

CENSUS UPDATE INTERVIEWER TRAINING GUIDE

SAVVY

Sample Vital Registration with Verbal Autopsy



MEASURE Evaluation

U.S. Census Bureau

Census Update Interviewer Training Guide

SAVVY

Sample Vital Registration with Verbal Autopsy



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U S C E N S U S B U R E A U
Helping You Make Informed Decisions

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INSTRUCTIONS TO THE TRAINER

This training guide will help you teach all the skills necessary for a person to become a trainer for the **S**Amples **V**ital Registration with **V**erbal Autops**Y** (SAVVY) census update. In addition, there are some guidelines provided in this manual that you should follow to help the training progress smoothly.

The key to an effective training session is preparation. If you are prepared in advance, your confidence will be apparent to the trainees. No amount of classroom technique or speaking skill can overcome the handicap of not knowing your subject matter.

Always treat your trainees with respect and courtesy. Remember, they will be working for you.

Study the Training Materials in Advance of the Session

Read and study all the training materials well in advance of the session, including this training guide, the *SAVVY Census Update Interviewer's Manual*, the *SAVVY Census Supervisor's Manual*, and all materials that will be used in the training session. Do not be concerned about your presentation during your initial reading of these materials; concentrate instead on understanding the concepts and operations that are covered. If you do not understand a particular part, reread the portion that covers that part or search for added information in the manuals. If necessary, ask your supervisor for assistance. Be certain that you understand every phase of the interviewer's job before training begins.

Live Practice

Read all the materials several days before the training begins, including this training guide. At this point, read portions of the materials aloud, following the schedule in the training guide, and begin to concentrate on your presentation and the types of questions the trainees are likely to ask. You may find it useful to make notations and marks in the *Census Update Interviewer's Manual* to help you during the actual training.

If possible, conduct a small dry run presentation on your own. A dry run is a practice presentation in front of a mirror or a small group of friends, with a clock. The dry run gives you a chance both to find out if you are speaking loudly and clearly, and to assess how long it takes you to cover certain parts of the training. This will also give you a chance to practice referring to the interviewer materials as you speak. Using the materials during this live practice will keep you from stumbling during the training. It is embarrassing and time consuming for you to have to interrupt training to find a page or form. It is even worse when you do not know which form to use and when to use it.

It is important to try and think about possible questions that may be asked during training and try to prepare for them in advance as much as possible by noting important sections in your materials and knowing the topics covered. However, there will always be some questions that are unexpected. In these situations, your answers must be the same as every other supervisor in the country. In order to ensure that your answers are consistent, you should contact your census

supervisor coordinator (CSC) with any unusual or difficult questions that you receive during training so that they can share the answers with all the other supervisors conducting training sessions.

Classroom Preparation

Preparing the classroom for training is as important as preparing yourself to conduct the training. Locate and inspect a training site.

If a training site has been selected for you — If a site has already been selected, do the following:

- ✘ Meet with the person in charge of the training site.
- ✘ Confirm the earlier agreement.
- ✘ Verify that the space will be available and ready on the days you need it.
- ✘ Inspect the space to make sure it meets the basic requirements for the training site. (See the list below on this page, “A training site should meet the following requirements.”)
- ✘ Notify your supervisor when you are satisfied with the site and have confirmed the earlier arrangements. Discuss any problems with your supervisor.

If a training site has not already been selected for you — If a site has not been selected, call or visit potential sites until you locate one with adequate space that is available during the scheduled training. Use the following suggestions as potential sites:

- ✘ schools, including colleges or vocational training centers
- ✘ churches, synagogues, or mosques
- ✘ community or recreation centers
- ✘ clubs or lodge meeting halls
- ✘ libraries
- ✘ post offices
- ✘ military centers
- ✘ other government offices

A training site should meet the following requirements. It should be:

- ✘ rent-free (if free space is not available, do not make a commitment to rent training space, contact your supervisor for help);
- ✘ quiet and free of distractions;
- ✘ large enough to accommodate all of your trainees, but not too large;
- ✘ equipped with sufficient desk or table space, and seating for all the trainees;
- ✘ well ventilated, as weather requires;
- ✘ have some type of restroom facilities, either on-site or nearby and available for use during training;
- ✘ have eating facilities nearby, or you must tell trainees to bring a lunch; and

- ☒ centrally located, to limit travel by all trainees.

Once the training site is set and your trainees have been selected, you will receive notification from your supervisor with such information as each trainee's name and contact information. You should keep a copy of this information or copy the information into a notebook to use for attendance during the training session. If it has not already been done, notify your trainees of the date, time, and place of training.

Prepare the Training Room for the Training Session

Arrange the seats and tables so that each trainee can easily see and hear you and see any materials that you'll be using during training. Provide enough space so that each trainee has room to spread out his/her training materials or take notes.

A list of materials needed both by you and your trainees can be found near the end of this chapter. Several days before the training session, make sure you have all the needed materials. Before trainees arrive on the first day of training:

- ☒ Leave an update interviewer's manual at each trainee's place, along with a notebook and pen or pencil.
- ☒ See that lighting and ventilation are adequate.
- ☒ Check the locations of water fountains, rest rooms, and lunch facilities.

If available, name cards are very useful for yourself and each trainee, especially the first few days of training. At the first training session, have each trainee write his or her name on a name card using a black marker. Once everyone has taken a seat, make a quick seating chart for your own reference. The seating chart will help you to call on trainees during training and help you remember their names. Ask the class to keep their seats for the rest of the training session.

Do not allow trainees to smoke or eat in the training room during training sessions. Request that all cell phones be turned off during training. Advise trainees of the time and duration of training breaks and the location of nearby bathrooms and dining facilities, and any necessary emergency procedures.

How to Use a Training Guide

Why we use training guides —Training guides are used for the following reasons:

- ☒ Training guides ensure **uniform training**. If all trainers use the same training materials, then all trainees receive the same training. All trainees need to receive the same instructions so they will perform their duties in the same manner.
- ☒ Training guides control the **cost and time of training**. The length of time for training is limited, and having a training guide helps trainers to emphasize the most important topics during the set training period. You should make every effort to keep to the training schedule provided. Uniform training keeps the costs of training within the budget.

- ✘ Most supervisors do not have the time or resources to design and prepare a training program. The training guide **frees the supervisor** from the burden of preparing his or her own training program, allowing him or her to concentrate on working with the trainees.

Classroom Training Techniques

Keep training upbeat — This training guide will instruct you in which topics you should cover and in what order during training. However, merely reading a manual or form aloud does not make for an effective training session. The trainer must keep the session upbeat. Only you, the trainer, can make the session effective. You must watch for signs that reflect how well the trainees are learning and how well you are holding their attention. Signs to watch for include trainees' classroom participation, their answers to your questions, and their own questions to you.

If trainees show signs of boredom or fatigue, take a short break, ask questions, or find other ways to keep trainees involved in the training session.

Techniques to use — If you follow the training techniques listed below, you'll be able to manage the attention of the class and guide the trainees through an effective learning experience:

Study this guide. Be able to deliver training efficiently and accurately. Know the materials so well that when trainees ask questions that will be covered later in the training, you can tell them so and move on without taking time to answer a question that will be covered later.

Know the other training materials. Have copies of the manuals and materials referenced in this training guide available for your reference and put them in order so that they are easy to locate.

Stand up when you conduct training. In doing so, you will gain in two ways. First, you will have better control of the class, because you can see each trainee and the signals of frustration (hearing difficulty, doubt, or other problem) that a trainee's face may reflect. Second, your voice will carry better with less effort on your part.

Maintain eye contact with your trainees. Look up from your reading whenever you reach the end of an important topic and at the end of each paragraph. Look at the trainees' expressions. If someone looks confused or troubled, stop to ask if anyone has a question. Make a mental note to watch persons who look confused during exercises to see if their performance during the exercises demonstrates an understanding of the material. As you gain experience, you will master keeping eye contact while reading. When you look up, be sure to keep your place by using your finger or a pencil to point at where you left off.

Guard against distracting habits. These include jingling coins, twirling a pencil, etc. You do not need to remain completely still, but remember that you want your trainees to pay attention to what you are saying, not what you are doing.

