Depending on the cultural context, women might want to interview only women and men might want to interview only men, especially at the beginning of the training. Trainers may find it useful to ask the groups to nominate one woman and one man to speak to cultural norms. Facilitators should also talk to these individuals separately and away from the group to determine such norms.
3. Although everyone has a right to pass, it is very important that every person participate in this initial session. The first session helps to establish trust and respect that will be used throughout the training. Enumerators might or might not be used to mixed-sex groupings or working together. The purpose of the **Introduction** is for enumerators to get to know each other and to begin establishing trust.

### ***Activity 1: Introductions (40 minutes)***

1. Welcome all the enumerators, introduce yourself and all of the people involved in the workshop.
2. Distribute blank notebooks, pens and pencils to be used throughout the training.
3. Distribute the **Enumerator Reference Materials**. Explain that the **Enumerator Reference Materials** contain the data collection instruments. Ask enumerators to bring the **Enumerator Reference Materials** to each session.
4. Ask enumerators to form a circle. Ask them:
  - To state their name and relation to family and/or clan as appropriate,
  - To share something unique about themselves, and
  - To share their favorite aspect of their area of work responsibility
5. Summarize the answers; point out the commonalities among the enumerators while highlighting the positive aspects of working with people from the food and agricultural business.

### **Session Wrap-Up:**

1. Remind enumerators to call each other by their preferred names.
2. Acknowledge the talent and skills that the enumerators bring with them to the training and emphasize that the training will enable them to build on those strengths and gain new skills.
3. Review some of the different experiences the enumerators have working with people from the food and agricultural business and emphasize how enumerators can learn from one another.

## *Session 2: Objectives, Expectations & Ground Rules*

**Time: 40 minutes**

### **Learning Objectives:**

By the end of the session, participants will be able to:

1. Explain the objectives of the WFP and the enumerator training,
2. Compare their expectations with the objectives of the enumerator training, and
3. State the ground rules for the training.

### **Method Used:**

1. Group discussion

### **Materials:**

- Chalkboard or flipchart
- Chalk or markers
- Notebooks
- **Enumerator Reference Materials**

### **Facilitator Preparation:**

1. Write the Objectives of the session on the flipchart paper or chalkboard.
2. Set up a parking lot for issues to be explored further or as a follow-up after the session by writing “Parking Lot Issues” on the far side of the chalkboard or on a piece of flipchart paper posted on a side wall.

### **Facilitator Notes:**

1. It is important to let enumerators discuss their expectations and establish their own ground rules; acknowledging enumerators needs/desires and recognizing their valuable contribution to the process helps establish buy-in and ownership. It is a good idea to compare and contrast their expectations to the goals and objectives of the WFP because enumerators may come in with false or unrealistic expectations. It is also a good idea to clear up any misconceptions related to WFP’s M&E expectations in the beginning, so that all of the enumerators know why they are there and what is expected of them. You (as a trainer) and the people in charge of logistics should also participate in these Introduction activities to express your own expectations and to ensure that you are seen as part of the group.
2. Keep the ground rules posted somewhere where they can be seen throughout the training. Refer back to them when necessary.

### **Activity 1: Training Objectives and Expectations (25 minutes)**

1. Ask enumerators to form groups of two or three. Ask them to write the answers to the following questions in their notebooks:
  - What are your expectations of the WFP Enumerator Training?
  - What are some of the issues concerning agricultural practices or farmers' access to markets that you see in your community?
2. After everyone has had an opportunity to answer the questions, come back together as a group and form a circle.
3. In the circle, have enumerators share their answers. Everyone should have a chance to share. If the answers are the same, ask if someone has anything to share that has not already been mentioned.
4. Make connections between the enumerators' expectations and the WFP training objectives.

### **Activity 2: Ground Rules (15 minutes)**

1. Explain that the enumerators should develop their own ground rules.
2. Ask enumerators to state ground rules for the training. If they have left anything out, use the **Suggested Ground Rules** in the **Content Information for Session** to propose additional rules.

### **Session Wrap-Up:**

1. Congratulate enumerators on being part of a WFP Enumerator Team and stress that you hope that the training will be interesting and participatory. Remind them that they bring specialized knowledge and experience to the training and that you look forward to hearing more from each individual.
2. Remind everyone to call participants by their preferred name.
3. Remind enumerators to follow the ground rules throughout the training.
4. Reiterate that, as WFP Enumerators collecting information from farmers and others working in the food and agricultural industry, the enumerators play an important role in the WFP programme and in helping address issues of farmers' access to markets or agricultural practices in the country.

### **Content Information for Session:**

#### ***Suggested Ground Rules***

1. *Time:* What are the expectations regarding time (such as starting and ending on time)?
2. *Roles:* What is expected of the enumerators? What is expected of the trainer(s)?
3. *Respect for others:* How is respect shown in this culture and context? How can disrespect be avoided?
  - Respect others' right to talk and avoid side conversations while others are talking.

4. *Participation*: Who is expected to participate? How can the trainer(s) provide equal opportunities for everyone to participate? It is important that all enumerators actively participate in the training. Only through active participation will enumerators gain the comprehensive understanding of the subject required for the work and feel that they are stakeholders in the process. Each enumerator also brings valuable experience to the exercise and can't share this information without participating in the training.
  - Self-monitor. If someone is talking too much or dominates the group, remind him or her that some people may require more time and that sometimes it may take a few minutes to process thoughts before speaking.
  - Listen with an open mind. Do not judge others on what they say through comments or body language.
  - Engage in dialogue. It is okay to disagree with what someone says but always do so in a non-confrontational and non-judgmental manner. Begin with "I understand and respect your point, but I happen to disagree because of ...".
5. *Confidentiality*: Some of the subjects in the sessions will involve stories or case studies of farmers. Neither the trainers nor the enumerators should ever mention the subjects of these stories or case studies by name. What is discussed in the training should not be repeated outside the group.

### ***Session 3: Training Activities and Agenda***

**Time: 40 minutes**

#### **Learning Objectives:**

By the end of this session, enumerators will understand:

1. The various activities in which they will engage during the training, and
2. How they will be spending their time during the training programme.

#### **Methods Used:**

1. Presentation

#### **Materials:**

- Chalkboard or flipchart
- Chalk or markers, pens, or pencils

#### **Facilitator Preparation:**

1. Write and post an outline of the training manual showing the modules, sessions, and activities.

2. Write and post an agenda for the entire training showing the modules, sessions, and activities for each day of the training.

### **Facilitator Notes:**

1. Be brief at this stage. Provide enough information so that enumerators understand the objectives and importance of each module and its component activities, and how the activities contribute to their skills and the data collection process.
2. Present the agenda to show enumerators how their time will be structured during the training.

### ***Activity 1: Training Activities (30 minutes)***

1. Post the outline of the training programme.
2. Briefly review each module, session, and activity by describing its objectives, importance, and the roles in the training programme.

