

**VILLAGE SAVINGS AND
LOANS ASSOCIATIONS
EMPOWERMENT
PROJECT
BURUNDI**

**INTERVIEWER TRAINING
MANUAL**

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Agenda for Interviewer Training

Day 1 General Survey Training

1. Introduction to Surveying	90 min
Introduction	
Administrative Information	
Familiarize with survey design and content	
Question-by-question explanation and discussion	
 BREAK	 10 min
2. Being an Interviewer	60 min
Responsibilities	
Describing the Interview Process	
Tips for good interviewing	
Troubleshooting	
 LUNCH	 60 min
3. Surveying on Domestic Violence	120 min
Gender based violence in Burundi	
Issues and challenges Empowering Women	
Defining domestic violence	
Types of “violence”	
Risks to Interviewers	
Risks to Respondents	
Protocol for Crisis Situations	
 BREAK	 15 min
4. Self-care	60 min
Secondary Trauma	
Coping Strategies	
 5. Practice Interviews	 60 min
Focus on GBV questions	
Conduct entire interview	
Tape record and evaluate interviews	
 Debrief and Conclude	 20 min

1. Administrative Arrangements

Goals of This Module:

- Help interviewers and supervisors get to know each other.
- Address immediate questions in participants' minds.
- Identify questions to be answered during the training.

In Class:

Introduce yourself and ask the participants to state their names and briefly describe themselves. Request that the participants create nametags or write their name on a folded sheet of paper placed in front of them.

Direct interviewers to their manual, which provides the training agenda, survey background, and a copy of the actual survey.

Address the working arrangements for the survey. Unanswered questions about these practical matters will distract the group and interfere with the learning process. We suggest you include information about:

- Salary and per diem
- Working hours
- Training schedule, including times for breaks
- Survey schedule
- Transportation

Participants will likely ask you questions about the survey that you intend to answer during the training sessions. Acknowledge the validity of the questions but do not try to answer them at this time. Instead, write down all of these questions and explain that they will be addressed during the training. At the end of the training, revisit the questions to make sure that all have been answered.

It may be best to delay announcing assignments to survey teams until the end of training, when you will know better each person's strengths and weaknesses and how different people work together.

2. Introduction to the Survey

Goals of This Module:

- Familiarize interviewers and supervisors with the issues and problems of both establishing and Village Savings and Loans Association (VSLA) and women's empowerment
- Introduce the survey and discuss its purpose.
- Engage the participants by encouraging them to discuss what they know about the problem of women's empowerment and gender-based violence

In Class:

Motivate the interviewers and supervisors by fully explaining the purpose of the survey and the need for the data. Examples of points to include:

- Many developing countries in Africa, as well as several countries in Asia, have been very little rights for women and high levels of gender-based violence.
- In Burundi, women have restricted legal rights in terms of inheritance, nationality of children, and legal right to protection from abuse at home
- Education and economic opportunities are very limited for women
- In order to make sensible suggestions for improvement of this situation, we need to know how decisions are made at home and how that interacts with a household's economic situation
- The survey needs to be accurate so we will have a true picture to help us make program or policy recommendations and not base our actions on rumors, guesses, or our own personal opinions.
- The results need to be precise so that we can measure changes in the situation at some later point in time.
- This is important work and we need to do it well.

Exercise:

- Engage the interviewers and supervisors in a discussion by asking them:
- How does gender-based violence affect an individual, a family, a community?
- What happens to children who witness violence? Is it different for boys and girls?
- How do you think we can use the information from the survey?

Evaluation:

- Do the interviewers understand the issues and problems faced by women affected by attitudes towards women in general?
- Do the interviewers understand why gender-based violence is especially important to measure?
- Do the participants understand what the survey will measure?
- Do they understand why getting this information is important for our program?

3. Understanding the Survey and Survey Questions

Goals of This Module:

- Familiarize interviewers and their supervisors with the survey design and content.
- Review each question in the survey. Discuss what information is being elicited by each question, when to probe for answers and when not to probe, and so on.