Speak clearly and convincingly. Make sure everyone in the room can hear you without difficulty. Read at a normal rate of speed. Reading too quickly or slowly will lose the attention of the class.

Vary your tone of voice. If your tone of voice is too level, trainees will have a hard time staying focused on what you are saying. Identify the key words in each sentence and try to emphasize them when reading. For example, in the following sentence:

Keep your Census Update Interviewer's Manual with you at all times when working in the field.

The words in boldface could be emphasized to underline the meaning of the sentence:

*Keep your **Census Update Interviewer's Manual** with you at **all** times, when working in the field.*

If you don't know an answer, admit it. Do not fumble around for an answer or, still worse, give the wrong one. Never guess. Look up the answer with the help of the class. If the question is not covered in your materials, tell the class that you will give them the answer after you speak to your supervisor. Then be sure that you do.

Use practice exercises effectively. It is important to complete all exercises in training. Trainees will learn best if they are able to practice what they have learned. Practice interviews are a crucial part of many training sessions. During most practice interviews, you will play the role of the respondent. Read the responses as if you are being interviewed by the trainee. If the trainee is required to probe, or ask questions in order to clarify answers, make sure that he or she does. If a trainee does not ask a question properly, ask him or her to repeat it. If there is an answer key to a practice interview provided, go over it with the class. This will help you to determine which trainees are not properly marking the questionnaire. Learning takes place through practice. If the trainees learn poor interviewing techniques and are not corrected during practice exercises, they'll continue this poor technique into their actual work. Be sure to correct trainees' errors in the classroom so they won't commit errors in the field.

Read the manual exactly as it is written. Do not omit anything unless you are instructed to do so by your supervisor. This ensures that all trainees throughout the country will receive the same training.

Limit discussions. Class participation is a key to effective training, but it must be used wisely. Do not let the trainees' eagerness throw the session too far off schedule. The following techniques will help you to control the class without destroying the trainees' willingness to participate in class discussions:

- ✘ If a trainee asks a question about a point covered later in the guide, tell him or her to hold the question since you will be covering it later. Sometimes you should ask the trainee to make a note and hold a question even if you don't know if it's covered later. If the question is not covered, go back to it at the end of training and try to find the answer in the training materials or get the answer from your supervisor.
- ✘ If a discussion gets out of hand, interrupt the discussion. Tell the trainees that you must end the discussion because there is still a lot of material to cover and continue with the guide. If a trainee persists in pursuing a point, ask him or her to see you during a break, lunch, or after class. Remember that you are working on a schedule. You must make every effort to complete the training in the time allotted.

Do not call on the eager trainees all the time. Try to bring your more reserved trainees into discussions, to see if they are following the material. Some people do not speak in class because they are shy, while others may not speak up because they do not understand the material. It is your job to try and draw out those who do not understand so that you can clarify the topics that are confusing them.

Encourage the trainees to learn. Acknowledge incorrect answers by being tactful. Do not embarrass a trainee, but try to lead him or her to the correct answer. Repeat whatever part of the answer is correct to be supportive and try to rephrase the question to give hints. Sometimes, calling directly on a person who looks confused may cause them embarrassment and they may deny that there is any problem. It is often better to try and speak to trainees individually during breaks or during exercises.

Guidelines for Calling on Trainees

It can be very difficult for people to stay focused when sitting in a room and listening to one person for several hours. This type of instruction-only exchange also does not allow the trainer to gauge whether the trainees are following the instruction or understanding the material presented.

In order to keep the trainees' attention and reinforce the instruction, it is recommended that you call on trainees and ask a question related to each topic after it has been presented. Be sure to call on trainees by name and try not to call on the same trainees. Often a trainee will not speak up if he or she does not understand a topic, for fear of ridicule. Therefore, try to call on each trainee during the training.

Use the "APC" method of asking questions: **A**sk, **P**ause, **C**all. Ask a question; pause while all the trainees think about the answer; then call on a trainee by name to give his or her answer.

Always acknowledge a correct answer by saying something positive such as, "right," "good," or "okay," etc. If an answer is more than a few words long or is complicated, repeat the correct answer, referencing your materials, after you acknowledge the answer given by the trainee.

If the trainee does not answer correctly, try to lead the trainee to the correct answer by re-asking the question, by asking additional questions, or by referring the trainee to the manual or training materials. Never embarrass him or her by simply saying, "You're wrong."

Remember that the trainees may not always answer exactly as worded in the manual, but the answer should contain the most important information. An answer worded slightly differently than the manual's wording is not incorrect, and you should encourage trainees not to resort to reading answers directly from the manual. Having trainees express concepts in the manual in their own words increases their understanding.

Using the List of Trainees

Use the list of trainees provided by your office during and after class. Use the list of trainees as an attendance sheet during class. Mark the list to indicate which trainees did and did not attend the training each day.

If a trainee is no longer interested in the job, print, "will not attend" next to the name of that trainee, including any reason given for the trainee's departure, and notify your supervisor. Your

supervisor may be able to have a replacement trainee hired in time for training. If a replacement trainee is selected at the beginning of training, add the name of the replacement trainee to the bottom of your list.

At the end of training, forward to your supervisor the list of trainees and attendance record, along with what assignment area was given to each trainee and who their supervisor is.

Training Materials

You must obtain all training and supply items listed on these pages for you and your trainees. You will coordinate this with your CSC.

Materials provided to trainers PRIOR TO FIRST TRAINING include:

- ✘ *SAVVY Census Update Interviewer's Manual* for each trainee (bring your copy with you to every training session for reference)
- ✘ *SAVVY Census Update Interviewer's Workbook* for each trainee (bring your copy with you to each session)
- ✘ sample **questionnaires** (for use by trainees during training)
- ✘ sample **address listing books** (for use by trainees during training)
- ✘ sample **AA maps** (for use by trainees during training)
- ✘ **notebooks** (at least one for each trainee)
- ✘ **pencils and pens** (at least one for each trainee)
- ✘ mock **interview scripts** and answer keys

Materials useful for conducting training, if available, include:

- ✘ name cards
- ✘ black marker
- ✘ yellow highlighter
- ✘ flip chart, large paper, or blackboard and appropriate writing instruments
- ✘ letter to thank donor for space

Materials distributed to trainers also include:

- ✘ list of trainees
- ✘ assignment area appointments (one for each trainee)
- ✘ official interviewer identification card (one for each trainee)
- ✘ additional instructions and information from your office, as needed

Using the materials in class — Put a *SAVVY Census Update Interviewer's Manual*, notebook, and pen or pencil at each trainee's place at the training site prior to his or her arrival. Use this training guide to ensure that you are covering all the topics in the manual. Read the manual sections indicated aloud to the class, or ask for a trainee volunteer to read selected sections. After some sections, the training guide will list notes for you to follow as well as some exercises to conduct in the classroom. Be sure and follow all notes in the training guide.

You will determine with your CSC the assignment area appointments for the trainees in your class. You may also receive some basic administrative paperwork that must be completed at the beginning of training. Either you or an administrative officer will administer this paperwork once the trainees have arrived, brief introductions have been made, and attendance has been taken.

You will receive additional instructions and information from your office. These include:

- ✘ trainees' employee identification codes, supervisor names, contact information, and employee identification codes, and the SAVVY census sample areas (you will provide trainees with this information at the end of the training session), and;
- ✘ the SAVVY office may provide other information during training either in the form of additional materials, or written or verbal instructions.

You will pass out identification cards at the beginning of the training session. If there are more trainees than identification cards, you will need to obtain more cards from your CSC. If you have more cards than trainees, return the excess cards to your CSC at the end of training.

You will receive an assignment for each trainee that you will hand out upon the successful completion of training. These assignments include AA maps, pre-printed address listing books, and pre-printed and blank questionnaires. You may need to make some choices, under the direction of your CSC, if you have more successful trainees than assignments or if you have fewer successful trainees than assignments.

TRAINING OUTLINE (BEGINNING OF CLASSROOM TRAINING)

Welcome trainees and ask them to sign their names next to their printed name in your list of trainees. If you have name cards, ask the trainees to write their names on the cards and use them.