### ***Activity 2: Agenda (10 minutes)***

1. Post the agenda.
2. Review the agenda with an emphasis on how the enumerators' time will be spent during the training.

## **Module 2: P4P Objectives, P4P M&E Objectives and Key Components, and the Role and Contribution of the Enumerator**

### **Why This Module?**

The **P4P Objectives, P4P M&E Objectives, and the Role and Contribution of the Enumerator** module provides enumerators with an understanding of the objectives of WFP's P4P programme, the purpose and objectives of the programme's M&E system, and the role of the enumerator as well as what is expected of enumerators.

### **What's in This Module?**

#### ***Session 1: P4P Objectives (15 minutes)***

This session explains to enumerators the purpose of the P4P programme.

#### ***Session 2: P4P M&E Objectives and Key Components (30 minutes)***

This session explains the objectives of the P4P M&E system and emphasizes the critical role of M&E in helping WFP assess the quality and impact of its work and to support strategic decision making.

#### ***Session 3: The Role and Contribution of the Enumerator (1 hour)***

This session explains to the enumerators how their work contributes to the M&E system and supports the P4P programme. It emphasizes the importance of the enumerators' duties and how they are expected to undertake those duties.

## ***Session 1: P4P Objectives***

**Time: 15 minutes**

### **Learning Objectives:**

By the end of this session, enumerators will be able to:

1. State the strategic objectives of P4P in their country.

### **Methods Used:**

1. Presentation

### **Materials:**

- Chalkboard or flipchart

### **Facilitator Preparation:**

1. Write and post the strategic objectives of P4P that relate to the Enumerator Training.

### **Facilitator Notes:**

1. The P4P programme is complex and each country implements P4P in a slightly different way with different objectives. It will be best to have a WFP P4P staff member participate in this session, either as a presenter or as a resource person to brief the trainer(s) and/or answer enumerators' questions.
2. Present the P4P objectives that relate to the Enumerator Training.

### ***Activity 1: Introductions (15 minutes)***

1. Explain to Enumerators the strategic objectives of the P4P programme for which they will be collecting data.
2. Ask if enumerators have questions about the strategic objectives.

### **Session Wrap-Up:**

1. Summarize the key objectives of the P4P programme.

### **Content Information for Session:**

P4P is a complex programme and WFP country offices need to thoroughly brief the trainer(s) on P4P objectives (both global and country-specific) prior to the training. The following brief summary of P4P Objectives provides only an outline. Trainers will need to elaborate based on their knowledge of the programme.

The Global logframe rationalizes the P4P objectives in the following way:

1. Objective 1: deals with all issues of lessons learnt and best practices.  
To learn how WFP can best use its local purchase of foods in developing countries to improve the welfare of smallholder/low income farmers and address the causes of hunger at their source and to disseminate the lessons learned to other agricultural development stakeholders to further promote smallholder agricultural development WFP will use a number of methods to purchase from smallholder/low income farmer organizations. The M&E system needs to collect the data necessary to determine which of these methods work best to
  - (a) build the capacity of farmer organizations to market their members' produce at remunerative prices,
  - (b) provide farmers with incentives to increase production and quality,
  - (c) sustainably engage smallholder farmers in markets, and
  - (d) improve the livelihoods of smallholder/low income farmers.
  
2. Objective 2: addresses capacity building of smallholder/low income farmers (and the traders in cases where the pilot is addressing this group).  
To accomplish this objective, the WFP believes it is necessary to:
  - (a) increase smallholder farmers' production of commodities by addressing constraints to productivity and providing incentives for investment in agriculture, and
  - (b) to improve access to markets that pay smallholder farmers a remunerative price for what they produce.
  
3. Objective 3: addresses issues of raising income of farmers and increased sales to WFP and others.  
This objective tests different ways to use WFP's purchasing power in local markets to benefit smallholder/low income farmers by increasing their production, encouraging and supporting sustainable market engagement, and ultimately increasing their incomes.
  
4. Objective 4: addresses the internal change required within WFP.  
WFP will transform its procurement practices to incorporate best practices for procurement and market development identified through the P4P programme

Each country will also have its own country-specific aspects of P4P and should brief enumerators on these prior to the training.

## *Session 2: P4P M&E Objectives and Key Components*

**Time: 30 minutes**

### **Learning Objectives:**

By the end of this session, enumerators will be able to:

1. State the objectives and activities of the P4P M&E system.

### **Methods Used:**

1. Presentation

### **Materials:**

- Chalkboard or flipchart

### **Facilitator Preparation:**

1. Write and post the objectives of the P4P M&E system that relate to the Enumerator Training.
2. Write and post the key components of the P4P M&E system.

### **Facilitator Notes:**

1. The P4P programme is complex and each country implements P4P in a slightly different manner and with different objectives. It will be best to have a WFP P4P staff member participate in this session, either as a presenter or as a resource person to brief the trainer(s) and/or answer enumerators' questions.
2. Present the objectives of the P4P M&E system that relate to the Enumerator Training.
3. Present the key components of the P4P M&E system.

### **Activity 1: M&E Objectives (10 minutes)**

1. Explain to Enumerators the objectives of the P4P programme for which they will be collecting data.
2. Ask enumerators if they have questions about the objectives.

### **Activity 2: Key M&E Components (20 minutes)**

1. Explain to Enumerators the key components of the P4P M&E System for which they will be collecting data.
2. Ask if there are questions about the key components of the P4P M&E System.

### **Session Wrap-Up:**

1. Summarize the key objectives of the P4P M&E System.
2. Summarize the key components of the P4P M&E System.

## Content Information for Session:

### 1. Key P4P M&E Objectives Include:

- *Learning:* The primary objective of P4P is to identify best practices for procurement and market development that will promote increased agricultural production and access to markets for smallholder farmers. Learning requires an emphasis on effective M&E. The list below contains examples of questions the M&E system is designed to answer:
  - Is P4P effective in building the capacity of farmer organizations to sustainably engage in markets to sell their members' produce?
  - Is it an effective way to engage smallholder/low income farmers in markets?
  - Is it effective in increasing incomes for smallholder farmers?
  - Is it more or less effective than WFP's standard Local and Regional Procurement practices?
  - What aspects of P4P are working as expected? Why are they working?
  - What aspects are not working as expected? Why are they not working and what adjustments are necessary?
  - Has P4P had any unexpected (positive or negative) effects?
- *Project management:* Collecting the data necessary to track project/programme progress and performance. These data will contribute to project management.

### 2. Key P4P M&E Components:

- A logical framework that specifies goal, outcomes, outputs, activities, and indicators, to determine 1) programme impacts and 2) whether outcomes and outputs are being achieved.
- Data collection procedures and strategies include:
  - Establishing a baseline,
  - Annual monitoring of programme progress, and
  - Mid-term and final evaluations of programme performance and impacts.
- Data collection instruments that collect the quantitative and qualitative data required to measure project/programme performance and monitor progress. These include:
  - Instruments to collect data from smallholder farmers, farmer organizations, and traders through structured interviews.

