

FIELD PAPERS

LIBERIA

Training Manual for Interviewers for
IEES Policy Research Initiative
Teacher Incentive Systems
and
Administrative Manual for the Conduct of the
IEES Policy Research Interview

IEES

Improving the
Efficiency of
Educational
Systems

Florida State University
Howard University
Institute for International Research
State University of New York at Albany

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Monrovia, Liberia

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I

Training Manual for Interviewers for IEES Policy Research Initiative Teacher Incentive Systems

TRAINING MANUAL

The training manual was developed as part of the IEES Policy Survey Research Project by Beresford B. Jones under the leadership of the Country Coordinator, Albert B. Coleman of the Ministry of Education, Republic of Liberia.

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The Teacher Incentive Project

A C K N O W L E D G E M E N T S

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- Albert B. Coleman, Ph.D., County Coordinator,
IEES Policy Survey Research Project
- Frederick G. Gbegbe, Ph.D., Research Associate,
IEES Policy Survey Research Project
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of Liberia
- IEES Policy Survey Research Project - Typist
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P R E F A C E

The importance of the training of interviewers has been established by documented evidences which show that effective training minimizes the variances in the performance of the interviewers and at the same time establishes standardized approach to the interviewing process. Being cognizant of the advantages in training interviewers in survey research, this manual sets out the procedures to be used in the training process.

Training interviewers is an integral part of any survey research process. Provision must be made to acquaint the trainees with the nature and purposes of the survey, the methodology to be used to obtain the survey data, their roles and responsibilities in the process, and so on. Knowing that the successful implementation of the data collection process is crucial for the credibility of the study, every effort should be directed toward a thorough understanding of the roles and responsibilities of the trainer and the trainees and the need to work collaboratively and effectively for the success of the exercise.

Beresford B. Jones
Research Associates
IEES Policy Survey Research Project

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PART I

INTRODUCTION

The intent of the training manual is to present guidelines for and within the framework of the IEES Policy Research Initiative Project for the successful implementation of the training session for the interviewers. The intention and requirements of the field interviewers may vary as perceived by various audiences. Therefore, trainees need to know and understand the purposes of their training and the roles and responsibilities given to them. The training manual provides information on the purposes, process and content of the training.

1.00 INTRODUCTION TO THE TRAINING WORKSHOP

Purpose of the Training Workshop

It is essential to train the interviewers so as to standardize the interviewing process. If standardization is achieved, it will reduce the variances in the performance of the interviewers and minimize measurement error.

(Project transparency having the purposes of the training workshop on the screen). You may develop the introduction in your own way and/or discuss the purposes with the trainees. Entertain questions from them.

TRANSPARENCY A - 0

Purposes

1. To familiarize the interviewers with the purpose of the Teacher Incentives Project.
2. To train them in the methodology of the study.
3. To establish a forum for the interaction of the trainer and the trainees.
4. To standardize the interviewing procedure; thus reducing potential variances in the performances of the interviewers.
5. To facilitate the implementation of the research study.

2.00 ROLES AND RESPONSIBILITIES OF THE INTERVIEWERS

The role of the interviewers may be perceived in a number of ways. One view is that of interviewers who read questions or statements directly from well prepared and structured instrument that pertain to matters of concern and interest to the investigator. This structured interview approach. The interviewers are seen to limit their questions and/or statements to those items contained in the instrument.

Another view is that of an interviewer who asks open questions based upon the concern and interest of the investigation in order to seek answers to the research questions. Simply, this is the unstructured interview approach. The interviewer has a greater scope in the type and content of the question and the subject matter of the investigation.

While the two roles are not necessarily mutually exclusive, the emphasis is sufficiently different to warrant some differences in the approach to training and in the type of information gathered. The function of the interviewer is directly related to the purposes and objectives of the investigation. In this specific case, the interviewers will be trained to use structured interview protocols. Therefore he or she should know and understand his or her role and responsibility within the context of the study goals and objectives.

TRANSPARENCY A - 1

Roles and Responsibilities of Interviewers

1. To locate and enlist the cooperation of the respondents.
2. To ask questions effectively and to record answers accurately.
3. To arouse interest and motivate respondents.
4. To collect data accurately.
5. To maintain standardized procedure during the interviewing process.
6. To maximize the response rate of the respondents.