When everyone has arrived, introduce yourself and explain that this training is for SAVVY census update interviewers. Inform trainees how many days the training will last and be sure that no one is at the wrong training center.

Ask trainees to introduce themselves one by one.

Inform trainees of the following points:

- ☒ daily **start time** of training
- ☒ **morning break** time and duration
- ☒ lunch break time and duration
- ☒ **dining arrangements** available
- ☒ **afternoon break** and duration
- ☒ daily training **ending time**

Ask trainees to please respect the following rules:

- ☒ **attendance is required** every day of training
- ☒ trainees should be at the training center **before the starting time** each day and **return promptly** from breaks
- ☒ **cell phones** should be turned off during training
- ☒ there should be **no smoking or eating** during training sessions

Ask trainees to open their *Census Update Interviewer's Manuals* to the table of contents. Inform them that you will be covering each of these chapters during the training session.

Ask the trainees to turn to the beginning of chapter 1, What is SAVVY?, on page 1.

Chapter 1 — What is SAVVY?

Explain that chapter 1 provides a general overview of the SAVVY system. Details about the trainees' specific role in the SAVVY system will become clear during training.

Read chapter 1 to the class.

Chapter 2 — Responsibilities of the SAVVY Census Update Interviewer

Read the chapter's introductory summary paragraph at the beginning of this chapter.

If there are any supervisors in class, read the following text to the supervisors. If there are both supervisors and interviewers in the class, stress that this next applies to supervisors only. **(If there are no supervisors in the class, ignore the following text):**

Supervisors, in order for you to supervise your interviewers effectively, you have to understand what it is that they are required to do and how they are supposed to go about the job. The best way for you to understand this is for you to actually receive the same training that the interviewers will receive. Please pay close attention because all the information will help you perform effectively as a supervisor.

Since you are learning the details of the interviewer's job, the training materials will address you as though you were an interviewer. So consider yourself an interviewer temporarily, keeping in the back of your mind that you won't actually perform these tasks, but will supervise them.

If any supervisors will be training interviewers, add:

The training materials that I'll use to train you as an interviewer are the same materials that you'll use to train your class of interviewers.

Chapter 2 has five sections. Cover these sections:

Interviewer's Responsibilities

Interviewer's Tasks

Interviewer Materials — Hold up example of each of the materials as you read about them. As you discuss each item, note again that you will be discussing these in more detail later in the class. Be specific about when you will be discussing that particular item. For example, after reading:

The pre-printed address listing book lists all the businesses, institutions, vacant housing units, and households in your AA at the last SAVVY census. You must update this listing to include new buildings and/or new housing units. To do this, you must be sure that you cover your entire AA and knock on every door. People can live in unlikely places, such as a guard who lives in a warehouse or a person living in a temporary shelter made from scrap materials.

You then say, "We will discuss this in detail in Chapter 4 of your manual, in the sections about reading and updating your AA map."

Confidentiality

Falsification of Data

After completing the chapter, ask if there are any questions.

Call on trainees and ask the following:

- ☒ Name a responsibility of a SAVVY census update interviewer.

Responses may include, but are not limited to: “represent program to persons in my assignment area,” “accuracy of the information about my assignment area,” “keep listings and maps as accurate as possible,” “complete SAVVY update questionnaires for households,” “complete SAVVY change questionnaires for new households,” “ensure that all questions are answered for each person in the household,” “explain the purpose of the SAVVY census update to others.”

- ☒ Name a SAVVY census update interviewer task.

This question may be more difficult to answer for a new interviewer, who has not been previously involved in the SAVVY system. Return interviewers should be able to provide answers. Responses may include, but are not limited to: “travel to my AA,” “check the boundaries of my AA,” “travel each block/area in my AA,” “make corrections to my AA map,” “make corrections to my address listing book,” “check the location of buildings on my AA map,” “check the number of housing units on my AA map,” “knock on each door to verify if it belongs to a housing unit.”

- ☒ What does confidentiality mean?

- ☒ What is falsification of data?

Interview Example

Explain that to help illustrate the work of an interviewer, you will provide an example of an interview. Explain that this is just to give them an idea of what their work will be like; interviews will be covered in more detail later during the training.

- ☒ Ask for a volunteer to help you demonstrate an interview.

- ☒ Hand the volunteer a copy of the script or let them read over your shoulder, and read the following:

Now let’s pretend that I’m walking up North Main Street, looking for any buildings on the right side of the road. I locate a building at 847 North Main Street and open my pre-printed address listing book. I look for the address of the building in column (6) of the address listing book and note that a dot is properly marked and numbered for the building at the proper location on my map, and that it shows a single housing unit. (Pretend that you are actually checking a pre-printed listing book and on the map). At that line in the address listing book, I find just one household. I locate the pre-printed form for this household and verify that the place name, cluster number, assignment area number, building number, housing unit number, and household number for the household are correct. I determine the name of the reference person from the previous census round. I walk to the front door. A household member answers the door and I ask to speak to the reference person. The reference person is available, so we know that this is the same household as previously. So we would circle the number 1 in section D.1 and go to section G.

A scripted interview starts here; indicate to the trainee that he or she should read the “respondent” parts and that you’ll read the “interviewer” passages:

Interviewer:

Hello. I’m *(state your name)* and I am conducting interviews on behalf of the government as part of the SAVVY system. Here’s my identification. *(Show your identification card.)*

We are conducting a population and building update census for this area. According to our records, you participated in the SAVVY census in *(state previous year)*. I’d like to ask you a few questions to update and verify the information that you gave us in that census. Here is some information about the SAVVY system update round, which is the purpose of my visit today.

(Hand a copy of the SAVVY information letter to the respondent.)

Is the exact address of this building 847 North Main Street, Abbotsville?

Respondent:

Yes.

Interviewer:

Are there any living quarters, occupied or vacant, in the building or on this property? For example, an apartment; or renters?

Respondent:

Just this house that my family lives in. That’s all there is on this property.

(Pull out the pre-printed questionnaire [pad], pretend to make entries as you continue the scripted interview, but do not write anything on any forms.)

Interviewer:

In order to verify your information, I will complete a SAVVY census update questionnaire for this household; it should only take a couple of minutes. This is a list of all household members who were present during the last SAVVY census. Please tell me if our current information for each person is correct and if this member still lives here. I have you listed as the owner of the house, Mr. Robert Smith, is that correct?

Respondent:

Yes, I'm the owner of the house and my name is Robert Smith.

Interviewer:

Do Thomas Smith and Sarah Smith still reside in this household, Mr. Smith?

Respondent:

Yes, they do.

Interviewer:

Does anyone else live here with you, Mr. Smith?

Respondent:

No, just my wife, Sarah, and son, Thomas.

Interviewer:

So Sarah Smith is your wife and Thomas is your son by birth, as I have listed here, is that correct?

Respondent:

Yes, that's right.

Interviewer:

And just to verify, Sarah is female and Thomas is male?

Respondent:

Yes, that's right.

Interviewer:

Mr. Smith, could you please tell me your date of birth?

Respondent:

I was born on March 12, 1963.

(Verify that the date of birth listed for respondent is correct.)

Interviewer:

Could you please tell me your age as of today, Mr. Smith?

Respondent:

I'm 43 years old.

(Verify that the age listed for respondent in the previous census is consistent and that the age matches the date of birth according to date and day.)

Interviewer:

Mr. Smith, could you please tell me Sarah's date of birth?

Respondent:

November 16, 1965

(Verify that the date of birth listed for Sarah Smith is correct.)

Interviewer:

And what is Sarah's age as of today please?

Respondent:

She's 40.

(Verify that the age matches the date of birth according to date and day. Today's date is December 15, 2006. If Sarah's birth date is correct, she should be 41 today. You ask Mr. Smith again to confirm Sarah's date of birth and ask if she had a birthday last month. Mr. Smith responds that the date of birth is correct and agrees that she is 41 as of today.)

Interviewer:

Could you please tell me Thomas's date of birth?

Respondent:

Thomas was born August 8, 1995 and he's 10 years old today.

Interviewer:

I need to make sure that I have counted everyone who lives in this building. Did I miss any children, including foster children? Anyone away on business or vacation who usually lives here for most of the year? Any roomers or housemates? Anyone else who has no other home?