In Class:

Give interviewers and supervisors a general overview of the types of data to be collected:

- Household Roster: information about household members, especially the main caregiver and the children
- Stigma around domestic violence/gender based violence
- Legal issues affecting wills and inheritance
- Material well-being: information about household income and consumption
- Attitudes towards women's rights
- Attitudes towards domestic violence
- Screening for violence

Explain how data will be used and emphasize that accurate data collection will assure valid analysis that will help develop the most helpful and effective local programs.

In Class:

Give an overview of the survey. Points to include:

1. The survey of questions about both the respondent and their spouse
2. The respondent is the person who is in the VSLA and will attend the meetings regularly.”
3. Explain why we need to conduct the survey in private. When surveys ask “sensitive” data, particularly about domestic violence, that respondents might not want to share with others, data are often collected. For the purposes of confidentiality, the use of private areas questionnaires should be strongly considered for this assessment, since it contains sensitive information.
4. Explain that this survey is asking both about actions (such as consumption decisions) and attitudes. It is important that we have both

Exercise:

Distribute a copy of the survey to each student. Explain and discuss each question on the survey until it is fully understood.

At the end of each question, ask the group if there is any reason they would feel uncomfortable asking or that the respondent might feel uncomfortable answering. If a question is identified, encourage discussion on how the question might be rephrased to reduce the uncomfortable feeling yet not change the meaning.

Evaluation:

Do the interviewers and supervisors understand the questions? Can they rephrase the questions while maintaining the meaning when the respondent does not understand?

Do any of the interviewers feel they will need guides to accompany them in the survey area and introduce them to the respondents?

4. Defining the Roles of the Interviewer

Goals of This Module:

- Define the responsibilities and tasks that interviewers and supervisors will be assigned.
- Begin training of the techniques to use when interviewing.

In Class:

- Broadly define the survey process and the important role the interviewers and their supervisors will play. Include points such as:
 - The survey process is one of people asking questions and other people providing answers.
 - Respect the cultural mores as well as the basic human dignity and privacy of the respondent.
 - The people of whom you ask questions will need to understand four basic facts:
 - What is the purpose of the survey?
 - Why have they been selected?
 - What is expected of them?
 - How is this related to the VSLA
- Review the characteristics of a good interviewer:
 - Articulate
 - A good listener
 - Patient and does not interrupt or rush the respondent
 - Persistent but not aggressive, to gain the respondent's permission to conduct the survey and to gather answers to questions that the respondent is hesitant to volunteer
 - Understands the issues
 - Understands the questions and can rephrase them if necessary
 - Is able to put the respondents at ease, assuring them that there are no right or wrong answers
 - Is organized and prepared. Before beginning the survey, the interviewer must have completed all paperwork from the prior interview and be ready with a new survey, pencil or pen, and measuring equipment.
 - Ends the survey with a thank you to the respondent
 - Respects the individual's privacy and maintains confidentiality
- Explain that interviewers will be divided into teams of XX persons each, and that each team will report to a supervisor. Then review the tasks of interviewers and their supervisors
- Daily Routine
 - Each day of the data collection phase of the survey, interviewer teams will meet with their supervisor to discuss their daily assignments.
 - Supervisors will send interviewer teams out on their own or may accompany them to do the interviews, depending on the experience of the interviewer teams. Teams must assure that they have all equipment needed for the day, maps and directions to the site, and other necessary supplies.

- Teams (and supervisors) will travel to the site for the interviews, conduct interviews, and return home.
- Upon returning home, each team will debrief their supervisor about the work done that day.
- Supervisors then check all forms thoroughly, identify and correct any errors, and turn completed forms into the data entry clerk.
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- Procedure Upon Arrival at Interview Site
 - If necessary, inform local leaders about the survey upon arrival in communities.
 - Confirm that the surveys are ready.
 - Develop rapport and gain the consent of the person be interviewed.
 - Conduct the interviews in the language of the respondent, using the standard survey.
 - Record the respondent's answers accurately.
 - Write as legibly as possible.
 - Assure that all interviews and forms are complete or that a plan has been made for completion.
 - Report any problems encountered, questions, or concerns to the supervisor.