3.00 BACKGROUND TO THE STUDY

This section focuses on the following aspects of the survey: the rationale for the study; its purposes, goals and objectives.

3.01 Rationale for the Study

The rationale for the study establishes the reasons why the study is needed. This is important to justify the commitment, resources to be put at stake and the potential outcomes of the exercise. (Project the transparency having the study rationale on the screen). You may initiate a discussion of the background of the study by questioning the trainees on the listed reasons for the study. Make sure the question focus on the rationale for the study.

TRANSPARENCY A - 2

Rationale for the Study

1. In recent times, there has been a decline in the supply of teachers from the Teacher Training Institutes. The decline has affected the size and quality of teachers in the teaching profession.
2. Qualified and competent teachers are less attracted to the teaching profession.
3. The prevailing socio-economic conditions and circumstances do not indicate that teachers would be attracted to the teaching profession.
4. Teacher retention rate is dropping considerably.
5. The Government of Liberia intends to revise its teacher incentive system in order to attract, retain and encourage good teachers.

3.02 Purposes of the Study

The purpose of a study states in general the intent of the study. For this study, the purposes are shown in the block below. (Project on the screen the purposes of the study and encourage the trainees to ask questions relating to the study purposes.)

TRANSPARENCY A - 3

Purposes of the Study

1. To examine and identify factors and conditions that affect the teaching profession.
2. To determine the extent to which the factor and conditions influence teacher shortage and incentive system.
3. To identify possible incentives that would attract and retain teachers in the profession.
4. To recommend alternative policies regarding teacher incentives to decision makers.

3.03 Goals of the Study

The goals establish the general intent and direction of the study. The goals of the study are contained in the block shown below. (On projecting the transparency on the screen, read, explain and discuss the goals of the study with the trainees and entertain questions from them).

TRANSPARENCY A - 4

Goals of the study

1. To provide relevant data, background information, systematic procedures, policy recommendations and analyses of alternative incentives to policy makers, school administrators, supervisors of schools, teachers and other interested groups and individuals for sound decision making.
2. To determine appropriate strategies that will strengthen the teacher incentive system so that the recruitment system can be improved, the teacher retention rate can be maximized and classroom instruction can be made more effective.

3.04 Objectives of the Study

The objectives of the study specify in particular the intents and directions of the study. The specific intents may vary in scope, dimension, degree and/or level. In this particular study, the objectives are indicated in the block below. (Project the transparency having the objectives of the study on the screen and discuss them with the trainees). Also entertain questions from them.

TRANSPARENCY A - 5

Objectives of the Study

1. To obtain some background information on school and the teaching profession.
2. To determine teacher incentives that could attract and retain teachers in the profession.
3. To determine the extent to which teacher incentives could influence individuals to become teacher trainees.
4. To provide reliable data for policy decision by decision makers.

3.05 Assumptions and Limitations of the Study

It is important for the trainees to understand the assumptions and the limitations of the study in order for them to know the precautions and constraints that underlie the study. (Project the transparency on the screen and discuss the assumptions and limitations of the study as contained in the block below).

TRANSPARENCY A - 6

Assumptions of the Study

1. Respondents are aware and knowledgeable about the teacher incentive system in operation in Liberia.

Limitations of the Study

1. The study is limited to schools - community related factors and conditions associated with teacher incentive system (1) for the recruitment, retention, and performance of mainly primary teachers and a few secondary school teachers; and (2) for recommending alternative policies to strengthen the system.
2. The unproportionate representation of the sample size of the secondary school teachers limits the generalizability of the study findings to the entire population.
3. Secondary school teachers are included in the study merely to provide some basis for broad comparisons with primary teachers.

3.06 Definition of Terms

In order to establish common understanding of the terms used in the study and to minimize conceptual errors, the trainees should understand the meaning of the terms and concepts used in the study. Therefore, the meaning of the terms and concepts should be explained to the trainees. The

terms and concepts are defined below. (Read, discuss and examine them thoroughly with the trainees and entertain their questions).

PRIMARY SCHOOL TEACHER refers to any teacher teaching in any one or more of grades one through six in an accredited primary school in Liberia.

CURRENT PRIMARY SCHOOL TEACHER refers to any teacher actively teaching in any one or more of grades one through six in an accredited primary school in Liberia.

FORMER PRIMARY SCHOOL TEACHER refers to any teacher who once taught in any one or more of grades one through six in an accredited primary school in Liberia.