Respondent:

No, it's just the three of us.

Interviewer:

That's all I need. Mr. Smith, thank you very much for your time.

Take back the script from the trainee and allow the trainee to return to his or her seat.

Read the following:

Now I return to the front of the questionnaire to complete it:

I write in today's date in Section C.1, and circle "1" in C.4 to show that this is a completed interview.

I write today's date in section D.1, and circle "1" in section D.2, if I have not already done so. This indicates that I am interviewing the same household that was interviewed in the previous census.

I write 001 next to "household respondent line number" in section E.1, zero in section E.2

Finally, I sign my name in Section F.1.

I will also make sure to update my address listing book with information from my interview. In this case, the only update required is a check in the action code box, since there are no changes.

Ask the class, "Are there any questions?"

Answer questions and remind trainees that you will cover interviews later in the training, and they will take part in interviewing exercises at that time.

TRAVELING WITHIN YOUR ASSIGNMENT AREA (CHAPTER 3)

Read the chapter summary paragraph at the beginning of this chapter. Then cover the chapter's sections, which are listed below with any instructions that apply to a specific section.

Locating Your Assignment Area

Locating the Boundaries of Your Assignment Area

How to Canvass an Assignment Area — Begin reading this section by telling the class, “I will now begin the detailed explanation of how to canvass an area. Please read along with me and note any questions you would like to ask at the end of the section.” This will make it clear to the trainees that you are starting the part of the course that gives the technical details of the work they will be doing.

At the end of reading this section, stop and ask if there are any questions.

Call on trainees with the following questions:

- ✘ What does canvassing mean?
- ✘ What is an assignment area?
- ✘ In which direction should you always try to turn when canvassing your AA? (*Answer: to the right.*)
- ✘ What are living quarters?
- ✘ As a SAVVY census update interviewer, do you need to check all buildings and structures for living quarters? (*Answer: yes.*)
- ✘ What is a housing unit?
- ✘ How can you tell if there is more than one housing unit in a building? (*Answer: direct access.*)
- ✘ What is “direct access?”
- ✘ What is a “household?”
- ✘ Can a person who lives alone be a household? (*Answer: yes.*)
- ✘ As a SAVVY census update interviewer, do you interview people in hotels? (*Answer: no.*)
- ✘ What are group quarters?

Canvassing Both Sides of the Road or Path

Rules for Identifying a Housing Unit — Stop and ask if there are any questions. Then ask trainees to open their *Census Update Interviewer's Workbook* to Exercise 1 on page 5 of the workbook (allow time).

Exercise 1

Read to the class, “This is the exercise identifying separate housing units and households. Please read the canvassing situation descriptions on page 5 in the *Census Update Interviewer’s Workbook* and answer the questions following each situation.”

Allow trainees time to complete the exercise, and walk around answering questions as necessary.

When everyone has completed the exercise, call on a volunteer to share his or her answers for the first situation.

Answers to Situation A (the Smith family rents two rooms to Mr. and Mrs. Jones) are as follows:

1. The Jones family does not occupy a separate **housing unit** because they do not have direct access.
2. The Jones family is a separate **household** because they do not make common provision for food and other living essentials. They eat with the Smith family as part of their rental agreement only.
3. The Jones family would be listed on a **separate line in the address listing book** because they are a separate household. They would have the same building and housing unit number as the Smith family.
4. The Jones family would be interviewed on a **separate questionnaire** because they are a separate household in the same housing unit as the Smith family. Each household is interviewed on a separate questionnaire.

Ask for a different volunteer to share his or her answers to situation B.

Answers to Situation B (a daughter and her husband live in a separate building on the Smith’s property) are as follows:

1. Yes, the daughter and her husband are a **separate housing unit**.
2. Yes, the daughter and her husband get listed on a **separate line in the address listing book** because they are in a separate housing unit.
3. Even though they make common provision for food with the family and do not pay rent, they are considered a **separate household** because they are living in a separate housing unit. One household cannot extend beyond one housing unit.

4. Since the daughter and her husband are a separate housing unit and therefore a separate household, they would be interviewed on a **separate questionnaire**.

Ask if there are any questions and discuss as needed.

Continue going through the chapter, covering the following chapter sections.

Buildings Under Construction

Buildings Not Intended for Habitation that Are Inhabited

Looking for Hidden Living Quarters — Stop and ask if the trainees can think of any other signs that may indicate that there is a housing unit that cannot be seen or easily identified from the road.

When a Road Segment Has No Building

Examples of Canvassing Situations – Rural Areas and Watercraft

Examples of Canvassing Situations – Urban and Rural — Stop and ask if there are any questions.

Exercise 2

Ask the trainees to take out their workbooks and turn to the second exercise, found on page 6.

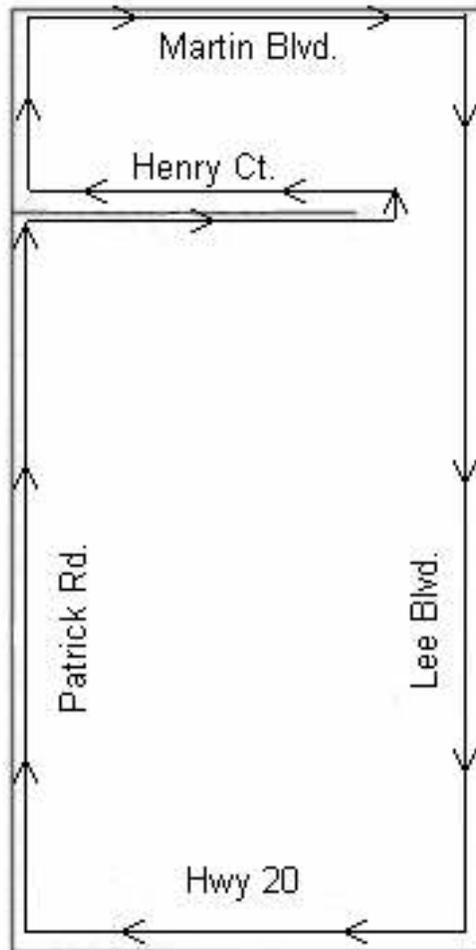
Give trainees time to complete the exercise. Walk around the room to answer questions, as necessary.

Ask someone to share his or her canvassing path for this exercise with the group. (The illustration from exercise 2 is shown on the next page.)

Review the answer as the trainee reads it out loud. Encourage the trainee to use street names and directions to explain the route. If there is something wrong, wait until the trainee has finished, then ask the class if there is something that could be improved. Only after the class responds should you add any required comments.

Answer to exercise 2, page 6 of *Census Update Interviewer's Workbook*

North
↑



- ☒ Before you continue, **ask if everyone understands** how to canvass interior roads.
- ☒ **Answer questions.**

Exercise 3

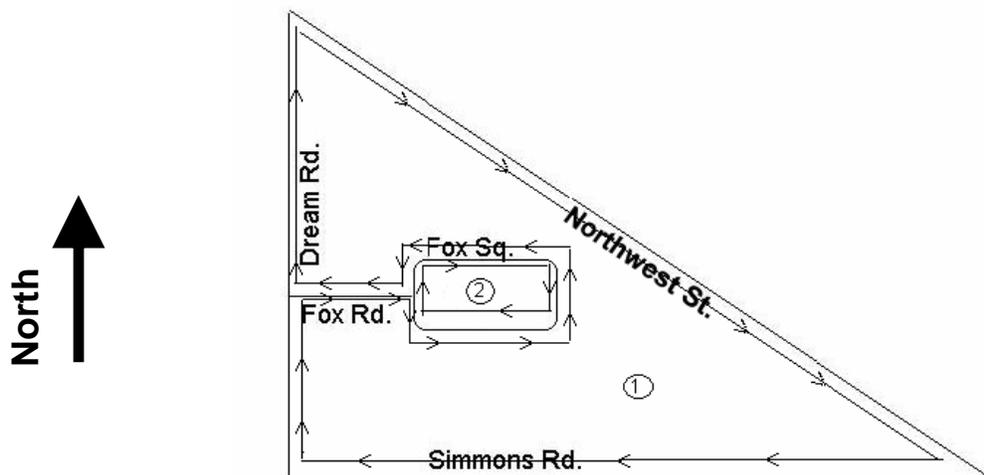
Now, ask the trainees to complete exercise 3 on page 7 of their workbooks.

