



**Food and Agriculture Organization
of the United Nations**

Agricultural Integrated Survey (AGRIS)

Training Material

FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS

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1 Introduction

The Agricultural Integrated Survey (AGRIS) has been designed to address the need for more and better-quality statistical data on a more economical and faster basis in the agricultural and rural sectors. Building on the previous work of the Global Strategy, AGRIS provides methodological, technical and capacity-building innovations to achieve real impacts on data systems in developing countries.

The true value of AGRIS will be realized when the resulting data are put to use in a real-world context; to address a data need, be it for policy purposes, to fulfill international reporting requirements, to monitor progression towards Sustainable Development Goals (SDG), for research, etc. The use of AGRIS data for all of these purposes underlines the importance of having high quality data.

Quality assurance measures need to be in place at each step of the survey process, from developing survey questionnaires, to selecting the survey sample, to collecting the data, processing the data and analyzing the data. Enumerators, being the key contact with the providers of data (respondents), have a critical role in assuring the quality of the data collected, and hence of the results which will ultimately be tabulated and disseminated for the benefit of data users.

Comprehensive training for enumerators will prepare them to fulfill their role as the collectors of high quality data.

1.1 Goal and objectives of AGRIS training

In short, the overall goal of AGRIS training is to provide enumerators with the skills and knowledge necessary to successfully collect high quality AGRIS data. This goal will be realized when several objectives are achieved, namely:

General training:

- Introduce enumerators to their peers and supervisors
- Create a network of resource people to support them during data collection
- Foster a sense of the nature and importance of their role as an enumerator
- Cultivate an understanding of the AGRIS programme's rationale and structure
- Provide hands-on training on the Computer assisted personal interview (CAPI) application
- Conduct user testing of the CAPI application (in particular as it applies to any customizations that may have been made to reflect the adopting country's data needs)
- Receive instructions on their survey assignments

AGRIS module-specific training:

- Acquire knowledge of the module questionnaire's subject matter
- Practice administering the module questionnaire
- Develop a comprehension of the module survey methodology

2 Training plan

2.1 Scope

This training plan will cover the training essentials (timing, the training team, physical and technical requirements and ways to keep enumerators engaged), the components of training (elements common to all training sessions and those that vary depending on the AGRIS module(s) being presented), and the training schedule. It describes the content of the associated PowerPoint presentations and outlines where customization of existing training content or development of new content is required by adopting countries who wish to implement AGRIS training.

2.2 Form and content

General information related to AGRIS training is found in this document. Training materials for use in the classroom can be found in the accompanying PowerPoint files. The training material is modular in nature, to facilitate the tailoring of training to reflect the training needs of adopting countries, based on the modules of AGRIS that will be implemented. There is one PowerPoint file for each component of the training as presented in Table 1. These components will make up a significant portion of the materials required for enumerator training sessions.

Table 1: Training materials components (PowerPoint presentations)

| # | Training component |
|---|---|
| 1 | Introduction |
| 2 | Computer assisted personal interview (CAPI) |
| 3 | Core module |
| 4 | Economy module |
| 5 | Labour module |
| 6 | Production methods and the environment module |
| 7 | Machinery, equipment and assets module |

2.3 From generic training to tailored training

This training plan and the associated training materials are based on the generic versions of the AGRIS Core module and the four rotating modules. For countries adopting AGRIS, all materials (including PowerPoint presentations) must be altered to align with any country-specific customizations made to AGRIS questionnaires. This alignment must be comprehensive so that enumerators are trained on the exact questionnaires that they will be administering in the field.

In addition to these changes, there are a number of places within the PowerPoint presentations to be altered to reflect country conditions. These places are noted with red text directly in the slides with instructions on what to update, where applicable.

AGRIS data collection procedures should be aligned with collection standards and best practices within adopting countries and these too should be reflected in the training material.