Exercise:

Ask if interviewers or supervisors have any questions about the information provided.
 Answer all questions or write down the unanswered questions on a list to address later.

Evaluation:

Do the interviewers and supervisors understand their roles and general duties?

5. Interviewing Techniques

Interviewing technique is likely to be unfamiliar to interviewers and it is difficult to teach. Demonstration and role plays are especially important in teaching this set of skills, which includes gaining the confidence of the respondent, judging the reliability of responses, and clarifying information as necessary.

Goals of This Module:

- Discuss good interviewing skills
- Discuss how to approach persons in the household and gain their confidence and consent to participate in the survey
- Discuss what to do in case of refusal to participate

In Class:

- Remind the interviewers and supervisors of the characteristics of a good interviewer, which were discussed in Module 3 (Defining the Role of Interviewer). Ask for volunteers to repeat some of the characteristics.
- Thoroughly review tips for good interviewing, which include:
 - Once a VSLA member has agreed to participate, identify a quiet and private place to conduct the interview. Respondents are likely to provide the most honest answers if the interview is conducted in privacy, out of the sight and hearing of neighbors.
 - Ask the questions exactly as they are written (or with any minor wording changes that were agreed upon during training). You must ask the questions exactly as all the other interviewers do so that the results can be combined and interpreted meaningfully.
 - Ask the questions in a respectful manner and do not imply that some answers are “better” than others. Respondents might refuse to answer questions about their experience of violence if they fear revealing the information might make them vulnerable. They might refuse to answer questions about attitudes towards violence if they worry the interviewer will criticize their actions.
 - When an answer is unclear, ask the question again or ask it in a slightly different way, being careful to not change the meaning or “lead” the respondent into a particular response.
 - If an answer seems inconsistent with previous information given by the respondent, or if you have some reason to disbelieve an answer, try to discover the truth by asking another question or asking a question slightly differently. However, do not be overly persistent. A respondent may change his/her answer just because persistent questioning suggests that the interviewer is dissatisfied with the answer.
 - Allow respondents to fully explain their answers to your questions. But when respondents are veering off topic or using every question as a lengthy discussion, gently remind them of the question and ask for their specific answer so that completing the survey will not become unduly burdensome or long for them.

See pages 6 and 7 of the Interviewer training manual for a list of good interviewing tips

Exercise:

Practice the initial phase of the interview by distributing copies of the introductory script and a sample flow chart.

Ask for volunteers to role play as interviewer and as three different respondents. Give the role-playing respondents a flow chart that has their answers circled, so that different scenarios are played out.

Ask the volunteers to follow the script and flow chart. Remind the class that the interviewer must:

- Introduce yourself or have your guide (someone from or familiar with the community who understands the survey project's purpose and activities and can act as a point of contact between community members and the project team) introduce you before asking questions.
- Briefly explain the purpose of the survey and cite the relevant authorities that have approved the survey.
- Explain that the households being surveyed were randomly selected.
- Obtain consent from the respondent.
- Know what to do if the respondent refuses to participate. (Answer: collect information about reasons for refusal according to the flow sheet; thank the respondent for their time; and move to the next household.)
- Guidance for Trainer: Make sure interviewer can answer all questions that might come up such as information about the organization, the survey, their health. Make sure interviewer is polite, respectful, and can follow the flow sheet's instructions.

Exercise:

What to do when others disrupt your private and quiet interview space. It is important that respondents continue to complete the interview with privacy. Depending on the situation, the interviewers may ask the respondent if he or she would like to continue with an interview, arrange to complete the interview at a different time, or move to another room, outside, or to a different location.

Evaluation:

Can the interviewers confidently initiate the survey process? Are interviewers prepared to respond given different situations of finding people absent home, unwilling to participate, and so on?

6. Introduction to the Household Violence Section

Goals of this Module

- make field staff understand the purpose of collecting information on domestic violence
- the importance of including domestic violence
- the specific issues that will be addressed.