- Instruments to collect data from smallholder farmers, farmer organizations, and traders through in-depth interviews.
- Instruments to collect data from farmer organization records.
- A plan for analyzing data to extract lessons learned, support learning, and enable effective project/programme management.
- A plan for disseminating lessons learned to a broad community of agricultural development stakeholders.

### *Session 3: The Role and Contribution of Enumerators*

**Time: 1 hour**

#### **Learning Objectives:**

By the end of this session, enumerators will be able to:

1. State their key duties as enumerators,
2. Explain the importance of their contribution to the overall success of the P4P programme, and
3. Describe how they are expected to undertake their duties.

#### **Methods Used:**

1. Presentation
2. Group discussion

#### **Materials:**

- Chalkboard or flipchart
- Chalk or markers
- Notebooks
- [Enumerator Reference Materials](#)

#### **Facilitator Preparation:**

1. Write and post the duties of the enumerators using the **Main Duties of the Enumerator** section in the **Content Information for Session** as a guide.
2. Write and post the importance of enumerators' contribution to the overall success of P4P. In particular, emphasize that the enumerators are an equally important and critical part of a learning chain. Process begins with design, moves to data collection (**enumerators**), data entry, data cleaning and analysis, report writing, sharing of results and review of practice based on this.

If the data collected from the field is not reliable, then our “learning” is compromised and we will make wrong judgments about our progress or lack of progress

3. Write and post how enumerators are expected to undertake their duties.

### **Facilitator Notes:**

1. Engage enumerators in a discussion of how their work contributes to the over-all success of P4P.
2. Encourage enumerators to discuss how they are expected to undertake their duties.

### **Activity 1: The Main Duties of the Enumerator (15 minutes)**

1. Describe the main duties of enumerator.
2. Ask enumerators if they have questions about their duties.

### **Activity 2: The Importance of the Enumerator to the Success of P4P (25 minutes)**

1. Ask the enumerators to form a circle. Ask them:
  - To share: 1) why they believe their data collection is important, 2) how they believe it will be used by WFP staff, 3) how they think it will be used to benefit small farmers, and 4) how they believe it will contribute to farmers’ access to markets and agricultural practices in the country.
2. Summarize their answers and ask if they have left anything out. Use the **Importance of the Enumerator to the Success of the WFP Programme** section in the **Content Information for Session** to add any other important rules.

### **Activity 3: How Enumerators Are Expected to Undertake Their Duties (20 minutes)**

1. Ask enumerators to form a circle. Ask enumerators:
  - To share what they believe is expected of them in undertaking their duties.
2. Summarize their answers and ask if they have left anything out. Use the **How Enumerators are Expected to Undertake their Duties** section in the **Content Information for Session** to add any other important rules.

### **Session Wrap-Up:**

1. Summarize the main duties of enumerators.
2. Summarize the importance of enumerators to the data collection process and to the objectives of the P4P M&E System.
3. Summarize the expectations of enumerators as they perform their duties.

## **Content Information for Session:**

### **1. The Main Duties of the Enumerator are to:**

- Understand the objectives of P4P,
- Understand the objectives of the P4P M&E System,
- Collect and record data as accurately as possible,
- Represent WFP in a professional and courteous manner at all times,
- Understand and follow the Terms of Reference for enumerators,
- Complete data collection instruments as instructed,
- Hand in assignments on time and complete, and
- Report all problems to the supervisor.

### **2. Importance of the Enumerator to the Success of P4P.**

M&E of P4P benefits the key stakeholders in the following ways:

- M&E is critical to support the learning objective of P4P. Project managers will rely on accurate and detailed M&E data to understand how and why P4P is, and is not, working and the best way to use WFP influence to benefit smallholder farmers.
- P4P project managers and implementing partners need reliable M&E information to improve project management. By monitoring progress against defined targets, a project manager can assess what is, and is not, working and determine what changes need be made.
- Local government and Ministries rely on information from the M&E system to help them make strategic and evidence-based decisions about policy, legislation, and programme support.
- The food and agricultural industry, including farmers, benefits from high quality, reliable, and relevant information because it permits them to use empirical evidence to make decisions that affect their lives. The feedback and information they provide to the project also affects program design and activities.

### **3. How Enumerators are Expected to Undertake Their Duties:**

- Respect interviewees,
- Accurately record and report information,
- Submit reports and documents on time,
- Communicate with the supervisors if there are issues or concerns, and
- Ensure to maintain their health and safety.

## **Module 3: Good Enumerator Habits and Effective Data Collection Techniques**

### **Why This Module?**

This module provides enumerators the knowledge and skills they need to collect high quality and accurate data.

### **What's in This Module?**

*Session 1 Good Enumerator Habits and Effective Data Collection Techniques (3 hours 30 minutes)*

In this session enumerators begin to master the knowledge and techniques they need to be effective enumerators.

### *Session 1: Good Enumerator Habits and Effective Data Collection Techniques*

**Time: 3 hours 30 minutes**

### **Learning Objectives:**

By the end of this session, enumerators will be able to demonstrate good enumerator habits and data collection techniques.

### **Methods Used:**

1. Presentation
2. Group discussion

### **Materials:**

- Flipchart
- Chart stand
- Markers
- Items for proportional piling (e.g., beans, stones)
- Card with pie chart for proportional piling

### **Facilitator Preparation:**

1. Write and post the list of good enumerator habits.
2. Write and post the list of the data collection techniques that will be covered and key elements of each.

## **Facilitator Notes:**

1. Engage enumerators in a thorough review of each of the data collection techniques. Consider that the enumerators' understanding of each data collection technique will improve over time. This review is a crucial first step in the process. When applicable (e.g., probing and proportional piling), have enumerators practice applying the techniques.
2. It is critical that all enumerators actively participate in the discussion (and practice) of each of the data collection techniques.

### ***Activity 1: Good Enumerator Habits (30 minutes)***

1. Post the list of good enumerator habits on the wall (**Good Enumerator Habits** section in the **Content Information for Session**).
2. Review the list with enumerators and ask enumerators to discuss the key elements or points under each of the habits. Note the main issues under each habit that the enumerators raise in the discussion. Make sure enumerators raise and discuss all of the key elements during the discussion.

### ***Activity 2: Effective Data Collection Techniques: Structured Interview (45 minutes)***

1. Post the list of good techniques for structured interviews on the wall (**Effective Data Collection Techniques for the Structured Interview** section in the **Content Information for Session**).
2. Review the key elements with enumerators and ask enumerators to discuss the key elements or points of effective data collection techniques for structured interviews. Note the main points enumerators raise under each technique. Make sure the discussion covers all of the key elements.

### ***Activity 3: Effective Data Collection Techniques: In-depth Interview (45 minutes)***

1. Post the list of good techniques for in-depth interviews on the wall (**Effective Data Collection Techniques for the In-Depth Interview** section in the **Content Information for Session**).
2. Review the key elements of effective data collection techniques with enumerators and them to discuss the key elements or points of in-depth interviews. Record the main points mentioned under each technique. Make sure all of the key elements are raised during the discussion.