PROSPECTIVE SCHOOL TEACHER refers to any individual who is currently enrolled and pursuing a professional training and education in a teacher training institute for either primary or both primary and secondary education in Liberia.

SECONDARY SCHOOL TEACHER refers to any teacher actively teaching in any one or more of the grade levels ranging from ten through twelve in an accredited school in Liberia.

URBAN COMMUNITY comprises of not less than 10,000 inhabitants living within a 10-mile radius of a city limit, working and interacting together in the interest of the community.

RURAL COMMUNITY comprises of not more than 2,000 inhabitants living outside a 10-mile radius of a city center, working and interacting together at the subsistence level in the interest of the community.

URBAN SCHOOL refers to any accredited school located in any urban community in Liberia with an enrollment of not less than 200 students.

RURAL SCHOOL refers to any accredited school located in any rural community in Liberia with an enrollment not exceeding 199 students.

DISTRICT EDUCATION OFFICER (DEO) refers to any officially recognized District Education Officer in any of the districts in Liberia.

COUNTY EDUCATION OFFICER (CEO) refer to any officially recognized Chief Education Officer in any of the regions (South-western, North-central and South-eastern) in Liberia.

4.00 METHODOLOGY OF THE STUDY

4.01 Components of the Methodology

The components of the methods of the study include the following.

- (i) The phases of the study and their corresponding activities.
- (ii) The population, sample size and sampling procedure.
- (iii) Instrumentation and data collection
- (iv) Data coding, analysis and interpretation.

Each of the components listed above will be explained below. (Project the corresponding transparency, and discuss each area with the trainees. Entertain questions for clarification).

4.02 Phases of the Study

There are three major phases of the study as shown below. (Project transparency containing the phases of the study). Discuss and explain each phase and stress the importance of this phase, that is, Phase 2, in which they are directly involved).

TRANSPARENCY A - 7

Phases of the Study

1. Descriptive account of the status of primary teacher incentive system and the system of elementary education in Liberia (By: Dr. Edwin Nguma).
2. Recruitment and training of interviewers and supervision of data collection procedures. (By: Dr. Beresford Jones).
3. Data coding, analysis, interpretation; and write-up of research report. (By: Dr. Frederick Gbegbe).

4.03 The Population, Sample and Sampling Procedure

Explain to the trainees that teachers constitute the study population. However, two types of the population would be involved in the study: (1) elementary school teachers and (2) secondary school teachers. Also focus on the characteristics of the population - sex, age, grade level(s) teaching, educational attainment, etc.

Use Tables 1 and 2 to explain how the sample size (N = 350) was determined. Explain to the trainees that stratified sampling technique was used for the current primary school teachers and that stratification was based mainly on location and sex. On the other hand, simple random sampling technique was used to identify the former, prospective and secondary teachers.

TRANSPARENCY A - 8

TABLE 1: SAMPLE DISTRIBUTION OF CURRENT PRIMARY SCHOOL TEACHERS ACCORDING TO LOCATION AND SEX (N = 200).

COUNTY *	URBAN		RURAL		TOTAL
	Male	Female	Male	Female	
1. Montserrado	15	15	15	15	60
2. Margibi	2	3	2	2	9
3. Grand Bassa	4	5	5	5	19
4. Grand Cape Mount	2	2	2	1	7
5. Bomi	1	2	1	2	6
6. Rivercess	1	1	1	0	3
7. Lofa	5	6	5	6	22
8. Nimba	4	4	3	4	15
9. Bong	4	4	4	4	16
10. Grand Gedeh	3	4	3	3	13
11. Maryland	2	3	2	3	10
12. Sinoe	2	3	2	3	10
13. Grand Kru	2	3	2	3	10
Total	47	55	47	51	200
<p>* Numbers 1 - 6 comprise the South-western region. Numbers 7 - 9 comprise the North-central region. Numbers 10 - 13 comprise the South-eastern region.</p>					

TRANSPARENCY A - 9

TABLE 2: SAMPLE DISTRIBUTION OF FORMER, PROSPECTIVE
AND SECONDARY SCHOOL TEACHERS BY COUNTY
(N = 150)