Give trainees time to complete the exercise. Walk around the room to answer questions, as necessary.

Ask for a volunteer to share his or her canvassing path for exercise 3 with the group.

Review the answer as the trainee reads it aloud. Encourage him or her to use street names and directions to explain the route taken. If there is something wrong, wait until the trainee has finished, then ask the class if there is something that could be improved. You should add any essential comments only after the class responds.

Answer to exercise 3, page 7 of *Census Update Interviewer's Workbook*



- ☒ Before you continue, ask if there are **any questions**.
- ☒ **Answer questions.**

READING AND UPDATING YOUR ASSIGNMENT AREA MAP (CHAPTER 4)

Read the summary in the manual for Chapter 4, Reading and Updating your Assignment Area Map.

Cover the first two of the four sections of this chapter:

Reading your Assignment Area Map

Using the Map Scale

Exercise 4

Ask if there are questions. Then ask trainees to turn to exercise 4 on page 9 in their workbooks.

Allow time to complete the exercise, walk around the room answering questions as needed.

When everyone has completed, ask for a volunteer to share his or her answer to the question:

What is the distance between Third and Main streets and the foot path?

Answer to exercise 4, page 9 of *Census Update Interviewer's Workbook*

The distance is about 0.25 kilometers, or 250 meters, between the intersection of Main and Third streets and the edge of the dotted line for the foot path.

Continue covering the remaining sections of this chapter:

Updating Your Assignment Area Map

Before reading this section to the class, note that “since you will be participating in an update census, you may be required to do substantial revisions to the AA map. In this section, we will discuss how to do this in a manner that may be read and understood by anyone who needs to read the map.”

Use the table of instructions that begins on page 30 of the *Census Update Interviewer's Manual* and the illustration found on page 37 to help explain update options.

For example, the page 37 illustration shows a street with no name, indicated by caption block 8.

The name of a street on the map may not match the street name that the interviewer observes or obtains via interview. An example is shown by caption 4, where the interviewer entered “Robinson Rd” as the correct name, striking through the incorrect “Sunny Rd” name for this road.

Caption 7 shows a situation in which more than one name applies to a street. The interviewer has written “New Market Rd” in parentheses beside the map’s entry for “Market Rd,” indicating an alternate name for this street.

How to Update with Map Spotting — Again using the manual’s illustration on page 37, ask the following questions (answers follow each question, in parentheses).

Which blocks or areas has the interviewer completed? (Blocks 101 through 107.)

Are there any living quarters in building 24? (No.)

Now look at caption 8 in the lower part of the illustration. Following the arrow from the caption box, what type of road is indicated by the arrow? For a hint, see the list of abbreviations in Appendix C, page 91. (“UN RD” on the map indicates an “unnamed road.”)

What types of roads do the arrows from caption 5 refer to? (“PR RD” refers to a “private road,” and the other arrow indicates a named road, “Riggs Rd.”)

In what block or area number of the map is lazy creek located in? (Block 107.)

Now ask trainees to look at **figure 1 in their workbooks**, found on page 10, and compare it with figure 2 on the facing page. Allow time for trainees to compare the maps, then ask the following questions:

What is the difference between the two maps? (Block numbers have been entered in the second map, and some map spotting has been completed.)

Which blocks are completed in figure 2? (Block 1 is completed.)

How many housing units are there in building 4? (There are two units.)

How many housing units are there in building 11? (There are three units.)

Exercise 5

Tell trainees they will now complete a final exercise using a mythical town called Abbotsville. Ask them to locate the figure 5 drawing (Abbotsville) on page 15, at the end of their workbooks.

Hold up the picture of Abbotsville and allow time for everyone to find it.

Read the following to the class:

Before we begin this exercise, you should have read the sections in your Census Update Interviewer’s Manual on updating your AA maps and map spotting (pages 29 through 37). If you have any problems during this exercise, refer to those sections of your manual.

(Pause. Allow time for review.)

In this exercise, we are first going to canvass a section of Abbotsville. In the second part of the exercise, we are going to revise the map that we created.

Now I’d like to briefly discuss this picture of Abbotsville. This is not a map. It is a drawing or picture of what you would see if you were in a helicopter hovering over Abbotsville. Everything you see here exists in Abbotsville.

Abbotsville is a lot like the areas that you will be canvassing. It has houses, apartment buildings, schools, churches, and businesses.

Notice that the Abbotsville picture shows buildings, building names, and numbers that are the numbers that you would see on or near some of the buildings. Numbers make it easy to identify the location of buildings and housing units. But

just like in real life, not all buildings or housing units have numbers or are located on streets with names.

The Abbotsville drawing is designed to give you practice in relating census maps to what you see and might encounter in your assignment areas. The Abbotsville drawing represents an AA for training purposes.

Are there any questions about the Abbotsville picture and its purpose?

Now we'll practice canvassing Abbotsville.

Look at AA map sample figure 1 in your workbook.

Now look at your drawing of Abbotsville, figure 5.

Does anyone notice any similarities between the two?

Answer: Figure 1 appears to be a map of the left-hand side of the drawing in figure 5. AA sample map of AA 001, or "Abbotsville – 425" is a section of Abbotsville left (west) of the Wakarusa River, right (east) of North Mulberry Street, above (north of) East Third Street and below (south of) the county line.

If you look at figure 2, the AA map sample with the first block completed (page 11), you'll notice that the block immediately above (north) of the completed block 1 is labeled as block 2.

Let's take a closer look at block 2 by looking at Figure 3, Block 2 of AA map sample, found on page 12.

Let's start at the lower left hand corner of block 2, where you should see a small "X".

Looking at your drawing of Abbotsville from figure 5, look for the first building that you would encounter canvassing your AA clockwise, looking for buildings to the right. You should have both block 2 and the picture of Abbotsville in front of you.

What street would we be on when we encountered our first building to the right while canvassing block 2?

Answer: East Fourth Street.

If we were actually in the AA, we would walk up to that building on East Fourth Street and see if it is one building or a couple of separate buildings. If it happened to be a separate building, it would be building number 12, since we listed 11 buildings in block 1.

After we assign the building number, we would then knock on the door and ask how many housing units are located within building 12. We would note the number of the building on our map and we would put the number of housing units in parentheses next to the building number on the map. If there were no housing units in the building, we would write nothing next to the building number.

The household member, Mr. Robert Brown at building 12 told us that there were two housing units in that building; so you should put the number 2 in parentheses next to the number 12. The second housing unit belongs to Mrs. Victoria Summer.

Now, I'm going to talk through the rest of the canvassing for block 2 and I want you to make notes on your figure 3 map.

The next building traveling East on East Fourth Street is a single-family home with two housing units. The main house, owned by Mr. Koffi March, has an attached apartment with a separate entrance that is rented to a family, headed by Mr. Stephen Farmer. Take a moment now and mark your maps appropriately.

What did you mark on your map?

Call on a trainee.

Answer: The number 13, to note one building; and “2” in parentheses for the number of housing units.

That's right, there's one building, so we would write the number 13 to note the 13th building listed. We would write “2” in parentheses next to the number 13 to note that there are two housing units.

Any questions?

Now as we continue west along East Fourth Street, we see a small building that is not attached to the main building. We walk up to the small house and see that it is a complete structure with windows, doors, walls, and a ceiling and can be lived in by somebody. The building looks like it is deserted.

We go to the next larger building, which is located very close to the first small building and see that it is a single-family home. We knock on the door and ask how many housing units are located within the building. The household member, Mrs. Rebecca Brook replies that there is only one housing unit.

We ask Mrs. Brook about the small building that looks deserted and is located close to the house. Mrs. Brook tells us that it belongs to the house and is a building that is used for storage — no one lives there. You should mark your maps now.

What did you mark on your map?

Call on a trainee.

Answer: The numbers 14 and 15, to note two buildings. Next to the number 15, I put a “1” in parentheses.

Right, remember to make a mark and a listing for all buildings in your AA that are complete structures — whether anybody lives in them or not. Don't forget to mark a “1” next to the building where there is one housing unit.