In Class

- Discuss the goals of survey to increase women's empowerment and decision making power
 - Explain how attitudes may change faster or slower than actions
 - Discuss the role women'
- Examine field staff's own attitudes and beliefs around violence, rape and other forms of gender-based violence.
 - Interviewers frequently share many of the same stereotypes and biases about victims that are dominant in the society at large, (for example, that some women deserve to be beaten or that men have the right to demand sex from their wives whenever they want.)
 - Left unchallenged, these beliefs can lead to victim-blaming and other destructive attitudes that can undermine both the respondent's self esteem and the interviewer's ability to obtain quality data.
- Establish a set of ground rules to help create an open environment conducive to learning, although no participants should be required to talk about personal experiences unless they choose to.

Exercises

Read out loud the following statements and ask participants to move to the sign that represents their opinion about the statement. Ask a few participants on each side to explain their opinion. The facilitator may ask questions to stimulate discussion, but it is not necessary to provide "correct" answers, as these will be discussed in greater depth later on.

Evaluation:

Do Interviewers understand the importance of household violence? Are they able to identify and confront potential biases? Are they comfortable talking with each other about attitudes and beliefs?

7. Introduction to Gender-Based Violence

Goals of this Module

- Introduce basic concepts of Domestic Violence
- Discuss role of power and control dynamics

In Class

- Begin with discussing the role this survey will play in providing information regarding domestic violence
 - How many women have experienced physical, sexual or emotional violence from a current or former intimate partner at any point in their lives, and how many have experienced such violence in the last 12 months?
 - How is violence at home related to other issues of women's well-being
 - How do women respond to violence? Who do they turn to for help
- Discuss forms of abuse. Abuse can be physical, sexual, emotional (intimidation, denigration, humiliation), economic, or social (isolation of the victim). Because in intimate relationships the abusing partner usually knows the victim well, it is possible to be hurtful in ways tailored to the particular person. (See the Power and Control Wheel at the end of this manual.)
 - Physical abuse is the most obvious. However, some physically aggressive behaviors, such as a slap, may not be abusive if done in self-defense or without frightening the target person.
 - Sexual abuse includes a wide range of behaviors. A partner may be forced to have sex or perform certain kinds of sexual acts against her or his will. Other kinds of sexual abuse include denial of contraception, or being forcibly subjected to pornographic or violent sexual material.
 - Emotional abuse includes systematic verbal humiliation and/or intimidating threats aimed directly at the partner or at what is precious to the partner. It may include attacks against property or pets. It may include threats of suicide or harm to self.
 - Economic abuse means control of financial resources in a way that blocks the partner's access to them when needed. It may include denying access to money or credit cards; refusing to pay bills; denying food, clothing, or transportation.
 - Social abuse means isolation of the victim, blocking access to social supports and resources. Possessiveness, jealousy, suspicions of sexual infidelity or emotional disloyalty, and/or extreme demands for the partner's time and attention may result in the partner's increasing isolation.
 - This can be illustrated using the wheel of power and control

Exercise

Encourage participants to think about different kinds of acts that can constitute violence. This will help them to recognize that violence can be physical, verbal, emotional, sexual, and economic.

- Ask the participants to mention all the different kinds of violence that are common in their community and write the answers on the flipchart or blackboard. An alternative is to

hand out cards for participants to write down their answers and then stick them up on the wall.

- Ask the group “Are all these acts of violence the same?” “What kinds of differences are there between them?” “What kinds of violence are more likely to happen to women and girls than to men and boys?” “What do you think are the effects on the health of women and girls of this kind of violence?” If cards are used, they can be grouped together, according to the types of violence (emotional, verbal, economic, sexual, or physical), or according to which types of violence are suffered primarily by women and girls, which are mostly experienced by men and boys, and which are suffered equally by men and women.
- Show overheads and distribute handouts on the definitions and characteristics of gender-based violence, wife abuse and sexual coercion.