COUNTY *	TEACHER CATEGORY			Total
	Former Primary	Prospective	Current Secondary	
1. Mombassa	4	20	4	28
2. Margibi	4	20	4	28
3. Grand Bassa	4	-	4	8
4. Grand Cape Mount	4	-	4	8
5. Domi	3	-	3	6
6. Rivercess	3	-	3	6
7. Lofa	4	10	4	18
8. Nimba	4	-	4	8
9. Bong	4	-	4	8
10. Grand Gedeh	4	-	4	8
11. Margibi	4	-	4	8
12. Sinoe	4	-	4	8
13. Grand Kru	4	-	4	8
Total	50	50	50	150

* Numbers 1 - 6 comprise the South-western region.
Numbers 7 - 9 comprise the North-central region.
Numbers 10 - 13 comprise the South-eastern region.

4.04 INSTRUMENTATION

Explain the type of instrument and how it was developed and validated. Focus on the following aspects:

- (i) The type of instrument (interview protocol).
- (ii) The variables
- (iii) How developed
- (iv) How tested

Also explain how the data are to be collected paying particular attention to their expected roles and responsibilities in the data collection process. Focus the explanation on each aspect while indicating that subsequent training would focus mainly on the expected approach and on the interview protocols themselves. Let them know that role-playing sessions are also incorporated in the training program.

4.041 Designing the Interview Protocols

Instructions

- The instruction requires the respondent to respond in a variety of ways. For example, some responses are either "yes", "no" or checking or ranking ideas.
- The interviewer reads each item directly from the interview protocol and records directly on the form the response of the interviewee.

Wording of Items

Some of the items are in the form of declarative statements whereas other items are in question form. For example, "participation in curriculum development activities will be helpful." "Declarative Statement". "Will participation in curriculum development activities be "helpful:" Question Form.

Arrangement of Items

- The items are randomly arranged.

4.05 DATA COLLECTION PROCEDURE

Data collection is necessary to obtain the information to be processed and interpreted. Data for the study will be obtained by the administration of a set of interview protocols. The specifics of the interview protocols will be examined and discussed later. However, other aspects relating to the procedure and the content of the training program are presented, examined and discussed.

4.051 Establishing Contact with Respondents

- (i) Interviewer will make a personal visit.
- (ii) If interviewee is absent, leave message and make another visit.
- (iii) Be persistent in reaching the respondent.
- (iv) If you fail to reach any respondent after two visits select another interviewee in the sample list.
- (v) Arrange specific date and time for the interview.

4.052 Gaining Respondent's Cooperation

- (i) Make yourself available at the time and place where the respondent wants to be interviewed.
- (ii) Be persistent in reaching difficult respondents.
- (iii) Be prepared and willing to interview the respondent on his or her own terms while being aware of the purposes of the interview and the goals and objectives of the study. Be ready to negotiate.

4.053 Establishing Respondent's Goals

- (i) Don't rush through the items. Allow sufficient time for the respondent to respond to each item.

- (ii) The pace at which you read the item would suggest the amount of time the respondent needs to respond to the item (Trainer does a few examples to suggest different paces in reading).
- (iii) Read the item correctly with appropriate intonation and stress whenever necessary.
- (iv) Seek thoughtful, insightful and precise answers.

4.054 Establishing Confidentiality of Respondents

- (i) Let respondent know that his/her name is not written on the form.
- (ii) The interviewee should know that only the researchers will have access to the information.
- (iii) Explain that the interview is not connected in any way with taxation, police investigation, etc.
- (iv) Let respondent know that his/her participation is voluntary even though you would appreciate his/her participation.
- (v) Let respondent know you, the interviewer, is equally interested in improving the welfare of teachers.
- (iv) Let respondent know that whatever he/she says will neither be exposed nor would he/she be held accountable for it.
- (vii) Tell respondents that the users of the study results are, for example, Ministry of Education Personnel, program sponsors, school administrators and the like.
- (viii) Explain to the respondents that the results of the study are needed for a variety of reasons such as providing better incentives to teachers, improving instruction, recruiting and retaining good teachers, and the like.

4.055 Handling the Interpersonal Aspects of the Interviewing Process

- (i) An objective or neutral stance is important in conducting the interview; therefore don't allow demographic characteristics such as respondent's age, education, gender, geographic location, etc. to influence your action.
- (ii) Don't dwell in story telling whether it relates to you or someone else or unrelated to the purpose.
- (iii) If you have cause to express your view or opinion about something, it should relate to the subject matter of the study.
- (iv) Judge the respondent's answers according to the study purposes and objectives as reflected in the particular item(s).
- (v) Don't allow personal consideration to influence your judgment of the interviewee's response.