We continue canvassing and turn right on North Prescott Street. There is a large building on the right. We walk up and knock on the door and ask how many housing units are located in the building. The household member, Mr. Peter

Williams, tells us that in addition to his family, there are two apartments inside the building – one in the basement with a separate entrance rented by Mrs. Mary Morris and one set of rooms upstairs with access through the main door of the house owned by Mr. Thomas Payne.

Mr. Williams tells us that they also own the building next door, which is where his sister’s family lives, Sarah Williams.

Take a moment now and mark your maps.

What did you mark on your map?

Call on trainee.

Answer: The numbers 16 and 17, to note two buildings. Next to building 16, I put a “3” to note three housing units and next to building 17, I put a “1” to note one housing unit.

That’s correct. When marking numbers on our maps, we cannot be concerned about whether a building is occupied by a member of the family or a stranger. We are noting the number of separate buildings and housing units. So in this case, we mark two separate buildings — one with three housing units and the other with one housing unit.

Are there any questions so far?

As we continue traveling south on North Prescott Street, we come to a street on the right that is not marked on our map. We ask at one of the houses and are told that this street is called Tom’s Alley.

What did you mark on your map?

Call on trainee.

Answer: “Tom’s Alley” along the unnamed road. I also marked “NO BLD.”

Good, now we’re done with block 2. There were six buildings, numbered 12-17, with a total of nine housing units in parentheses next to the building numbers.

Now we can circle the number “2” in the middle of our block because we have canvassed the entire block. Remember that in your canvassing instructions it says, “Finish canvassing one census block before starting another.” This rule ensures that you will not forget to canvass parts of your assignment area.

As you complete each block or part of your AA, you will number and circle the block number to show your progress while canvassing your AA. Also, try to finish canvassing a block before stopping your work for the day. That way you won’t forget where you left off.

Now we’ll continue this type of practice, making changes to the AA map. Later in the training, we will return to these changes and see how they correspond to changes in the address listing book and the questionnaires. For now, I will just note that you will be making these changes.

Let us assume we are canvassing block 2 during the census update round. Use the map you just created as the original AA map. Begin canvassing at the corner of

Tom's Alley and North Mulberry Street. Assume for this exercise that the last number used for map spotting buildings is the number 17.

As you walk north on North Mulberry Street, you see a construction site half way between Tom's Alley and East Fourth Street. Talking to the construction workers, you learn that it will be a building with a single household, with no separate housing units.

What did you mark on your map?

Call on a trainee.

Answer: "I marked building 18, next to the 18 I wrote a "1" in parentheses."

Good. I want you to know that you will also add a line to your address listing book for this household and will fill out a census change questionnaire. We will talk about this later in the class.

Now you continue canvassing, making a right on East Fourth Street. After determining that there are no changes with respect to buildings 12 and 13, you see that building 14 has been demolished. You talk to Mrs. Brook in building 15, and she tells you that the building was destroyed in a hurricane in the previous November.

What did you mark on your map?

Call on a trainee.

Answer: "I marked an X through building 14."

That is correct. We will continue this exercise later in the class. For now, I just want to note that you will also be updating your address book with an action code to show the building was demolished.

WORKING WITH THE ADDRESS LISTING BOOK (CHAPTER 5)

Read the introductory paragraph for this chapter in the *Census Update Interviewer's Manual*.

Read the “Pre-printed Address Listing Book” section in the manual to the class.

Ask if there are any questions.

Ask the trainees to look at figure 3 in their workbooks, where they map-spotted buildings during a previous exercise, and then turn to figure 4 in their workbook (page 13). Tell the trainees that figure 4 is a sample page from an address listing book.

Tell them you are going to discuss the changes found in the census update round again, and that they should change their address listing book pages accordingly. They should have both figure 3 and figure 4 in front of them.

You should say the following to the class:

Now we will continue this practice, by making changes to the address listing book that correspond to the changes in the AA map. Later in the training, we will return to these changes and see how they correspond to the questionnaires.

Let us return to the canvassing we did on block two during the census update round. Look at the updates you just made to your AA map.

You marked the construction site on North Mulberry Sreet as building number 18. Now you need to add this to your address listing book. Use one of the blank lines at the bottom of the address listing book sample page.

Pause. Give trainees time to add this to the address listing book sample page.

What did you write in columns (1) through (5) in your address listing book?

Call on a trainee.

Answer.

I wrote line number 11 in column 1 and building 18 in column 2. For column 3 wrote “1” housing unit, but left the household number “0,” since it is vacant. I wrote “VACANT” in column 5 and a description of the building site in column 6.

Respond by saying, “What did you write in column 12 for the action code?” Call on a trainee.

Answer. “I wrote ‘N1.’”

Good. Now we will discuss the changes you need to make to deal with building 14. This is a simple change in the address listing book. Please make the necessary change on your address listing book sample page.

Pause. Give trainees time to add this to the address listing book sample page. Then ask, “What did you write in your address listing book?” and call on a trainee.

Answer. “I wrote ‘D2’ in column 12 of line 5.”

Ask if there are any questions.

Tell the trainees that as the class goes through the next sections on the questionnaires, they will make more changes to the address listing book.

CONDUCTING UPDATE INTERVIEWS AT OCCUPIED HOUSING UNITS (CHAPTER 6)

Read the chapter introduction to the class, and cover the chapter's sections:

Gaining the Trust and Cooperation of the Household Objections to the Census

Then ask for two volunteers to play the roles of a respondent asking questions about the census and an interviewer responding to the concerns raised.

You can ask for more than one set of volunteers for each question if many people raise their hand.

A Locked Door or Gate

Inform trainees that if they are unable to gain access to a living quarters, because of a locked door or gate, and they are able to verify that there is only one living quarters beyond the gate or door, that they should handle the situation just as if no one answers the door.

In this case, they would hang a "household return visit" call-back card on the gate or in a convenient place where the resident will be sure to see it. (An example of this card is shown in Appendix E of the manual.) When encountering a locked apartment building, the following table provides a useful guide to options:

IF...	THEN...
You see someone entering the building,	obtain his or her attention, explain what you are doing, and ask to be let in.
You have access to a push-button buzzer system,	push one call button at a time until you gain someone's attention and he/she lets you in.
There is a callbox ,	call the manager's office or apartment to request access to the building.
You are at a building with glass doors and a lobby ,	rap on the glass doors with a coin, key, or pen to attract attention and gain access.
You know an occupant's name ,	look up that person's number in the phone book and call to request access.
You know the management company or rental agency name ,	look up the number in the phone book and call it to request access.
There is an alternate entrance ,	try the alternate entrance,
You still are unable to gain access ,	ask your supervisor for assistance and write notes on your address listing book explaining the problem

Ask if there are any questions before moving on to Chapter 7.

COMPLETING THE SAVVY CENSUS UPDATE QUESTIONNAIRE (CHAPTER 7)

Read the introductory paragraph to this chapter.

Pass out sample questionnaires to each trainee to look at during the training session on this chapter. Cover each section of the chapter.

Information to Verify on the Pre-Printed Questionnaire before the Interview

Ask if there are any questions.

Identifying a Household as “Same” or “Different” for the Reported Household

Ask if there are any questions.

Identifying a Household Respondent

Ask if there are any questions.

If there is No Household Respondent

Completing the Update Census Questionnaire

Remind trainees to look at their sample questionnaire while reading the following sections:

Section G. Household Census Schedule

Section H. New Household Members

Completing the Update Questionnaire after the Interview

Ask for a volunteer to help read the script that begins on the next page. Provide the volunteer with a copy of the script or allow him or her to read from your copy.

Inform trainees that the sample interview will be read to them, and that they are to complete a questionnaire according to the answers given during the interview.

Read the interview that begins on the next page.

Interviewer:

Hello. I'm (*state your name*) and I am conducting interviews on behalf of the government as part of the SAVVY system. Here's my identification (*Show ID*).

We are conducting a population and building update census for this area. According to our records, you participated in the SAVVY census in (*state previous year*). I'd like to ask you a few questions to update and verify the information that you gave us in that census. Here is some information about the SAVVY system update round, which is the purpose of my visit today.