### ***Activity 3: Effective Data Collection Techniques: Proportional Piling (30 minutes)***

1. Post a summary of the proportional piling technique drawn from **Effective data Collection Techniques for Proportional Piling** section in the **Content Information for Session**.
2. Describe proportional piling, when it is useful and how it is applied.
3. Demonstrate proportional piling and have enumerators practice the technique.
4. Ask enumerators to discuss the key elements or points involved in using proportional piling. Record the main points mentioned and make sure all the key elements are raised during the discussion.

### ***Activity 3: Effective Data Collection Techniques: Probing to Draw Information from Respondents in an Indirect Way (30 minutes)***

1. Post the list of good probing techniques on the wall (**Effective Data Collection Techniques for Probing to Draw Information from Respondents in an Indirect Way** section in the **Content Information for Session**).
2. Ask enumerators to discuss the key elements or points of effective probing. Record the main points enumerators mention and make sure they raise and discuss all of the key elements of the technique.

### ***Activity 4: Effective Data Collection Techniques: Secondary Data Collection (30 minutes)***

1. Post the list of good secondary data collection techniques on the wall (**Effective Data Collection Techniques for Secondary Data Collection/Transcribing Data from Records** section in the **Content Information for Session**).
2. Ask enumerators to discuss the key components involved in effective secondary data collection. Record the main points mentioned and make sure enumerators raise and discuss all of the key elements.

### ***Session Wrap-Up:***

1. Summarize the habits of a good enumerator.
2. Summarize the different data collection techniques and the key points in implementing each technique effectively.

### ***Content Information for Session:***

#### ***Activity 1: Good Enumerator Habits***

1. Prepare for the interview. Be intimately familiar with the data collection technique or instrument. Review any background materials in advance to prepare for the interview.
2. Be on time to all data collection sessions.

3. Be respectful and courteous to respondents.
4. Communicate with your supervisor.
5. Turn in assignments that are accurate, complete, and on time.

## **Activity 2: Effective Data Collection Techniques for the Structured Interview**<sup>1</sup>

The key skills needed by the enumerator to conduct a structured interview include:

- Ensuring that biases do not affect the data collection process (cultural, social, economic, ethic, religious, and/or gender), and
- Being a good listener and recording what is being said.

This technique will be used for the farmer organisation, trader, and smallholder farmers surveys.

### **Tips for enumerators to consider when conducting structured interviews include:**

1. *Introduction:* The enumerator begins the interview by introducing himself or herself and the WFP study. The introduction begins the process of building a positive rapport with the respondent. The introductory statement is presented in the beginning of the data collection instrument. The enumerator should:
  - Conduct the interview in a semi-private area where the respondent will be comfortable answering questions;
  - Identify himself/herself, WFP, the purpose of data collection, the use of the information, and the interview process;
  - Tell the respondent that he/she has a right to anonymity and confidentiality, a right to choose not to participate in the data collection process, and a right to refuse to answer any particular question; and
  - Ask the respondent if he/she has any questions before beginning the interview.
2. *Building rapport:* Rapport is the feeling of being comfortable with someone and trusting them. The enumerator should work to put the respondent at ease by: (1) being an active listener and (2) watching and responding in kind to the respondent's body language and physiology, including facial expressions, gestures, and the quality and type of movements.
3. *Asking the questions:*
  - Follow the data collection protocol exactly: even slight variations in wording may affect responses.
  - Ask all questions.

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<sup>1</sup> Based on the published work of Sabine Oishi Mertens "How to conduct in-person Interviews for Surveys" 2003; UNESCAP 2004; Oxford University Press. Structured Interviewing and Questionnaires (no date)

- Ask questions exactly as worded.
  - Never assume or anticipate responses.
  - Be patient and let the respondent finish.
  - Ask all questions in a positive manner.
4. *Listening to and encourage the respondent to talk.* This means:<sup>2</sup>
- Giving space for long answers, making encouraging noises.
  - Not answering back when a respondent is provocative, but accepting what they say.
  - Not making verbal judgments about what people tell you.
  - Recording answers even if you think they are incorrect.
  - Responding to questions (if asked) at the end of the interview.
  - Continuing to listen even if you don't understand (ask for clarification during a break in the conversation using wording such as “could you please tell me more about...”).
  - Probing that indicates engagement with what the respondent is saying and encourages the respondent to explain their answer in more detail.
  - Downplaying status differences verbally as well as through body language.
  - Using body language that does not appear judgmental or exposes any negative feelings (for example, don't cross your arms).
  - Using body language that signals interest (focus on the interviewee, maintain eye contact if culturally appropriate, nod, smile, sit upright, stay alert, and engage).
  - Although the enumerators should encourage the respondent to talk, there needs to be a careful balance with moving the interview along in a timely manner.
5. *Recording the answers:* Ask and record answers to all questions. Use insightful probing when necessary to identify the appropriate pre-coded responses or, in the case of open-ended questions, write the exact wording used by the respondent.
6. *Prompting:* Follow the data collection protocol for each question such as suggesting possible answers, showing cards, or using proportional piling.
7. *Ending the interview by:*
- Thanking the respondent for his or her time.
  - Asking if the respondent has any questions.
  - Addressing any questions raised.
8. *Review:* Upon leaving the respondent, locate a place where you can review the questionnaire to ensure that you have not missed anything. If you missed a

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<sup>2</sup> Most of this section is copied in its entirety from the “Good and Bad Listening Handout” that was published by Research Consortium on Educational Outcomes and Poverty.

question or are uncertain of a response, return and complete or correct the instrument immediately. If this is not possible, tell your supervisor immediately.

Note that when using a PDA, you will be prompted to address any questions you might have left out. The PDA will not allow you to save until this is done.

### **Activity 3: Effective Data Collection Techniques for an In-depth Open-ended Interview<sup>3</sup>**

An *in-depth interview* is an open-ended, discovery-oriented approach to collecting information. The interview aims to explore respondents' points of view. *Open-ended questions* are worded so that respondents have the opportunity to talk about an issue. The key skills needed by the enumerator to ask open-end questions include:

- Being a good listener and recording what is being said,
- Being flexible and open minded and letting the respondent answer questions in the manner he/she deems most appropriate,
- Being patient and letting the respondent explore and complete his/her thoughts on the question posed, and
- Not allowing your own biases to affect the data collection process (cultural, social, economic, ethic, religious, and/or gender).

This technique will be used for case studies. The technique will also be incorporated into some of the structured interviews as well.