In addition to the materials provided here, there are some elements that will have to be generated by adopting countries. These are primarily related to the unique aspects of data collection in the country. For example, any instructions to interviewers on their data collection assignments and procedures would fall into this category, as would the development of enumerator aids such as agricultural lexicons in local languages.

2.4 Use of the training material components

The training material components supplied with this training plan are meant to be, for the most part, ready off-the-shelf for use by adopting countries, with a minimum of adaptation, as described above.

Chapter 4 of this document provides details on how the different elements can be combined by countries to meet their AGRIS enumerator training needs.

3 Training essentials

Having a solid set of training materials will help to ensure effective transmission of information to enumerators. However, materials are only one element of providing a successful training event. This chapter will focus on the other key factors that must be considered and used to the advantage of the training team and the trainee enumerators.

3.1 Timing of training

AGRIS training should be held as closely as possible to enumerators being deployed to the field for data collection. This ensures that enumerators' newly-acquired knowledge is fresh and they are able to keep the momentum they have established during the training session. Applying the learned concepts and procedures right away allows enumerators to reinforce and exercise their skills and will improve their confidence and effectiveness in the field, thus improving data quality.

For these same reasons, it is recommended to provide enumerators with module-specific training only for the modules that will be collected right away. For example, if the Core module is to be collected now, and the Economy module is to be collected six months hence, it will be more effective to hold two training sessions, each just prior to the collection of the module in question.

An ideal scenario would be to complete the training and the next day deploy the enumerators to have them begin field collection of the AGRIS module(s) they were trained on. Where this is not possible, the shortest gap possible between training and collection should be put into action.

3.2 The trainers and the training team

It is likely that a number of people from various agencies will form the training team. Agencies in the adopting country that are participating in AGRIS should take the lead in the delivery of training. These key players have specific areas of expertise that they bring to the interpretation and presentation of training materials. Further, being in the country where the survey is being conducted, they help to form a strategic support network for the field collection phase, with the ability to help solve logistical and subject matter issues in a timely fashion as they arise.

In particular, National Statistics Office (NSO) team members will provide expertise on survey concepts and procedures, while Ministry of Agriculture (MOA) team members will offer subject matter expertise on the agricultural sector in the country. In addition to these primary trainers, FAO resources may be available to provide technical assistance and support during training in areas such as CAPI and general AGRIS issues.

3.3 Physical, equipment and technology requirements for training

There are a number of physical, equipment and technology requirements that must be filled in order to conduct AGRIS training.

3.3.1 Physical requirements

The training room should be of sufficient size for the number of enumerators, supervisors, training team members and observers in the training session. Tables or desks are necessary, to provide trainees an area to place any handout materials, take notes, etc. The room should accommodate plenary activities, but should also be of appropriate size, on its own, or with the addition of access to break-out rooms to enable activities where enumerators are formed into smaller groups (often pairs) to complete exercises.

The room should be equipped with a projecting surface (screen or white wall) so that the PowerPoint presentation slides can be viewed at a size that is clearly legible for all enumerators in the class.

3.3.2 Technical/equipment requirements

The room should either have a stationary computer to projector system, or have capacity for a portable projector. These will be needed for the PowerPoint presentations, and also to project the CAPI application.

Wifi will be required for the CAPI application, so that modules and assignments can be uploaded/submitted.

Enough devices with the CAPI application loaded will be required to cover all enumerators/trainees in the class. Ideally, enumerators will use the same actual device in training that they will use in the field during data collection.

3.4 Keeping enumerators engaged in training

In terms of the effectiveness of training, how training is presented can be just as important as what content is presented. There is a lot of information to impart during the multi-day AGRIS training, so keeping enumerators' attention and interest is crucial for the absorption and retention of the material.

