Country MICS Year

Report of the

Pre-test of Questionnaires

**Template Report:**

Please note that this template covers only a stand-alone pre-test of the final draft paper questionnaires. If the pre-test includes some aspects of a Training of Trainers, these details should also be added.

It is recommended to take photos during training and fieldwork, both to document the process and to be used in advocacy and communication efforts. Make sure to obtain consent from individuals to use any photos taken. Please also ensure that all documentation is collected for inclusion in the Survey Archive.

This template also includes a checklist for the CAPI test that must follow the pre-test and the subsequent finalisation of questionnaires (See Appendix A).

# Objectives

Briefly describe the overall objectives and the focus of the pre-test. Example text is provided below: These are the areas that must be addressed under the Pre-test Results and Recommendations section below.

The objective of the pre-test was to verify that the questionnaires are functioning well in the country context and specifically to make sure that:

* Translations are accurate.
* Standard questions are clear and response categories are adequate for the survey population.
* Survey-specific response categories are adequately customised.
* Survey-specific questions and modules are adequately tested.
* Difficult or sensitive questions/modules are identified so that extra training can focus on these questions during the fieldworker training.
* Respondents do not misinterpret the questions, i.e., questions are not ambiguous or difficult to understand.
* Changes in wording or improved translation have been incorporated when required.
* The questionnaires flow smoothly.
* Interviewer instructions in questionnaire and in the Instructions for Interviewers are clear and sufficient.
* There is adequate space on the questionnaires and all answers can be clearly coded. Interviewers should have space to record and to take notes, both for the purpose of the pre-test, but also for the rare situations when paper is used in the main fieldwork (mainly tablet malfunctions will require paper questionnaires to be filled).
* New codes for common answers that were not included in the pre-tested questionnaires are created.
* Average duration of interviews is calculated in order to plan the fieldwork.
* Daily workload per interviewer/team can be planned.

Upon finalisation of the questionnaires, and consequential update of the digital data collection system, the plan is to implement the CAPI field test. The aim of the CAPI test will be to ensure that:

* Equipment is in good working condition.
* Data collection and data management programs are error free.
* Question text and interviewer’s instructions are properly and accurately integrated into the data collection programs in language(s) used in the country.
* Bluetooth data transfer functions are adequately tested.
* Transfer of data from the field to the central office is adequately tested.
* Central office survey monitoring and control system is adequately tested.

# Organisation of the Pre-test

## Clusters selected for pre-test

Describe the pre-test locations: Where were the households located for the pre-test, how and why were these locations selected, etc.

Also describe the locations selected for the CAPI test.

## Personnel

List the trainers and interviewers (trainees) of the pre-test. Include information on the future involvement of the participants in the rest of the survey process.

## Training

List the dates and content of the pre-test training, as well as how it was organised. Some detail is useful on agenda (include as appendix) and training methodology, as it can serve as lessons for the main training. Include other details as relevant: Venue, recommendations for main training, etc.

Also list the scheduled dates and outline planned content and organisational details of the CAPI test training. Indicate what kind of technical assistance will be provided by data processing specialists.

## Fieldwork

Provide the dates of actual pre-test fieldwork. Detail on organisation (logistics, teams, areas, etc.) is particularly useful.

## Conclusions

Describe how the findings and observations from the pre-test were collected and discussed and what process for making changes to the final questionnaires was used. It is useful to provide detail on the methodology used to obtain qualitative findings (meetings, observation forms, etc.) as well as how data analysis was organised (refinement of CS Pro application, tabulation programs, etc.). This section should also include any observations that must be followed up on in the CAPI test on the final questionnaires.

# Pre-test Results and Recommendations

Relating to the objectives listed above, this section should include findings from the actual data gathered as well as the qualitative findings from the pre-test, including those obtained from discussions with interviewers after the pre-test fieldwork concluded.