#### **Tips that enumerators need to consider when conducting in-depth interviews include:**

1. *Introduction:* The enumerator begins the interview by introducing himself or herself and the WFP study. The introduction is critical to begin to build a positive rapport with the respondent and will affect the tone of the rest of the interview. The introductory statement is presented in the beginning of the data collection instrument. The enumerator should:
  - Conduct the interview in a semi-private area where the respondent will be comfortable answering questions.
  - Identify himself/herself, WFP, the purpose of data collection and use of the information, and the interview process.
  - Tell the respondent that he/she has a right to anonymity and confidentiality, a right to choose not to participate in the data collection

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<sup>3</sup> Inspired by the published work of Lisa Guion in “Conducting an In-depth Interview” (website 2009); Sabine Oishi Mertens “How to conduct in-person Interviews for Surveys” 2003; UNESCAP 2004; Oxford University Press. Structured Interviewing and Questionnaires (no date).

process, and a right to refuse to answer a question if answering it would make him/her uncomfortable.

- Ask the respondent if he/she has any questions before beginning.
2. *Building rapport*: Rapport is that feeling of being comfortable with someone and trusting them. The enumerator should work to put the respondent at ease by being an active listener and by watching and responding in kind to the respondent's body language and physiology including facial expressions, gestures, and the quality and type of movements.
  3. *Listen*: The enumerators' role is to listen and observe as he/she guides the respondent through the interview until the entire the data collection instrument has been completed. The key skills that the enumerator needs to master include:
    - *Active listening*. Listen and rephrase what was said to ensure that you completely understand the respondent's intended meaning.
    - *Patience*. Do not rush the respondent. Allow him/her to speak freely while guiding the conversation to cover important issues.
    - *Flexibility*. Be open to slight deviations from the topic which may require rearranging/reordering the questions or coming up with new questions. If the respondent deviates too far from the topic, then carefully guide him or her back to the topic at hand.
    - *Asking the questions*:
      - Follow the data collection protocol exactly:  
Even slight variations in wording may affect responses,
      - Ask all questions exactly as worded,
      - Never assume or anticipate answers,
      - Be patient and let the respondent finish, and
      - Ask all questions in a positive manner.
  4. *Listening and encouraging the respondent to talk*. This means:<sup>4</sup>
    - Giving space for long answers, making encouraging noises.
    - Not answering back when a person is provocative but accepting what they say.
    - Not making verbal judgments about what people tell you.
    - Recording answers even if you think they are incorrect.
    - Responding to questions and providing advice (if asked) at the end of the interview.
    - Continuing to listen even if you don't understand (ask for clarification during a break in conversation).
    - Remembering what you have asked AND what people have said.
    - Using probing to indicate engagement with what the person is saying and encouraging the person to explain in more detail.

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<sup>4</sup> Copied in its entirety from the "Good and Bad Listening Handout" that was published by Research Consortium on Educational Outcomes and Poverty

- Downplaying status differences verbally as well as through body language.
  - Using body language that does not appear judgmental, or that which exposes any negative judgment (for example, don't cross your arms).
  - Using body language that signals interest (focus on the interviewee, maintain eye contact if culturally appropriate, nod, smile, sit upright, stay alert, and engage).
5. *Probing*: Probing when the respondent does not understand a question or gives an insufficient answer. You should say, "can you tell me more about that?"
  6. *Recording the answers*: Write the exact wording used by the respondent.
  7. *Ending the interview by*:
    - Asking the respondent if he/she has anything else to add to the discussion,
    - Asking if he/she has any additional questions, and
    - Thanking the respondent.
  8. *Review*: Upon leaving the respondent, the enumerator should locate a place where he/she can review the questionnaire to ensure that it is complete. If the enumerator missed a question or if an answer is unclear or incomplete, he/she should return and complete the instrument immediately. If this is not possible, the enumerator's supervisor should be informed immediately.

#### **Activity 4: Effective Data Collection Techniques for Proportional Piling**<sup>5</sup>

Proportional piling is a data collection technique used to help respondents rank or prioritize problems or issues they experience. The technique is more accurate than some other simple ranking techniques because it allows respondents to weigh the relative importance of different elements of a problem by placing a numeric value on each (pile small stones on each problem in relation to the size of the problem). The P4P M&E data collection instruments use proportional piling most often to help respondents estimate the proportion of their crops they sold to different buyers or bought from different suppliers. This technique will be used for smallholder farmers.

Proportional piling is always employed within the context of a structured or open-ended interview and falls within the general guidelines for effectively conducting these types of interviews. To employ the proportional piling technique, the enumerator should:

1. Be prepared with a collection of small items of approximately the same size to use for piling. These might include beans or small stones. All enumerators

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<sup>5</sup> Adapted from the published work of Jeffrey Mariner "Manual on Participatory Epidemiology - Method for the Collection of Action-Oriented Epidemiological Intelligence" 2000.

should use the same number of items. A larger number will allow for more accurate responses, but will also be more difficult to manage. About 20 items is probably the minimum number that should be used. The more possible responses (i.e., separate piles) that are possible, the larger the number of items that will be needed.

2. Pile all of the items together and tell the respondent that the pile represents the quantity they are to divide. For example, it might represent all the maize they harvested in the last season.
3. Ask the respondent to divide the large pile into separate piles that represent the allocation of the total into different groups. For example, the separate piles might represent the proportion of the total quantity of maize harvested that the respondent sold to different buyers (e.g., traders, farmer organizations, etc.).
4. Help the respondent with the process by probing and adjusting the relative size of the piles until the respondent agrees that the size of the piles accurately represents the allocation of the total across the different groups.
5. Count the items in each pile and enter the percentage of the total in each pile as the response in the data collection instrument. Remember that you need to enter the percentage of the total number that the pile represents, not the number in a given pile. For example, if you are using 20 items and one pile contains 5 of those items, enter 25% in the data collection instrument (5 is 25% of 20).
6. It may be useful to prepare a large pie chart on a card to guide the piling process. Label the segments of the pie with the possible response categories. For example, the segments might be all of the possible buyers for a given commodity. Even if the respondent is not literate, the pie chart helps to guide the enumerator when allocating items to piles and makes it easier to keep track of what each pile represents.

### ***Activity 5: Effective Data Collection Technique: Probing to Draw Information from Respondents***<sup>6</sup>

Effective enumerators need to be proficient at probing. Probing is not a data collection technique per se. Instead, it is a technique for drawing information from respondents in an indirect way during interviews. For example, a respondent may not be able to immediately recall the quantity of maize produced in the last season. Probing is the act of asking additional questions designed to lead the respondent through a thought process in order to discover the answer to the question. In this

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<sup>6</sup> Inspired by the published works of Joel Gittelsohn Rapid Assessment Procedures (RAP) - Ethnographic Methods to Investigate Women's Health 1998; Lisa Guion in "Conducting an In-depth Interview" (website 2009); Sabine Oishi Mertens "How to conduct in-person Interviews for Surveys" 2003; UNESCAP 2004; Oxford University Press. Structured Interviewing and Questionnaires (no date); Jeffrey Mariner, Roger Paskin "Manual on Participatory Epidemiology - Method for the Collection of Action-Oriented Epidemiological Intelligence."

example, these questions might probe about how much land the respondent planted with maize, how many bags they filled at harvest, etc.