4.056 Concluding Data Collection Process

- (i) Before you thank the respondent for participating in the exercise, go through the pages of the interview protocol to ensure that all the items were responded to.
- (ii) If any item was omitted, go back to the item and encourage the respondent to respond to it.
- (iii) Make sure all the items on the interview protocol have been responded to and then thank the respondent for his/her time spent with you.

4.06 Data Coding, Analysis and Interpretation

With the collection of the data from the respondents, the data would be coded, analyzed and interpreted by another research associate employed for this purpose. The tasks involved are briefly presented below.

- (i) Data coders will be employed and trained to code the information obtained.
- (ii) The data will be analyzed and interpreted by the research associate using a variety of statistical techniques, descriptive accounts, tables, charts, and the like. Relationships between and among variables will be tested to ascertain the strength and direction of the relationships.

5.00 REPORT WRITING

The research report will be written by another research associate.

THIS BRINGS US TO THE END OF THE FIRST PART OF THE TRAINING SESSION. PART II FOCUSES ON THE INTERVIEW PROTOCOLS THEMSELVES.

PART II

THE INTERVIEW PROTOCOLS

Part II of the training focuses on the four interview protocols - The Current Primary Teacher Interview Protocol, The Former Primary Teacher Interview Protocol, The Prospective Primary Teacher Interview Protocol and The Secondary Teacher Interview Protocol.

Examine and discuss every item on each of the interview protocols according to the following headings:

1. The identifying information
2. The instruction
3. The content
4. The response-type

Read each item clearly. Explain what is required of the respondent. Entertain questions from the trainees. Resolve all pertinent issues that may arise. Do demonstrations if necessary.

PART III

ROLE - PLAYING SESSIONS

The intention here is to engage the trainees in role - playing situations. The trainees are expected to interview individuals using the instruments. The trainer observes their performance, makes necessary corrections, and ultimately assesses their ability to conduct the interview.

After the sessions, the final selection and placement of the interviewers would have to be decided upon. You thank the trainees and ask them to meet you again on a date agreed upon.

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APPENDICES

- A - Current Primary Teacher Interview Protocol
- B - Former Primary Teacher Interview Protocol
- C - Prospective Primary Teacher Interview Protocol
- D - Secondary Teacher Interview Protocol

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II

Administrative Manual for the Conduct of the IEES Policy Research Interview

TRANSPARENCIES

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C O N T E N T

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Working Hours	-
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Introduction

The training of interviewers has been a well-established process that has worked well for several years. Although the size of participants has varied from workshop to workshop, nevertheless, there are certain fundamental needs and conditions that have to be met.

Satisfactory arrangement has been to have trained and experienced trainer-educator-generalist to assume responsibility for training the trainees in data collection processes and procedures and at the same-time making the trainees aware of their roles and responsibilities in the process.

Date and Length of Training Session

The training of the interviewers will begin on Monday, November 2, 1987 to Thursday, November 5, 1987. An average of ten hours (including time for coffee break and lunch) will be used each day for four days of training.

Venue for Training

The training workshop will be held on the main Campus of the University of Liberia in Monrovia, Liberia.

Staff

The training staff is:

Dr. Beresford B. Jones, Research Associate for Field Work. He will be assisted by a media technician or specialist.

The Purpose of the Administrative Manual

The primary purpose of the administrative manual for the training workshop and for the implementation of the interview is to provide guidelines for the trainer in the presentation of the training materials using the Interviewer Training Manual which is the primary resource material for the trainees. The other useful materials are the research proposal, the interview protocols and the Administrative Manual itself. The training manual has been designed to be used at the lectern or head table. Materials put within blocks are for the trainer's emphasis during the presentations. The materials should be reviewed before the presentation.

The Importance of Training

The importance of the training exercise cannot be underscored. The exercise affords opportunities for the participants to interact with the subject matter of the program and with each other. Since the training activities are designed to meet the objectives of the workshop, all the participants will constitute one group of trainees instead of several groups. The workshop space is arranged to facilitate effective interaction among the participants.