8. Safety and Ethical Considerations

Goals of this module:

- Discuss potential risks to respondents from participation
- Learn protocol for dealing with crisis or severe situations

In Class:

Emphasize the following points

- **Disclosing violence is a very difficult thing for many women.** It is a very intimate part of their lives, and a woman who has experienced violence often feels ashamed or guilty about her situation. She might be afraid that someone hearing about the violence will think that it is her fault or that she is a bad woman or mother. Therefore, women are often reluctant to talk about violence unless they feel comfortable with the interviewer and believe that they can trust her. That is why it is so important for the interviewer to build rapport with the respondent and to listen in a sympathetic, non-judgmental way.
- **Disclosing violence may be dangerous for some women.** If an abusive husband finds out that his wife has told others about the violence, he could become angry and abuse her even more. If he suspects that she is talking about this during an interview, he might become abusive to the interviewer as well. Therefore, it is very important to follow the rules about privacy strictly, making sure that no one else is present during the interview, and changing the subject or suspending the interview for a while if someone else comes into the room. For the same reason the Household Relations Section is only administered to one woman per household, and men in the same households are not questioned about domestic violence.
- **Discussing experiences of violence may be very distressing for respondents,** even if the violence took place many years ago. Women may become upset or even cry as they recall experiences, and they may ask interviewers for help or advice. It is important for the interviewer to know how to respond if this happens.

Exercise:

Each group will determine the best response to the crisis scenarios described in the training slides. After the presentation of the scenarios, give the groups 10-15 minutes to come up with a list of responses. Maintain a master list and discuss the benefits and drawbacks of the suggestions

Evaluation:

Do interviewers appreciate the danger respondents may face? Are interviewers prepared to face strong emotional responses?

9. Self-Care

Goals of this module:

- Identify and discuss effects from exposure to trauma stories
- Develop coping strategies

In Class:

- Listening to women's stories of abuse can also be upsetting for interviewers and supervisors.
 - Discuss ways for team members to provide emotional support for each other should be developed.
 - it is very likely that some of the interviewers will have experienced violence at some point in their lives. Stories of abuse can be particularly emotionally draining; nonetheless, these women also tend often to be excellent interviewers.
- A common occurrence recounted by researchers on violence is that feelings evoked during the research begin to invade other areas of staff members' lives.
 - it is not unusual for team members involved in violence research to begin to have problems in their own relationships, either because they start to recognize aspects of their own relationships as abusive, or because the anger they feel towards male perpetrators begins to generalize to the men in their own life.
 - Given the high prevalence of gender-based violence nationally, it is likely that a substantial proportion of interviewers will have experienced violence themselves at some point. These experiences need to be taken into consideration. Most people learn to cope
- Emotional support for team members is essential.
 - helps interviewers withstand the physical and emotional demands of intense fieldwork, and it also contributes to the quality of the data collection process.
 - One strategy is to schedule periodic "decompression sessions" or de-briefings for field staff to discuss how the emotional impact of the research experience is affecting them. These meetings can be led by team supervisors and editors and should be separate from meetings for reviewing technical aspects of the survey. In these sessions, maintaining the confidentiality of both respondents and field staff is a primary consideration. What is said in these meetings should not be repeated to anyone else.
 - The purpose of the debriefing sessions is to create an opportunity for the interviewers to discuss the content of the interviews and their feelings about the work. The goal is to reduce the stress of the fieldwork and prevent any negative consequences. Scheduling weekly sessions should meet the needs of most survey teams.
- Supervisors should be on the lookout for signs of "burn out" among field staff and to take immediate steps to reduce their exposure to potentially upsetting situations.
 - A single day's rest can often be enough to allow team members to recuperate from stress.
 - Check in with interviewers and allow them the chance to request a break

Exercise:

Develop a list of during field work coping strategies and post-interview strategies

10. Interview Techniques

Goals of this module:

- Develop strategies to encourage responses from victims
- Increase comfort level of interviewers with domestic violence questions

In Class:

- Interviewer emphasis on confidentiality. All interviewers should receive strict instructions about the importance of maintaining confidentiality. No interviewers should conduct interviews in their own community or with persons that they know.
- Privacy of interviews.
 - Interviews should only be conducted in a private setting. The participant should be free to reschedule (or relocate) the interview to a time that may be more safe or convenient for her. Other field staff (editors, supervisors) may be enlisted to help distract spouses and other family members if it is difficult to achieve privacy.
 - Interviewers should be terminate or change the subject of discussion if an interview is interrupted by anyone. The interviewer can forewarn the respondent that she will turn to an already completed section of the questionnaire (breastfeeding, family planning, etc.) if the interview is interrupted. One way of handling such situations is for the interviewer to appear to check with the respondent the data on her the birth history, antenatal care or child health. For women who have no children, the interviewer could go back to the questions on education or employment.
- Information or referrals for respondents. Although most women interviewed will not require any special help after participating in the interview, some women may be particularly distressed, or may ask the interviewer for help in overcoming their situation. As discussed above, in NFHS-3 an interviewer can provide a respondent who asks for help contact information for an organization that she can assist her. If the information is provided in written form, it is very important that the respondent be told to keep the information in a safe place. It is important that no one else knows that she has been provided with information on services for abused women. This may put her in danger of further abuse.
- The extent to which women will discuss their experiences of violence is also influenced by the sex, skill, attitude and training of the interviewer. Most violence against women is perpetrated by men, and experience to date suggests that female respondents feel most comfortable talking about violence with other women. It has also been found that adult women prefer not to discuss violence with interviewers whom they perceive may not understand or be sympathetic to their experiences. Consequently, in some settings, difficulties have been encountered when using young or unmarried women as interviewers, or when using interviewers who are not experienced at discussing

Exercise

Demonstration interviews will be used in order to illustrate how questions should be asked and how information should be recorded. For the interview exercises, it is useful to assign different characteristics to the 'respondent' to ensure that trainees have practice covering different parts of the questionnaire and are exposed to different situations. Below are some examples of combinations of respondent characteristics to use in these exercises:

- Separated from partner, slapped, beaten, kicked at some point, no violence in last 12 months
- Currently married, no violence with current partner but was slapped and beaten by a former partner
- Never married, has a boyfriend, never lived with him
- Never married, no partner violence, but raped by a stranger when she was 14
- Currently married, never physically abused
- Abandoned by husband who physically and sexually abused her last time was 4 months ago
- Currently married, 2 former husbands, no violence by anyone
- Not married forced to have sex during last 12 months by her "husband"

11. Practice Role Playing

Goals of This Module:

- Familiarize interviewers and supervisors with the interview process
- Discuss how to record answers on the survey form

Exercise:

Conduct a sample interview. Administer the survey (you acting as the interviewer) to a person familiar with the survey acting as the respondent. Have the participants (interviewers and supervisors) record the answers. After this sample interview, go over each question and ask participants what they recorded for each answer. Correct mistakes as they go along. Conduct a second sample interview, where you reverse roles. As the respondent, you should give vague or incomplete answers so the interviewer can demonstrate effective ways to probe for needed information without leading the respondent.

Exercise:

Assign the interviewers to small units of 2 to 4 with one supervisor. Distribute role-playing situations and ask the units to move to areas so that they can talk and not distract other units. Determine a time to reconvene.

Ask each unit to practice conducting an interview, with one student serving as interviewer and one as respondent. The others in the unit should carefully observe the interviewing techniques and record the answers along with the practice interviewer. After the interview, they can give constructive feedback. (The supervisor in the group must ensure that the feedback is constructive: one way to do so is to first ask everyone to point out something that was done well and then ask for suggestions for improvement.) Have the supervisor collect the practice surveys for later review.

Reconvene the participants and go over any difficulties they may have had in their small group practice interviews.

Evaluation:

Do the interviewers demonstrate suitable behavior during the survey process? Can the supervisors offer constructive feedback? Are there any persons who should not be sent out into the field?