It is important to structure in advance feedback will be collected. Some surveys have in the past been printing simple tables with three columns (Questionnaire, Question number, Comment). Each interviewer would be carrying this during the Pre-test fieldwork and filling out as observations are made. This suggested table could be a simplified version of the table presented below (removing the “Suggestions” and “Final Decision” columns”). The observations can be shared and compiled in meetings immediately following the pre-test fieldwork.

## Questionnaires

This section is the main output of the Pre-test Report. The use of the table below is recommended, but any other structured list can be used. Please add all modules in each questionnaire (and Form). If some modules were excluded from the Pre-test, please list these and describe why these were decided to be left out.

Make sure that all suggested changes are listed, and that evidence is provided for final decisions. Please include observations on all country-specific modules and questions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Household Questionnaire** | | | |
| **Module** | **(HH) Household Information Panel** | | |
| *General Comments* | Please provide a general comment to the module as a whole. This could range from “No observations and no change to questionnaires required” to a substantial comment, such as “Several critical issues observed in the field and substantial changes required. Please see below for specific issues and recommendations”. If applicable, note if the issue appeared in one or more languages and separate suggestions for each language. | | |
| *Specific Comments* | | | |
| Question / Instruction Number | Pre-test Observations | Suggestions | Final Decision |
| List questions / instructions with observations, e.g., HH7, “Introduction”, etc. | Present observations from pre-test, e.g., “Introductory sentence was not informative enough and respondents often wanted to know more about why the survey was being conducted. | Suggestion based on evidence of pre-test, e.g. “The following introduction is suggested: … We are conducting a survey to better understand the health, well-being, and overall situation of children and families…” | State the decision on suggestion, i.e., how will questionnaire be changed based on observation and suggestion. For instance: “Suggestion accepted”. |
| As above | As above | As above | As above |
| As above | As above | As above | As above |
| As above | As above | As above | As above |
|  |  | | |
| **Module** | **(HL) List of Household Members** | | |
| *General Comments* | As above | | |
| *Specific Comments* | | | |
| Question / Instruction Number | Pre-test Observations | Suggestions | Final Decision |
| As above | As above | As above | As above |
| As above | As above | As above | As above |
| As above | As above | As above | As above |
| As above | As above | As above | As above |
|  |  | | |
| **Module** | **(ED) Education: Attainment** | | |
| *General Comments* | As above | | |
| *Specific Comments* | | | |
| Question / Instruction Number | Pre-test Observations | Suggestions | Final Decision |
| As above | As above | As above | As above |
| As above | As above | As above | As above |
| As above | As above | As above | As above |
| As above | As above | As above | As above |
|  |  |  |  |
| **Module** | **Continue and list all modules in all questionnaires pre-tested** | | |

## Average duration of interviews

Calculate the average duration of interview for each questionnaire using the data collected in the pre-test. Typically, as interviewers become more familiar with the tools, this time will decrease and therefore a realistic duration should be proposed and included in the introductory sentences and consent statement in HH12 in the household questionnaire and the equivalent in the rest of the questionnaires. Do note that interviews on paper take significantly longer than on CAPI and the CAPI test will give additional information on average length of interviews.

|  |  |  |
| --- | --- | --- |
| **Questionnaire** | Average interview length in pre-test | Suggested duration to include in introductory sentences and consent statements |
| Household Questionnaire |  |  |
| Questionnaire for Women |  |  |
| Questionnaire for Men |  |  |
| Questionnaire for Children Under Five |  |  |
| Questionnaire for Children & Adolescents Age 5-17 |  |  |

## Manuals

Describe and list any changes or additions required in the Instructions for Interviewers as well as those introduced in the Instructions for Supervisors and specific field manuals for Water Quality Testing, Anthropometric Measurements, etc. Such changes typically involve translation issues, instructions for survey-specific questions, but also for survey-specific response categories. Appropriate corrections are incredibly helpful and will especially inform the main fieldwork training.