Each training day should be structured to provide a variety of presentation methods. While training team members will take a lead role in presenting the materials provided in the PowerPoint presentations, they can engage the trainees in a number of ways:

- Training team **members should share the duty of presenting** the AGRIS training materials. Having a mixture of voices and presentation styles will add some variability and interest for enumerators. As well, having specialists in different areas of expertise deliver relevant parts of the training program will enable more context and depth to be provided to trainees. These can be training team members, or special guest presenters, brought in to lead a short part of the training programme for a topic in which they are particularly qualified.
- Training team members can present PowerPoint materials **by posing questions to trainees**; asking them for examples of concepts presented, to provide a definition of a term presented, to share their ideas on a topic,

to relate past experiences, to “guess” at appropriate answers to module questions, to identify potential problems in scenarios presented, etc.

- Trainees can be involved in presenting PowerPoint slides, by taking turns **reading slide content aloud** to the rest of the class before the training team leader adds context to the material presented.
- **Interview simulations** should be incorporated into each training segment related to a specific AGRIS module. These can take a couple of forms:
 - **Plenary simulations** – Two enumerators (one being the enumerator, the other being the respondent) are selected to conduct a simulation in front of the class. The enumerator will ask AGRIS questions; the respondent will provide answers and the enumerator will record them in the CAPI application (which is projected so that it is visible to the class). This technique is useful, especially early-on in the training. It allows the whole class to view the interview and the training team leader can make any corrections during the exercise for the benefit of the whole class – all trainees will receive the same feedback with this approach. Further class participation occurs when trainers identify a problem in the simulation interview and asks the class for suggested corrections, or when problematic concepts/subject matter are identified and can be discussed as a group. Enumerators can also be asked to make note of potential problems they saw during the simulation interview and these can be discussed together at an appropriate point in the exercise. In this approach, two trainees are more actively involved than the others. The trainer may want to switch the simulation participants a number of times during the coverage of the AGRIS module questionnaire so that more trainees have active roles.
 - **Break-out group simulations** – The group is broken up into pairs of trainees who take turns being interviewer and respondent. This is a better approach for later in the training when the AGRIS concepts and survey procedures are better understood by the enumerators in training. It is a good approach since all enumerators are active at the same time. The training team leader (or preferably several from the training team) circulates among the groups to observe, offer suggestions and answer questions. Some interviewing errors may be missed by trainers if not all groups have a designated trainer to provide feedback during the exercise. To help make the feedback conveyed more consistent for all, it is a good idea to ask each pair to note the questions and problems that arose during the simulation so that they can be discussed as a group in a summary plenary session at the end of the simulation exercise. Trainers can also make note of the issues they observed and share them during the plenary. The training room, or a combination of the training room and designated break-out rooms must be large enough to accommodate all of the simulation pairings with enough space so that they are not overly distracted by other groups.
- The CAPI training module can include **all trainees concurrently following a series of steps** on their CAPI device led by a training team member.
- The CAPI training module can also be set up to include splitting the class into **groups (pairs) to perform CAPI simulations** of particular cases; for example, a holding in the household sector with an external manager. This will demonstrate a concept in a hands-on fashion and will also allow for testing of skip patterns in the flow of the CAPI questionnaire.
- Being **responsive and flexible** with the training schedule. The schedule should be considered as a guide. Of course, the total duration of the course must be respected, but allocating time within that schedule should be one of the tools that trainers use to get the most out of the session. Training team members should be sensitive and aware of the enumerators’ level of engagement and fatigue. Perhaps a health break is scheduled in half an hour, but the trainer senses low levels of energy among the trainees. If this is the case,

incorporating a break now and resuming training with refreshed trainees will be beneficial. Conversely, if there is a break scheduled now, but the group is fully engaged and has established good momentum on a topic, it would be advantageous to consider postponing the break for a short time. Changes to the schedule, especially major ones, should be discussed and agreed upon by the group, so that all are aware, know what to expect, and have a sense of ownership of the training process.