This technique will be used for all of the data collection instruments, but most commonly used for in-depth interviews and the proportional piling.

Some of the key elements and points of effective probing include:

1. Probing augments other data collection techniques such as in-depth interviews, group discussions, or structured interviews.
2. Understand what information you require from the respondent before you begin probing.
3. Develop a probing strategy for each question. This will help guide a respondent to provide the desired information.
4. Common probing techniques include:
  - Restate what the respondent just said. Encourage talking by nodding your head, etc. In many cases, your goal is to let the respondent ‘tell the story’ about information you require. This technique is often used for in-depth interviews or open-ended questions.
  - Alternatively, a series of sub-questions are asked to assist or guide the respondent through the process of remembering or calculating the desired information. In this case, the senior researcher will often suggest the appropriate sub-questions. However, researchers cannot anticipate every situation and enumerators will have to be familiar enough with the questions and the subject matter to determine effective probing strategies in unanticipated situations.
5. Typical questions requiring probing include: recalling the quantity of a particular crop produced in the last season or recalling the amount of fertilizer or pesticide used last season. Another common set of questions that may require probing are those that asking a respondent to rank or rate response.

### ***Activity 6: Effective Data Collection Techniques for Collecting Secondary Data/Transcribing Data from Records***

Collecting data from existing records is a common data collection technique and it is used in most studies. The technique involves the identification of needed data from existing sources or records, and recording or transcribing the data on to a data collection instrument.

This technique will be used for the Farmer Organisation records.

The key skills needed by enumerators to collect and record data from existing sources or records include:

- Ability to access data (where the data are located and who will provide you the records).
- The ability to record data from one record or set of records to the WFP data collection instrument.

**Tips enumerators need to consider when collecting secondary data and transcribing data from records include:**

1. *Introduction:* The enumerator begins the data collection process by introducing himself or herself and the WFP study. The enumerator needs to use this introduction process as a way to begin developing a positive rapport with the person providing access to the secondary information or forms (known as the Data Provider). The introductory statement is presented in the beginning of the data collection instrument. The enumerator should:
  - Identify himself/herself, WFP, the purpose of data collection and use of the information, and data collection process.
  - Explain carefully the purpose of our request and encourage the respondent to share data, but it is the respondents' right to choose not to show you the records
  - Ask the Data Provider if he/she has any questions before beginning.
2. *Building rapport.* Rapport is the feeling of being comfortable with someone and trusting them. The enumerator should work to put the Data Provider at ease.
3. *Enumerator's role:* The enumerators' key role is to fill out the data collection instrument completely and accurately.
4. *Recording the data:*
  - Gather all the records needed to fill in the data collection instrument **before** filling in the data collection instrument.
  - Record the data **exactly** as it appears on the record.
  - Make sure that data from records are copied into the correct question space in the data collection instruments.
5. Probe and/or request additional information or records to complete the Data Collection Instrument. Follow the data collection protocol because even slight variations in wording may affect responses.
6. The enumerator should end the data collection process by:
  - Asking the Data Provider if he/she has anything else to add,
  - Asking if he/she has any questions, and
  - Thanking the Data Provider.
7. *Review:* Upon leaving the Data Provider, the enumerator should locate a place where he/she can review the data collection instrument to ensure that it is complete. If the enumerator missed any data, they should return and complete the instrument immediately. If this is not possible, the enumerator's supervisor should be informed immediately giving clear indication of the data gap(s).

## **Module 4: Review and Translation of Data Collection Instruments**

### **Why This Module?**

This module provides enumerators the in-depth understanding of the data collection instruments required to collect high quality and accurate data. It also engages the enumerators in translating the instruments into the local language, an exercise that draws on enumerators' special knowledge and expertise to accurately translate questionnaire concepts and also reinforces enumerators' understanding of the instruments and research objectives.

### **What's in This Module?**

#### ***Session 1: Review and Translation of the Data Collection Instruments (3 days per instrument)***

This session is to review and translate each of the data collection instruments, question by question, including responses. This is a fundamental part of training as it provides the enumerators with the time to develop intimate familiarity with the data collection instruments they will need to administer the interviews, probe effectively, and record responses accurately. Engaging the enumerators in translating the instruments enhances understanding and draws on the enumerators' local knowledge and experience to translate concepts and language accurately.

#### ***Session 1: Review and Translation of the Data Collection Instruments***

**Time: 3 days *Per Instrument***

### **Learning Objectives:**

By the end of this session, enumerators will be able to demonstrate a comprehensive and accurate understanding of each question in the P4P M&E data collection instruments. They will have contributed to accurate translation of the questions and responses into the local language.

### **Methods Used:**

1. Presentation
2. Group discussion

## **Materials:**

- Flipchart
- Chart stand
- Markers
- Copy of the data collections instruments for the transcriber and for the enumerators
- Notebooks and writing instruments for enumerators

## **Facilitator Preparation:**

1. Prepare a complete set of data collection instruments for each enumerator.
2. Assign the best note taker among the enumerators with the task of capturing the agreed upon context specific adaptations to the data collection instruments and the local language translation of the questions and responses. The agreed upon translation should be placed in the original (i.e., English, Spanish, or French) version of the data collection instruments.

## **Facilitator Notes:**

1. Engage enumerators in a comprehensive review of the instruments. This is the first step in an ongoing process of developing enumerators' understanding of the nuance of each question and response. Subsequent practice and debriefing will further deepen enumerators' understanding.
2. It is critical that all enumerators actively participate in the discussion and translation of each question in order to fully engage with the process and develop the necessary depth of understanding.

## ***Activity 1: Data Collection Instrument Review & Translation (3 days per instrument)***

1. Review the data collection instrument with the entire group of enumerators and supervisors. Work through the questionnaire one question at a time. Enumerators need to thoroughly understand each question, its nuances, and responses before moving to the next step. The review process should rely on the data collection manual for the instrument which contains detailed descriptions of each question and response and suggestions for probing.
2. Once the enumerators thoroughly understand a question and its responses, they should participate in translating the question and responses into the local language. All enumerators need to actively participate in this process. Once the group agrees on an accurate translation of a question and its responses, have the official Transcriber record the translation.
3. Once the translation is recorded, move on to the next question.

### **Session Wrap-Up:**

1. Summarize the key points of the data collection instrument.

### **Content Information for Session:**

1. Data collection instrument
2. Data collection manual for the instrument

# Module 5: Workshop Setting: Practice Using Data Collection Instrument

## Why This Module?

This module provides an opportunity for enumerators to enhance their knowledge of the data collection instruments and to practice the interviewing skills needed to collect accurate data. The exercise will also likely reveal remaining misunderstandings of questions and inaccurate translations that will have to be corrected.

## What's in This Module?

### *Session 1: Practice Using Data Collection Instruments in a Workshop Setting (2 ½ days per instrument)*

In this session, the enumerators practice using the data collection instruments in a workshop setting.