Hand a copy of the SAVVY system informational letter to the respondent.

Interviewer:

Is the exact address of this building 420 East Fourth Street, Hendersonville?

Respondent:

Yes

Interviewer:

Are there any living quarters, occupied or vacant, in the building or on this property — for example, an apartment, or renters?

Respondent:

Yes, there is another apartment where Victoria Summer lives.

Pretend to make a check in the action code column (12) of the address listing book.

Pull out the pre-printed questionnaire (pad), pretend to make entries as you continue the scripted interview, but do not actually write anything on any forms.

Interviewer:

In order to verify your information, I will complete a SAVVY census update questionnaire for this household; it should only take a couple of minutes. This is a list of all household members who were present during the last SAVVY census. Please tell me if our current information for each person is correct and if this member still lives here. I have you listed as the owner of the house, Mr. Robert Brown is that correct?

Respondent:

Yes, I'm the owner of the house and my name is Robert Brown.

Interviewer:

Is your biological mother residing in the household, Mr. Brown?

Respondent:

No, my biological mother passed away last month.

Interviewer:

I'm very sorry for your loss, Mr. Brown. Was Olga Brown your biological mother?

Respondent:

Yes.

Interviewer:

I'm sorry to bring up a difficult subject, but was your mother living in the household when she passed away?

Respondent:

Yes.

Interviewer:

Can you tell me the date that she passed away?

Respondent:

December 12 of last year.

Record information on questionnaire.

Interviewer:

And Mr. Brown, do you know if a SAVVY verbal autopsy was performed on your mother?

Mark response on questionnaire.

Respondent:

Yes it was.

Interviewer:

Is your biological father residing in the household, Mr. Brown?

Respondent:

Yes my biological father is still living with us.

Interviewer:

And is your biological father Diego Brown?

Respondent:

Yes.

Interviewer:

And what is your date of birth, Mr. Brown?

Respondent:

May 7, 1964.

Interviewer:

What is your age in completed years, Mr. Brown?

Respondent:

Forty-one.

READ TO THE TRAINEES, "For this example, we will skip columns (9) through (13) on the form."

Interviewer:

Is Kia Manu still living in the household, Mr. Brown?

Respondent:

Yes, she is.

Interviewer:

Is Kia Manu your wife, Mr. Brown?

Respondent:

Yes, she is.

Interviewer:

So Kia Manu is female?

Respondent:

Yes.

Interviewer:

Does Kia Manu's biological mother live in the household?

Respondent:

No.

Interviewer:

Does Kia Manu's biological father live in the household?

Respondent:

No.

Interviewer:

What is Kia Manu's date of birth?

Respondent:

March 12, 1965.

Interviewer:

What is Kia Manu's age, Mr. Brown?

Respondent:

Forty.

Interviewer:

Has Kia Manu's given birth in the last 12 months, Mr. Brown?

Respondent:

Yes, we've had another son.

Interviewer:

Congratulations, Mr. Brown. Can you tell me your new son's name and date of birth?

Respondent:

Tomas Manu Brown. He was born on June 30 this year.

Interviewer:

Does Kwami Manu Brown still reside in this household, Mr. Brown?

Record information on questionnaire.

Respondent:

Yes, he does.

Interviewer:

Is Kwami Manu Brown your biological son, Mr. Brown?

Respondent:

Yes, he is.

Interviewer:

So Kwami Manu is male and you, his biological father still live in the household?

Respondent:

Yes.

Interviewer:

Is his biological mother Kia Manu, and does she still reside in the household?

Respondent:

Yes.

Interviewer:

What is Kwami's date of birth, Mr. Brown?

Respondent:

August 8, 2000.

Interviewer:

And his age?

Respondent:

He is 5 years old.

Interviewer:

You've said that Olga Brown is deceased and is no longer residing in the household?

Respondent:

Yes, that is true.

Interviewer:

And Diego Brown still resides in this household, Mr. Brown?

Respondent:

Yes, he does.

Interviewer:

Does Diego Brown's biological mother reside in this household, Mr. Brown?

Respondent:

No, she is dead.

Interviewer:

Does Diego Brown's biological father reside in this household, Mr. Brown?

Respondent:

No, my grandfather is dead also.

Interviewer:

What is Diego Brown's date of birth, Mr. Brown?

Respondent:

June 20, 1937.

Interviewer:

And his age?

Respondent:

Sixty-eight years of age.

Interviewer:

I have your new son, Tomas Manu Brown, as a new household member. Please tell me the names of all household members that have moved into the household since the last SAVVY census, whether they are still members of this household or not. Do not forget to include

newborns, persons who have permanently joined the family, those who intended to live here permanently and have left or died, or those who are terminally ill.

Respondent:

There is no one else.

Interviewer:

That's all I need. Mr. Brown; thank you very much for your time.

Take back the script from the trainee who read the respondent's answers, and allow him or her to return to his or her seat.

Ask for another volunteer to share their questionnaire with the rest of the class.

Discuss any areas that were confusing.

Ask if there are any questions.

COMPLETING THE SAVVY CENSUS CHANGE QUESTIONNAIRE (CHAPTER 8)

Read the introductory paragraph to this chapter.

Pass out sample questionnaires to each trainee to look at during this chapter.

Entering Items before the Interview

Ask if there are any questions.

Identifying a Household Respondent

If there is no Household Respondent

Ask if there are any questions.

Completing the Change Questionnaire

Ask if there are any questions.

Inform trainees that you and a volunteer trainee will read the following script as an example of an interview, and that the class should complete a questionnaire according to the answers given by the “respondent.”

Before reading the script, read the following explanation to the class:

Now let’s pretend that I’m continuing canvassing on East Fourth Street. I locate a building at 444 East Fourth Street and open my pre-printed address listing book. I look for the address of the building in column (6) of the address listing book and note that a dot is properly marked and numbered for the building at the proper location on my map, and shows a single housing unit.

Pretend that you are actually checking a pre-printed listing book and on the map, then continue reading:

At that line in the address listing book I find just one household. I locate the pre-printed form for this household and verify that the place name, cluster number, assignment area number, building number, housing unit number and household number for the household are correct. I determine the name of the reference person from the previous census round. I walk to the front door. A household member answers the door and I ask to speak to the reference person. I am informed that the reference person no longer lives at the household.

Begin the scripted interview that starts on the next page, with the volunteer trainee reading the parts for “Respondent” while you play the role of “Interviewer.”

Interviewer:

Hello. I'm (*state your name*) and I am conducting interviews on behalf of the government as part of the SAVVY system. Here's my identification (*Show ID*).

We are conducting a population and building update census for this area. According to our records, Mrs. Rebecca Brook participated in the SAVVY census in (*state previous year*). I'd like to ask you a few questions to update and verify the information that was given to us in that census. Here is some information about the SAVVY system update round, which is the purpose of my visit today.

Hand a copy of the SAVVY system informational letter to the respondent.

Is the exact address of this building 444 E Fourth Street, Hendersonville?

Respondent:

Yes

Interviewer:

Does Mrs. Rebecca Brook still reside in this household?

Respondent:

No, she and her family moved last August, when we bought the house. I am Jon Roberts.

Interviewer:

Are there any members of that household still living in this house?

Respondent:

No, they have all left.

Interviewer:

Are there any living quarters, occupied or vacant, in the building or on this property? For example, an apartment, or renters?

Respondent:

Yes, my nephew has converted the storage shed to a small apartment.

Pull out the pre-printed questionnaire (pad), pretend to make entries as you continue the scripted interview but do not write anything on any forms.

Interviewer:

In order to update my information, do you know the exact date that the Mrs. Rebecca Brook household moved out?

Respondent:

Yes, on the first of August of this year.

Interviewer:

Did all members of the household, (*read names from the update form*), move out on that date?

Respondent:

As far as I know.

Interviewer:

Do you know the reason the household left?

Respondent:

No, I just know the family moved to a neighboring village.

Interviewer:

May I ask a few questions about your household?

Pull out the change questionnaire, pretend to make entries as you continue the scripted interview but do not write anything on any forms.

Respondent:

Yes.