- **Enumerator-led summaries** of training material are an effective way of reviewing what has been presented and engaging trainees. At the end of a section of training, or at training day's end, summarizing the key learning points will help reinforce concepts with enumerators. Beginning a day with a short recap of the previous day's topics will achieve the same. Over the course of the training session, it should be possible to provide all, or at least most of the trainees with the opportunity to provide a summary. Enumerators should be aware ahead of time of this responsibility so that they can prepare accordingly, and not be put on the spot. A schedule outlining who is responsible for what summaries, and when is an effective way to advise trainees of this responsibility. A reminder from the trainer to upcoming summary presenters will also set enumerators up for success in executing this duty.
- General **question and answer periods** can be held at appropriate points in training (at the end of a Step in an AGRIS module and at the end of each training day, for example) to engage trainees and clarify and reinforce the concepts presented.
- **Assessing enumerators' grasp of the material** is an important part of the training team's role. If a trainee becomes lost in the material during training, they may become increasingly detached from the session and this will impact their overall learning and effectiveness as an enumerator. Both training presenters and other team members should be observing enumerators during training to assess their level of comprehension of the information being imparted. A solid understanding of the training material translates into better data collection, so if an issue is not observed, or is observed and not addressed, AGRIS data quality could suffer. When it is noticed that a trainee may be struggling, there are a number of strategies that can be employed to help them get back on track. A training team member could approach the enumerator during a break to ask if they have any questions or if there are areas they'd like to review. Training members can provide a review or assign some supplementary exercises to the enumerator to reinforce the initial training. Trainees who are struggling can be paired with stronger trainees during simulations and exercises to provide them some learning support. Asking questions to the group as a whole at the end of a segment of training will help identify if there are significant numbers of enumerators requiring some review. If this is the case, a group review of concepts can be arranged.

Incorporating a dynamic structure to the methods used to convey training materials will increase the volume of information absorbed by enumerators. In addition, sufficient health breaks should be integrated into each training day so that trainees can have appropriate food, liquids and active movement to meet their physical needs and to keep their minds active.

4 The components of training

AGRIS training is modular in nature so that adopting countries can easily use the training pieces to customize a training package to reflect their training needs. In building an AGRIS training session, the adopting country will combine three potential types of training segments:

- Common elements – training segments provided in this plan, which should be included regardless of what AGRIS module(s) are being covered in the training
- AGRIS module-specific elements – training segments provided in this plan, which reflect the individual module or combination of modules that will be included in the training (Core, Economy, Labour, Production Methods and the Environment, Machinery, Equipment and Assets)
- Country-specific training elements – training segments that are not provided in this plan, which represent elements that are mandatory in or unique to the adopting country. Not all countries will have training elements of this type.

4.1 Common elements in all AGRIS training

The nine training units outlined in this chapter should be incorporated by adopting countries into any AGRIS training undertaken.

These topics provide important components to an enumerator's preparation for data collection, but are not related to the subject matter of specific AGRIS modules.

These units should always be covered in AGRIS training sessions, with the possible exception of simulations in local languages. If it is expected that all AGRIS respondents will want to complete the survey in English, it will not be necessary to include simulations in local languages as part of the training.

The following sections provide a description of each of the nine common training elements.

4.1.1 Introduction

The introduction will kick-off the training session. It will make participants feel welcome, give them the opportunity to begin to get to know the other participants and will provide them with important information about the training session and the ground rules for their interactions with fellow participants. It will also convey the fundamentals of the overall AGRIS programme. It is of course, the first component of the session on the first day, and although it will not occupy a great deal of time, it is essential in setting a positive tone for the training.

Key elements of the introduction session are:

- Welcome – Once the trainers and enumerator trainees have assembled, the participants should be officially welcomed to the training session. This can be done by the lead trainer or an official representative of one of the participating country agencies (NSO and/or MOA). A welcome and kick-off message from a high level representative can help add gravitas to the message. The welcome message will underline the importance of AGRIS as a program and the important role that enumerators will play in its success. It will emphasize

that participants' hard work and active participation during the training session will provide them with the skills and knowledge they need to make their work during data collection easier and will ensure that the data they collect are of the highest quality. The message will wish them success in the training session.