### *Session 1: Practice Using Data Collection Instruments in a Workshop Setting*

**Time: 2 days per instrument**

## Learning Objectives:

By the end of this session, enumerators will be able to demonstrate the full range of skills required to collect data using the P4P M&E data collection instruments. This will include a thorough understanding of the questions and responses; familiarity with the questionnaire, its skip patterns, and flow; ability to probe; and knowledge of how to record answers accurately.

## Methods Used:

1. Observation and feedback
2. Pair activity and practice

## Materials:

- Flipchart
- Chart stand
- Markers
- Set of Data Collection Instruments for every enumerator
- Data recording devices: prepared as they will be implemented, paper or PDA

## **Facilitator Preparation:**

1. Divide enumerators into two groups. Have one group play the role of respondents and have the second group play the role of interviewers.
2. The primary objective of the exercise is to give enumerators the opportunity to practice administering the instruments in an informal setting and to provide and receive feedback on the instruments and on the performance of enumerators.
3. The data collection instruments should be prepared on both paper and PDA.
4. It is important that the enumerators practice using the protocols for selecting respondents, guiding respondents through the data collection instruments, filling out the data collection instruments, answering respondents' questions, and clarifying issues that confuse respondents.
5. For the proportional piling exercise the trainers will need to develop one or two scenarios that enumerators can use to practice the technique.

## **Facilitator Notes:**

1. The length of this activity will vary depending on the skill level of the enumerators and the complexity of the instruments. If enumerators seem to be struggling with certain sections of the instruments, review the sections and provide extra support where needed.
2. The role-play is an opportunity for enumerators to practice data collection informally before the next session, which will pilot test the instruments in a field setting.
3. Watch for and highlight common biases that may exist between enumerators and respondents. Common sources of biases can relate to cultural, social, economic, ethnic, religious, and/or gender differences. Explain the need for enumerators to avoid allowing these to affect the data collection process.
4. You will need to review the use of the data collection device such as the PDA, its care and maintenance, and any special requirements necessary to protect the integrity of collected data (i.e., avoid accidental loss of data through misuse of the device).
5. Enumerators should begin practicing using the data collection instrument on each other. They should split up into pairs and take turns administering and responding to the data collection instruments. They should take careful notes about questions that are not clear or are not answerable, response categories that are not complete, or awkward questioning flows. Debrief the enumerators after each practice session. Use the debriefing to discuss and resolve any issues that arose during the practice.
6. The observer should fill in the paper copy of the questionnaire during the interview. At the end of the interview the data recorded on the PDA should be compared for errors with those on the paper copy.
7. This process is to be repeated for each instrument.

8. It is important that enumerators practice using the instrument for proportional piling after each practice session.

### ***Activity 1: Using the Data Collection Device (2 hours)***

#### A. Data collection devices being used in data collection process

1. Pass out the data collection devices to enumerators.
2. Review its care and maintenance.
3. Have enumerators practice using the device.

#### B. Data collection devices not being used in data collection process

1. You need to explain the following conventions when enumerators are recording data using paper:
  - Pens need to be used to record final response.
  - When a mistake occurs the enumerator must put his/her initials next to the change.
  - When required to write responses out, USE CAPITAL LETTERS
  - When writing the number 7, put a line through the middle of the 7 as shown here **7**. This is to avoid the number **7** (seven) being confused with the number 1 by the data entry clerk.
  - The supervisor must also initial the change.
  - The national standard alphanumeric must be used to record data. If enumerator is unsure then he/she must spell the number recorded and report the issue to the supervisor.

### ***Activity 2: The Introduction (60 minutes)***

In this activity, enumerators will learn about and practice introducing the data collection instruments to respondents. The introduction section of the questionnaires is located at the beginning of the questionnaire. It introduces the enumerator to respondents, describes the WFP and P4P project, explains the purpose of the interview, and asks for the respondent's cooperation and consent.

1. Review the important elements of the introduction with the enumerators.
2. Describe the, perhaps culturally specific, ways in which enumerators represent themselves to respondents.
3. Select enumerators to role play the introduction in front of the other enumerators.
4. Have the group critique the role play and revise and repeat until enumerators are comfortable with an introduction.
5. Record the agreed upon introduction.

### **Activity 3: Observation and Feedback (2 days per instrument)**

1. Ask members from the pre-selected groups to pair together (one interviewer and one respondent).
2. The designated interviewer in each pair should begin interviewing the designated respondent (time required depends on instrument).
3. The observer should fill in the paper copy of the questionnaire during the interview. At the end of the interview the data recorded on the PDA should be compared to those on the paper copy for errors.
4. At the conclusion of the interview, the interviewer and respondent should discuss the experience and write down what worked well and what needs to be improved.
5. The pairs should reverse roles and repeat steps 2, 3 and 4 above (time required depends on instrument).
6. When all pairs have conducted two interviews, gather the enumerators back into the large group. Ask each pair to review their experiences with the interview- emphasize the need to offer constructive critiques of interviewer performance and to identify remaining problems or difficulties with the instrument. Create a master list of issues and write down suggestions for improvements using concrete examples.
7. Repeat this entire process (Steps 1- 5) several times with new pairs of enumerators and respondents.
8. This process is repeated for each data collection instrument.
9. In addition to the practicing each instrument, the enumerators need to practice proportional piling. For this exercise the trainer needs to divide the enumerators into groups of six: five respondents and one enumerator. The trainer needs to provide the small groups questions that they need to answer through the techniques. When the group finishes, the trainers should bring them together to discuss what worked and what did not work. The enumerators should return to their groups repeat the process changing enumerators.

### **Session Wrap-Up:**

Wrap-up the session by reviewing lessons from the session concerning what enumerators are doing well and areas where they need to improve. Provide concrete, manageable, suggestions for improvement before moving on to the next module where the enumerators will pilot test the instruments in a field setting.

### **Content Information for Session**

1. Data collection instruments/devices
2. Proportional piling instrument

# Module 6: Field Setting: Practice Using Data Collection Instruments

## Why This Module?

This module provides enumerators with the knowledge and skills they need to administer the data collection instruments in a field setting. It is also the final opportunity for enumerators to practice and to provide feedback on their performance and the performance of the instrument(s).

## What's in This Module?

*Session 1: Practice Using Data Collection Instruments in a Field Setting (2 days per instrument plus ½ days as necessary)*

In this session, enumerators practice using the data collection instruments in a field setting.

*Session 1: Practice Using Data Collection Instruments in a Field Setting*

**Time: 2 days per instrument plus ½ days as necessary**

## Learning Objectives:

By the end of this session, enumerators will be able to demonstrate the complete set of skills required to collect data using the P4P M&E data collection instruments.