The nature of the subject matter of the training program provides opportunities for lively discussion on the purposes of the training workshop, the roles and responsibilities of the trainees, the background to the study, its methodology, and so on. It is anticipated that successful discussion will sharpen the focus of the study, create better understanding of the study objectives and facilitate the successful implementation of the exercise. It is also desirable that the discussion period would be a matter of balancing the

time to be spent on the activities with the time to be devoted to the familiarization with and the uses of the content of the study. Further discussions would be generated from the questions posed by the trainees. It is important to give painstaking attention to the questions raised by the trainees, especially those that pertain to conceptual differences and variation in meaning as used in the study. However, the trainer should avoid "workshop lag" in clarifying points raised during the discussion. Questions of a technical nature beyond the scope of the activities should be left for after the scheduled training workshop.

Facilities, Materials and Equipment

The facilities, materials, and equipment needed (and have been arranged) to conduct the workshop include the following:

- * A conference room (Science Education Center, University of Liberia) large enough for 20 participants clustered into one group.
- * Table space (arranged in the conference room) for the trainees and trainer so that they can spread out their papers and books.
- * One copy of the Interviewer Training Manual, the Administrative Manual, and the four Interview Protocols for each trainee and the trainer.
- * Chalkboard (already in conference room)
- * Chalk and wide-tip felt pens
- * Overhead projector and electrical connection
- * Screen
- * Transparencies
- * Yellow writing pads
- * Pens or pencils

7/2

Content and Techniques of Training

The training of the interviewers will last for four days. There are three major parts to the training sessions. Part I focuses mainly on the background and methodology of the study. Also brief comments are made about the procedures for data coding, analysis and interpretation- and the write-up of the research findings. Part II emphasizes detailed examination and discussion of the four interview protocols. Part III provides for direct experience through role-playing of the interview process. The role-playing sessions will be followed by discussion and examination of the trainees experiences and the feedback will be used to optimize their performance.

The Sequence of the Training

In general, the sequence of the training will be from the objectives of the training workshop through the study background and methodology to role-playing sessions for practical experiences. The manual has been developed to be used with a set of nine transparencies. The transparencies are indexed according to subjects and corresponding pages. The transparencies contain summaries tables and some other information.

Interview Package (Field Work)

1. Each selected interviewer should receive one folder containing one administrative manual, one training manual, four (4) interview protocols, a pen and/or pencil and sharpner. Yellow pads will be provided for jotting down useful information.

Criteria for the Recruitment and Selection of Interviewers

Age, gender, previous experience and substantive training, ethnicity and volunteerism are not significant criteria for the recruitment and selection of the interviewers.

1. Education

The candidate should possess reasonably good reading speaking and writing skills. That is, he/she must possess at least high school graduation certificate. One or two years of college education is preferable.

2. Availability for Work

The candidate should be available for work. That is, he/she should be available to work on part-time or intermittent basis. He/she also should be able to accept part-time income. He/she can afford to work flexible hours.

3. Mobility for Work

The candidate should be mobile. That is, he/she neither should be suffering from physical disability, nor should child-care responsibilities hinder mobility for work, nor any other impediment.

4. Attendance

The trainees must attend and participate in all the sessions.

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5. Selection

In order to be selected, the trainee must satisfy the performance criteria established by the trainer and also the recruitment criteria.

Travelling

You are expected to make your travelling arrangements. Make sure you depart for your county in good time to start the interview as scheduled. Each interviewer should endeavor to complete the interview within the scheduled date. Except under extreme or unforeseen conditions would the time be extended.

On arrival at your station you must contact and inform the CEO of your presence. The CEO should know where you are staying so as to make it possible for the field supervisor to reach you during his visits.

Working Hours

Working hours begin at 8 A.M. and may last upto 6 P.M. The time may be extended if an interviewee requests a time after 6 P.M.

Date and Length of Interview

The period for conducting the interview last from November 14 through 30, 1987. The duration of the interview varies according to the number of persons to be interviewed. On the average, each interview would last for an hour.

Allowances

1. Transportation

Each selected interviewer will receive an amount to

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cover the cost of round trip and local transportation to the interviewing sites. The rate is consistent with the established government rate. See Appendix.

2. Boarding and Lodging

Each selected interviewer will receive a per diem to cover the cost of boarding and lodging for the determined duration which the interview would last. See Appendix

3. Receipt and Signature

All cash received must be endorsed by signature.