- General introductions – All participants should introduce themselves, including their name, their role and past experience. Other elements can be added to the introduction to help participants get to know each other, such as their favourite food, favourite colour, etc.
- Logistical/housekeeping items – Information related to the non-training parts of the Examples are: the location of washrooms, format of the itinerary regarding breaks and meals, and relevant safety information for the building, etc.
- Ground rules for interactions – The expectations for communications during the training session should be outlined, encouraging participants to ask questions and be actively involved in discussions, and insisting that all communications and interactions show respect for fellow participants regardless of their role in the training. Other ground rules to establish could include rules regarding use of personal cell phones during the training day. The leader may ask enumerators if there are other ground rules they would like to establish through discussion and general agreement by the group before beginning the session.
- Outline of the training session – A high level schedule should be given to enumerators so that they have an idea of what to expect during training. Annex 1 contains an example schedule for a training session covering the AGRIS Core module and the Economy rotating module. This can be adapted for use by adopting countries.
- Introduction to AGRIS – This will acquaint enumerators with the bigger context into which their work in collecting data fits by explaining the rationale and structure of AGRIS. There are PowerPoint slides to cover this material, covering:
 - Goal and objectives
 - Schedule
 - AGRIS Rationale
 - AGRIS Methodology (approach, flow of modules, topics covered and data items)
 - The role of an enumerator
 - Potential collection errors

4.1.2 CAPI training

CAPI training will lay the foundation for the development of a fundamental skill for AGRIS enumerators. Specific CAPI training should precede any subject matter training on AGRIS modules. It should occupy most of one day of training, and should be held on the first day of the session.

The specific CAPI training will be held on day one, but the skills acquired on that day will be used and reinforced by enumerators on each subsequent day of training during simulations in module training, in simulations in local languages and in field exercises. Also, any out-of-class exercises that provide user-testing of the CAPI application will strengthen enumerators' familiarity and proficiency with the tool.

It is recommended that out-of-class homework exercises be assigned in the evenings for trainees to go through interview scenarios in CAPI to familiarize themselves with the tool and the subject matter. These may be set up to be done by individuals, or in pairs. If trainees are being housed at the training site for the duration of the training session, assignments to pairs will work well. If trainees are returning to their own homes in the evening

and commuting to the training location for each day's training, then homework exercises may be less appropriate, but if used, should be structured to be completed by individuals. An added benefit of these exercises is that enumerators may identify technical issues with the application. It is particularly important to test the application for any module content that may have been customized by the adopting country and differs from the generic version of the AGRIS modules on which the CAPI application is based. Of course, there must be a feedback mechanism put in place (perhaps a session at the start of each day for reporting CAPI issues found during exercises) so that any issues found during the training period can be resolved and re-tested before the field collection process begins.

With this approach to training, enumerators should have a solid grasp of and competence with the CAPI tool before they head into field collection.

4.1.3 Simulation in local languages

Simulation of AGRIS questionnaires in the local language is a critical component of the training in adopting countries where respondents primarily communicate in a local language other than English, or where a significant number of respondents will want to complete the survey in a local language. This training unit should be undertaken after all of the subject matter and procedural material is presented for the AGRIS modules in scope for the training, and should occupy one day of the training session schedule. In some cases, the requirement for administering AGRIS surveys in local languages may be relevant only in certain areas of the country, and may therefore only affect a subset of the enumerators being trained. If this is the case, either all enumerators can participate in this training unit, or accommodations can be made so that only enumerators who are likely to be collecting data in local languages take part in this training.

This step involves simulation exercises of the AGRIS module interviews, where the trainees will take turns in the enumerator and respondent roles. Enumerators will present the AGRIS questions in the local language and capture responses in the CAPI application, and respondents will answer AGRIS questions using the local language. Because agricultural terminology is quite specific, this will allow the enumerators to establish the local terms that best reflect the concepts that the AGRIS questionnaire is seeking to measure, thereby improving AGRIS data quality.