Interviewer:

First, I would like a list of all persons who currently live in this household with the intent to live here permanently. Please start with the name of the person who owns, is buying, or rents this house and permanently lives here.

Respondent:

I am Jon Roberts and I own this house .

Interviewer:

And what was your primary reason for moving here Mr. Roberts?

Respondent:

I obtained a job in this area.

Interviewer:

And can you tell me the names of the other household members and their primary reason for moving here Mr. Roberts?

Respondent:

Well, my wife Lila and my three daughters, of course, moved with me. Also my parents, and as I've said my nephew has made an apartment of the storage shed. We all wanted to stay together.

Assume interview is completed. Then read the following:

Interviewer:

I need to make sure that I have counted everyone who lives in this building. Did I miss any children, including foster children? Anyone away on business or vacation who usually lives here for most of the year? Any roomers or housemates? Anyone else who has no other home?

Respondent:

There is no one else.

Interviewer:

That's all I need from you, Mr. Roberts. May I speak to your nephew at his apartment?

Respondent:

Yes, I believe he is home now.

Interviewer:

Thank you very much for your time.

Take back the script from the trainee/respondent and let him/her return to his/her seat.

Ask for a volunteer to share their questionnaire with the rest of the class, and ask the volunteer the following questions (appropriate answers follow, in parentheses).

What did you mark on section D of the census update questionnaire?

(I wrote today's date in section 1, and circled number "2" to show that the original household moved out. I entered the first of August of last year for number 3.)

Did you fill out section G of the questionnaire?

(I filled out columns 15 and 16. I entered August 1 for column 15 and I put a “7” in column 16 to show that the family moved.)

How did you fill out section C of the questionnaire?

(I circled “2” in section C4).

Did you fill out any other questionnaires?

(Yes, I filled out two change questionnaires. One for the new household at 444 E Fourth Street, Hendersonville, housing unit ‘01’ and one for the storage shed that had been converted to an apartment.)

What did you enter for Mr. Roberts in column 4?

(I wrote reason “2,” “work.”).

What did you enter for the other members of the household in column 4?

(I wrote reason “5,” “stay with the family.”)

Discuss any areas that were confusing.

Ask if there are any questions.

Now ask the class to update their address listing books to reflect the changes that they learned about in the interview.

Ask for a volunteer to share his or her questionnaire with the rest of the class, and ask the following questions:

What changes did you make in the address listing book?

(I wrote R1 on line 06 of the address listing book. I also marked R2 on line 05.)

Did you add any lines to the address listing book?

(Yes, I added lines 11 and 12. Line 11 was for the main house and had an action code of R and line 12 was for the storage shed that had been converted to an apartment, which I gave a action code of N2.)

Discuss any areas that were confusing.

Ask if there are any questions.

Read the following sections of the chapter:

Completing the Change Questionnaire after the Interview

SAVVY Census Change Questionnaire for Buildings or Housing Units

Ask if there are any questions.

Read the final section of the chapter to the class:

Supervisor Review of your Work

Ask if there are any questions.

INTERVIEW INSTRUCTIONS (CHAPTER 9)

Read the introductory paragraph for this chapter, and cover the chapter's two sections.

Interview at a Housing Unit

Ask if there are any questions.

Interview at a Commercial Building or Institution

Ask if there are any questions.

Training Exercise

Ask for a volunteer to introduce himself or herself as if he or she were in front of a building. Ask the volunteer to try and determine the location and whether or not there is a housing unit in the building. You play the role of the respondent.

In the first example, assume that you are at a private household.

Then ask for another volunteer to do the same exercise.

This time, however, assume that you are a respondent at a grocery store, and that a security guard lives in a room at the back of the store.

Ask if there are any questions.

UNUSUAL SITUATIONS (CHAPTER 10)

Read the introductory paragraph for this chapter, and cover the chapter's sections.

A Person Says that He or She Was Already Interviewed

After covering this chapter, ask two volunteers to act out this situation in front of the class.

If there are no volunteers, do not push but emphasize that the training is the place for everyone to practice and learn how to do their jobs properly.

Language Problem

Unusual Living Quarters (Boats, Tents, etc.)

Difficult to Determine if a Housing Unit Is Occupied or Vacant

Ask if there are any questions, then continue covering the chapter.

Person Moved to the Present Address after the Beginning of the Interview Period

Visitors Are Present in a Housing Unit

Respondent is Unable to Give Complete Information about a Household Member

Respondent is Part of a Nomadic Population

If a Person Refuses to be Interviewed

Ask if there are any questions.

GLOSSARY OF TERMS AND APPENDICES

Inform the trainees that the manual's glossary and appendices provide summary information and samples for their reference.

Glossary of Terms

Tell the trainees that the class will now practice looking up words in the Glossary of Terms, which follows Chapter 10 of the manual.

Ask trainees to look up a word you have chosen, and to raise their hands when they have found it.

You should call on the first person to raise his or her hand.

Choose several terms randomly from the glossary and repeat the exercise.

Give each word, pause, and call on the first trainee to raise a hand to give the definition.

Ask if there are any questions.

Appendix A: List/Interview Reporting Sheet

Ask trainees for the information in the box headers one by one, and call on those who raise their hands first.

The answer should be what is written immediately below each box header.

Ask if there are any questions.

Appendix B: Who's Counted Quick Reference Guide

Tell trainees that you will be reading out situations from column one and they should find the answer in column 2, raising their hands when the answer is found.

Read out random situations from column 1 and call on a different trainee for each answer. Do not call on the first hand raised this time, but wait and call on those who took longer to find the answer.

Ask if there are any questions.

Appendix C: Map and Address Listing Book Abbreviations

Explain that sometimes writing space can be small on maps and on the address listing book. Therefore, standardized abbreviations help ensure that the notations entered will be understood by others.

Ask the trainees to review the full word in the first column and the abbreviation in the second column of the abbreviations list.

Ask if there are any abbreviations that they recognize. Call on a trainee to explain a familiar abbreviation; where he or she saw it before, for example.

Ask if there are any abbreviations that seem unusual. Call on a trainee to identify the unusual abbreviation.

Ask if there are any questions.

Appendix D: Map Sketch Sheet

Ask trainees to review the sketch map instructions and sample.

Ask if there are any questions.

Appendix E: Household Return Visit Form

Ask trainees to read this sample.

Call on a trainee and ask when he or she would use this form.

Appendix F: SAVVY System Information Letter

Ask trainees to read the sample letter.

Call on a trainee and ask when he or she would use this.

Appendix G: Historical Calendar Example

Ask trainees to read this sample.

Call on a trainee and ask when he or she would use this.

Appendix H: Census Address Listing Book (Cover and Sample Page)

Ask trainees to review the two sample pages.

Call on a trainee and ask when he or she would use the listing book.

FINAL PRACTICE SESSIONS

Break the class into groups of three.

Ask each of the groups to decide who will be the interviewer and who will be the respondent.

The third person in each group will be an observer.

Ask the groups to interview the designated respondent. To provide answers, the respondent should use the details about his or her own family or a family that the trainee knows.

Ask the observer to take notes on what was done well and what could be improved during the interview.

When the interview is over, the three people in each training team should discuss the interview among themselves.

You will be walking around the room during the exercise, listening to interviews and observing how questionnaires are being completed. You should offer encouragement to the trainees and offer corrections when needed, but do not interrupt an interview to do so.

After the interviews are completed, the observer should become the interviewer and the interviewer becomes the respondent. The respondent then becomes the observer, and the exercise is repeated.

When the interview is over, each three-person team should discuss the interview among themselves.

After all interviews are complete, each group should again switch roles so that everyone has been an interviewer, respondent, and observer.

When the third interview is over, each three-person team should discuss the interview among themselves.

Live Interview at a Nearby Neighborhood

Ask residents of a nearby small neighborhood if they would allow your class to practice interviews.

Explain the purpose of the training and the SAVVY system.

Remind the neighborhood that all their answers will be confidential and that the questionnaires will be destroyed at the end of training.

If the neighborhood is agreeable, then instruct the trainees to break into groups of two and interview two housing units – taking turns to conduct interviews. They should complete address listing book pages for both housing units and each trainee should complete at least one questionnaire.

Return to the classroom after the exercise and discuss.

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