## Interview process considerations

Describe and address the observations from the pre-test that relate to interviewing that will be relevant for training and monitoring in the main field work (for example issues in approaching households, dealing with sensitive modules and questions, any referral protocols, flow of fieldwork, roles, and responsibilities, etc.).

## Survey process considerations

Describe here the observations, suggestions, and decisions related to the survey planning and next steps for finalising the questionnaire (training contents/agenda, logistics, staff, UNICEF support, etc.).

# Appendix A: Check-list for CAPI test of final questionnaires

The CAPI test experience is a critical activity for the digital data collection system revision and finalisation. It is also an opportunity for fieldwork staff that participated in the pre-test of the questionnaires to gather CAPI data collection knowledge prior to the main training and fieldwork.

The recommendation is for the CAPI test to take place once questionnaires are finalised, and all applications are carefully tested in the office environment. The office test must include the use of filled questionnaires from the pre-test fieldwork.

* The test should take place a few weeks before the main training and total approximately 100 households interviewed.
* One week of training of the fieldwork staff, with focus on the CAPI system should take place prior to the CAPI test.
* The recommended duration of the CAPI test is 5-10 days, depending on the planned number of households to be covered, number of interviewers, content of the questionnaires, and whether multiple language versions are being tested.
* Both training and the test in the field require participation of the survey team’s data processing specialists with detailed knowledge of the MICS CAPI system. The CAPI test is not only a data processing exercise: The survey team’s household survey specialists and survey management must participate actively.

Key to this activity is to identify any problem with the equipment, or any of the CAPI system components such as interviewers’ questionnaire applications, Bluetooth data transfer and household assignments between fieldworkers, data transfer from the field to the central office, central office applications for fieldwork monitoring and control, etc. under realistic conditions.

Notes of problems experienced during the training and the CAPI test should be recorded by fieldwork staff as well as data processing specialists.

This checklist provides recommended review guidelines.

* **Check equipment**. It may seem obvious but with the substantial number of tablets and additional accessories used, it will happen that a certain number are out of order. Test each procured tablet prior to and during the CAPI test, make sure that date and time are set up correctly on each machine, check presence and functionalities of SD cards and Bluetooth, and precision of stylus pens. Any equipment malfunctioning should be carefully monitored throughout the process and necessary replacements should be made prior to the main training. Battery deterioration is also a concern and available battery-time on a full charge should be monitored for each tablet.
* **Check network connections**. The transfer of data from the field to the central office should be carefully tested during this activity. The recommendation is to test connections between Supervisor’s tablet and Central Office several times a day from various locations. Data processing specialists should review transferred files, ensuring that they are stored in the designated locations.
* **Review application interface**. Check how forms, question and message text, and virtual keyboards are displayed and note suggestions for further improvements.
* **Review question text and answer categories (in multiple languages if used in the survey)**. Any difference in the wording of question text and response categories between paper questionnaire and application should be noted and necessary corrections made.
* **Review error messages**. If error messages do not provide detailed information about identified inconsistences, note that further corrections or improvements are required. The same should be reflected in the Instructions for Interviewers and Supervisors.
* **Check for structural and skip errors**. Test if individual questionnaires are issued for all eligible members. Test if households or individuals selected for a subsample (i.e., for Men, 5-17, Violence Against Women, Water Quality Testing) are correctly selected based on sample file and on eligibility where appropriate. Document any difference discovered in questionnaire flow between paper questionnaire and application.
* **Review progress reports**. Progress reports are essential for fieldwork monitoring. They should be generated by Fieldwork Supervisors and Central Office staff on a daily basis during fieldwork. Make sure that progress reports are generated frequently during the CAPI test, and that information is presented correctly.
* **Review Field Check Tables (and other quantitative monitoring tools in use).** The data collected during the CAPI test provides enough data to test the various programs for data collection progress reports and Field Check Table generation. It is crucial that these monitoring tools are fully functional before the start of the main fieldwork.