It is expected that the agricultural subject matter expertise will be valuable in this process. This can be provided by training team members from the MOA, and by referring to other agricultural survey materials that may exist in the local language. Prior to the training session, it would be useful for the training team to establish an agricultural lexicon in the local language as it applies to AGRIS terms and concepts. This can be augmented during the training session by addressing questions that enumerators bring forward as they work their way through the simulation exercise.

This step of training is done effectively in breakout groups as this format will give all enumerators a significant period of time to assimilate and practice the local terms within the AGRIS framework. A plenary should be held at the end of the simulation period, where trainees can share their experiences and bring forward for group discussion and resolution any questions or problematic terms they encountered during the simulations.

In adopting countries where it is expected that all AGRI respondents will complete the survey in English, this component of training will not be required. This will reduce the duration of the training session by one day.

4.1.4 Field exercises

Field exercises are the very best way for enumerators to “test drive” their new skills and knowledge before heading to the field for data collection. This step will increase their confidence with both the survey tools (CAPI) and the AGRIS concepts and subject matter. All of this should improve their readiness for the field and ultimately the quality of the data they collect. Field exercises should be undertaken after all of the subject matter and procedural material is presented for the AGRIS modules in scope for the training (and after the local language simulations in countries where that step is required). Field exercises should occupy two days of the training session schedule.

Field exercises should include the participation of real respondents – holders of agricultural holdings – ideally with some in the household sector and some in the non-household sector if this is the scope for the AGRIS survey.

The respondent participants will have to be recruited for the purposes of the field exercise. They should not be holdings that are in the sample for the AGRIS survey to be conducted after training. NSO and MOA regional representatives should be made aware of the field exercise and may provide valuable support before the exercise, by helping with recruitment, and/or during the exercise, as resource people with a good familiarity of the area. Appropriate protocols in the adopting country must be respected in the recruiting and field exercise phases of the activity. In some cases, approvals will need to be sought from administrative area or tribal leaders for access to their lands and residents. Even when explicit approvals are not required, it is good practice to advise such officials of the timing, nature and location of the field exercises.

Ideally, the respondents for the exercise will be located in close proximity to each other (for example, in the same village) to facilitate monitoring of the enumerator trainees. Enumerators should be teamed in pairs and share the task of administering the AGRIS module to an exercise respondent by taking turns in two roles:

- AGRIS interviewer – administering the survey to the exercise respondent by asking the AGRIS questions and entering responses in the CAPI application
- Observer/helper – making notes of any questions or problems encountered, and assisting the surveying partner when required

To the extent possible, the pairs should be made up of enumerators that will report to the same supervisor. Supervisors and training team members should monitor the exercise by spending time with each partner pair to observe and provide corrections or clarifications when required. Supervisors should monitor pairs that will report to them during field collection.

At the end of the first day of the exercise, the group should convene for a plenary to share any problems or concerns that arose, so that these can be clarified and resolved within the group before the second day of field exercises. Such issues may be related to survey procedures, subject matter of the AGRIS module(s), the CAPI application, or respondent-related issues.

During the second day of field exercises, it is a good idea to establish new pairings of enumerator trainees, particularly if the initial pairings had some with two strong members and others with two members who could benefit from a stronger partner. Even when the initial pairings were relatively equal, there is value to be gained by having trainees work with a different partner to see different approaches or strategies for interviewing.

4.1.5 Discussion on field exercises

Discussions on field exercises should be held at two points in time; after the first day of field exercises, and at the beginning of the in-class day following the completion of field activities. These discussion sessions will not take a great deal of time in the overall training schedule, but are very important in reinforcing appropriate data collection procedures and methods, and in solidifying enumerators' mastery of AGRIS.