## Methods Used:

1. Interview with potential respondents
2. Observation and feedback

## Materials:

- Interview schedule and field logistics/movement plan
- Updated sets of Data Collection Instruments for each enumerator
- Data recording devices: prepared as they will be implemented, on paper or PDA. A second paper copy will also need to be prepared for each interview.

## Facilitator Preparation:

1. Prepare an interview schedule, including the names and locations of respondents and/or the name, location, and contact information for the person(s) who will introduce enumerators to respondents. The respondents should be representative of, or similar to, those who will eventually be selected for interviews.

2. Prepare a travel logistics/movement plan, lodging arrangements (if necessary), and per diems as appropriate.
3. The updated data collection instruments should be prepared as they will be implemented, either on paper or on PDA. A second copy on paper will also need to be prepared for the observer to fill in during the interview.

### **Facilitator Notes:**

1. Data collection and debriefing are all-day activities.
2. This activity provides enumerators the opportunity to practice data collection formally in a field setting with real respondents.
3. Assign enumerators to work in pairs as they interview respondents. They should take turns administering the data collection instrument and observing the quality of the data collection process. They should take careful notes about questions that are not clear or are not answerable, response categories that are not complete, or awkward questioning flows. They should also record how long each data collection session takes. A debriefing (probably encompassing an entire day) will follow each practice session. During the debriefing, enumerators should discuss, address, and resolve issues that came up during practice. Be careful not to make adjustments to the instruments based on isolated instances of problems. The instruments will never be able to address all possible situations. Make adjustments to the instrument **only** if a number of respondents have the same problem understanding or responding to a question.
4. The observer should fill in the paper copy of the questionnaire during the interview. At the end of the interview the data recorded on the PDA should be compared for errors with those on the paper copy.
5. The trainer(s) should observe as many of the data collections sessions as possible.
6. Repeat the field practice for each instrument.

### ***Activity 1: Review Changes to the Updated Data Collection Instruments (1 hour per instrument)***

1. Review the updated versions of the data collection instruments with the entire group of enumerators and supervisors. Move through each questionnaire, one section at a time, and discuss the changes that were made. You should also highlight when no changes were made.
2. Once the group agrees that they understand a change, move on to the next one.

### ***Activity 2: Interviews with Potential Respondents (1 day per instrument)***

1. Ask members from the pre-selected groups to pair together (one interviewer and one observer).

2. Assign each pair a set of two to four respondents, depending on the number of interviews expected to be performed in one day.
3. Transport each pair to their first respondent and have them begin an interview.
4. During the interview, the observer should record notes on a separate data collection instrument about questions that are not clear or are not answerable, response categories that are not complete, awkward questioning flows, observations of the respondent's reaction to the interview, and comments on the interviewer's performance. The observer should also record the time required for the interview. The Observers must also record if:
  - a. Enumerator asked the question correctly
  - b. Respondent understood the questions
  - c. Enumerator recorded the responses in the correctly
  - d. Enumerator had a positive manner
  - e. Enumerator rigorously follow up/probe on inconsistencies or responses requiring clarification
5. The observer should fill in the paper copy of the questionnaire during the interview. At the end of the interview the data recorded on the PDA should be compared with those on the paper copy for errors.
6. At the conclusion of the interview, the interviewer and observer should withdraw from the respondent, discuss the process, and write down what worked well and what needs to be improved (30 minutes).
7. The pair should reverse roles, move to the next respondent, and repeat steps 3, 4, 5 and 6 above.
8. This entire process (Steps 1- 6) should be repeated as many times as time permits (new pairs should be formed if possible).
9. The Trainers need to accompany the enumerators and observe and comment on as many enumerators, if not every one, as possible.
10. Repeat this process for each instrument.

### ***Activity 3: Debriefing (minimum 4 hours per instrument)***

1. Gather the enumerators together and discuss the field experience.
2. Conduct the debriefing as soon after the field experience as possible while lessons learned are still fresh in the minds of the enumerators.
3. Discuss what worked and what did not.
4. Adjust the instrument to address common problems as necessary. Do not make adjustments based on isolated problems. Adjustments should address only problems with understanding, translation/interpretation, or country-specific adaptations.

## **Session Wrap-Up:**

The session wrap-up includes a short debriefing, with enumerators, at the end of each day about their initial impressions using the data collection instruments. Trainers should also collect the data collection instruments at the end of each day.

## **Content Information for Session**

1. Data collection instruments

# Module 7: Enumerator Terms of Reference and Data Collection Assignments

## Why This Module?

The Enumerator Terms of Reference and Data Collection Assignments module provides enumerators the information they need to begin data collection in the field.

## What's in This Module?

### *Session 1: Final Instructions to Enumerators (1 hour)*

This session explains to enumerators the final changes to the data collection instruments, their terms of reference, and data collection assignments and schedules.

### *Session 1: Final Instructions to Enumerators*

**Time: 4 hours**

## Learning Objectives:

By the end of this session, enumerators will understand the changes made to the data collection instruments, their Terms of Reference, and the data collection schedule.

## Methods Used:

1. Presentation

## Materials:

- Chalkboard or flipchart

## Facilitator Preparation:

1. Handout a packet of the updated data collection instruments,
2. Prepare a flipchart with an outline of the Terms of Reference, and
3. Prepare and distribute individual assignments for enumerators.

## Facilitator Notes:

1. Be prepared to review enumerators' Terms of Reference and data collection schedule.

## **Activity 1: Review Changes to the Finalized Data Collection Instruments (3 hours)**

1. Review the finalized version of the data collection instruments with the entire group of enumerators and supervisors. Move through the questionnaire one

section at a time and discuss the changes that were made. You should also highlight when no changes were made.

2. Once the group agrees that they understand a change, move on to the next one.

### **Activity 2: Terms of Reference (60 minutes)**

1. Review the Terms of Reference in the **Enumerator Reference Materials**.
2. Ask if there are questions about the objectives of the Terms of Reference.
3. Hand out individual enumerator assignments.
4. Review the assignments, supervisor contact information, start date, and travel logistics.
5. Emphasize the importance of punctuality. An enumerator who shows up late for travel to the field delays everyone and sets back the entire process. Supervisors need to set an example. Enumerators will not respect punctuality if they show up on time and consistently wait for supervisors or support staff who are late.
6. Ask if there are questions about the objectives of the individual enumerator assignments.
7. Ask enumerators to insert their assignment into the **Enumerator Reference Materials**.

### **Session Wrap-Up:**

1. Summarize the key elements of changes to the data collection instruments, the Terms of Reference, and the data collection schedule.

### **Content Information for Session**

1. Updated and finalized data collection instrument
2. Terms of Reference in the **Enumerator Reference Materials**
3. Hand out of individual enumerator assignments

## **Annex 1: Enumerator Reference Materials**

The Training Team needs to prepare sets of materials to give to enumerators during training. These include:

1. Packet of the Data Collection Instruments,
2. The Terms of Reference for the Enumerator,
3. The Schedule for Enumerator Data Collection,
4. Supervisor Contact Information, and
5. Administrative Forms.

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