After the first day of field exercises, the discussion should focus on problems or concerns that arose with the express goal of making any adjustments required to improve the experience of the second day of field exercises. The day following the completion of field exercises, any new issues should be discussed. This time, the focus will be on providing clarifications and making adjustments or corrections to be implemented for data collection.

Both of these discussion sessions can take the same approach:

- Each pair of enumerators should report the issues they encountered. Once an issue has been reported by one pair, it should not be repeated by any subsequent pairs that encountered it.
- Each issue should be recorded under one of the following categories:
 - AGRIS content – This relates to subject matter/content of the AGRIS module(s) – For example, clarification of terms, no questionnaire categories available to fit the answer the respondent provided, etc.
 - CAPI application – This will identify technical issues with the application or hardware – For example, skip patterns did not work as expected, unable to submit completed surveys, device crashed, etc.
 - Respondent issues – These deal with any problems related to the interactions with the holders involved in the exercise – For example, specific reasons for refusals, respondent's inability to understand questions, non-completions, etc.
 - Survey procedures – These are more general survey-related problems or questions – For example, uncertainty whether a certain household or holding situation encountered is in-scope for AGRIS
 - Other

The issues should not be discussed at this point, only presented and categorized. This grouping of issues will make the next steps more efficient.

- Address each category and each issue, one at a time. This can include group discussion on ways to resolve an issue, or a direct clarification by a member of the training team, which may be more appropriate, depending on the nature of the issue.
- Document resolutions to each of the issues. If there are follow-up corrections to be made to procedures, content or the CAPI application, be sure to identify the person responsible to make the correction to ensure that it is completed before data collection.

Annex 2 provides an excel worksheet that can be used to guide and record the discussions and resolutions.

The final discussion period can also include asking the group to identify the most important thing they learned during the field exercises. Each enumerator can be asked to share this with the group, or it can be a general ask, where enumerators raise a hand to contribute.

4.1.6 Instructions on surveys

This training unit will provide the key information associated with moving enumerators from training mode, to data collection mode. This portion of the training will be developed by the adopting country, and will be presented on the final day of training, after discussions on the field exercises have concluded. It is the final unit to introduce new information. The amount of time required for this unit will vary, depending on the number of topics to be included in the instructions.

Central elements of these instructions will include:

- Providing enumerators with their interview assignments
- Instruction on administrative procedures for reporting work time and expenses
- A review of guidelines for survey personnel doing personal interviews, including travel, setting appointments, best practices for ensuring personal safety, etc.
- Troubleshooting and contact information for enumerators to use during data collection (see the Excel spreadsheet provided in Annex 3)

4.1.7 Wrap-up question and answer period

A wrap-up question and answer period should be provided as one of the final activities of the training session. While it is good practice to provide a Q&A period at various points throughout the session – at the end of a training unit, or the end of a training day – these will be fairly focussed on the procedures or subject matter just taught. This final wrap-up Q&A will allow enumerators to verbalize and resolve any outstanding gaps on any topic before heading to field collection. This will help consolidate their learning and improve their confidence before heading to data collection. This activity may take a quarter of an hour, or much longer, depending on the number of questions brought forward.

4.1.8 Official close of the training session

This is the opportunity for the training team to conclude the session by underlining the success of the training session and enumerators' readiness for data collection.

- Advise the participants that an evaluation of the course will be handed out at the end of the close of the session, to be completed and handed in before leaving the training room (see 4.1.9, below).
- Do a quick review of the objectives of the training session and what was accomplished.
- Recognize those who contributed behind the scenes to the success of the training event.
- Recognize those who presented training to the class.
- Thank the enumerators for their participation. Congratulate them on their level of competence and readiness for the important task of data collection. Underline their crucial role in ensuring the quality of the AGRIS data that will be used in the country to improve agricultural and rural policies and programs
- Wish the enumerators the best as they head into data collection.

4.1.9 Evaluation

The evaluation is a very important part of the training process, and one that is often overlooked. It will provide a good assessment of the effectiveness of the training material, the logistics, the trainers and the exercises. All of

this is valuable information. These should be completed and handed in before participants leave the training session.

Evaluations should be completed by all participants in the training:

- Enumerators and supervisors
- Training team members from all agencies (NSO, MOA, FAO, etc.)
- Observers

Each type of participant will have different experiences and perspectives on the training, and they can all provide useful feedback.

Evaluation results should be reviewed and tabulated after each training session by the training team. The team should meet once the results are tabulated so that they can discuss the results and make decisions to incorporate improvements, evolve the training program and increase its effectiveness for future enumerator training sessions.

An evaluation questionnaire can be found in Annex 4 of this document for use by adopting countries.

4.2 Training elements that will vary depending on the AGRIS module(s) in scope for the training

Much of the AGRIS training session will focus on building skills and knowledge that are transferable to any AGRIS data collection activity. The next group of training elements are directly related to specific AGRIS modules. Because enumerator training is most effective when it occurs immediately before data collection begins, the choice of which modules to include in training will ideally be limited to those going directly to collection afterwards. Adopting countries may choose to collect one module or multiple modules (most likely Core plus one or more rotating modules).

There are five AGRIS modules for which PowerPoint presentations are provided:

- Core Module
- Economy (ECO) Module
- Labour Module
- Production methods and the environment (PME) Module
- Machinery, equipment and assets (MEA) Module

All of the questionnaire-based presentations share a common approach and organization of content. The PowerPoint presentations contain some slides marked with red text indicating where updates are to be made by adopting countries prior to training. As well, any country-generated customizations made to AGRIS questionnaires, must be identified and applied to the presentation materials.

The content of the training presentations for each of the five AGRIS modules is summarized below:

- Objectives of training

- Methodology
 - Topics covered and data items
 - Approach
 - Sample distribution
 - Measurement objectives and scope
 - Statistical unit and coverage
 - Key concepts and definitions
 - Identification numbers
 - Reference period
- Structure of the questionnaire module
- Review of concepts by Questionnaire Section, Part, and, in some cases by Question

4.3 Country-specific training elements

In some countries, there may be policies, guidelines or best practices that require certain training materials be covered by all employees, or specifically by enumerators working in the jurisdiction. Where this is the case, the country-specific training materials should be integrated into the training schedule at an appropriate point, quite possibly at the beginning or end of training, before or after the AGRIS-related material is presented.

5 The training schedule

AGRIS enumerator training will always be a multi-day endeavour, but it may range from 5 to 11 training days, depending on how many AGRIS modules are included in the training.

For training programs exceeding 5 days, it should be noted that Saturday is generally considered to be a work day and Sunday a day of rest. In longer training sessions (for example, an 11-day session), it is possible that there could be two Sundays in the duration of training, depending on what day the training starts. Planning should take this into account, to avoid a training period including two Sundays, which could be more costly to implement.

The table below provides an outline of what the training schedule will look like for five scenarios, ranging from training for a single AGRIS module, to Core/rotating module combinations, to complete training for all AGRIS modules.

Table 2: AGRIS training scenarios, single-module training

| | Introduction | CAPI training | Core module training ⁽¹⁾ | Economy module training ⁽¹⁾ | Labour module training ⁽¹⁾ | PME module training ⁽¹⁾ | MEA module training ⁽¹⁾ | Simulation in local languages ⁽²⁾ | Field exercises | Field exercise discussion | Instructions on survey | Wrap-up Q & A session | Evaluation |
|---|--------------|---------------|-------------------------------------|--|---------------------------------------|------------------------------------|------------------------------------|--|-----------------|---------------------------|------------------------|-----------------------|------------|
| Duration (days) | part day | part day | 1 | 1 | 1 | 2 | 1 | 1 | 2 | part day | part day | part day | part day |
| Scenario 1 - Training for one module – Core OR Economy OR Labour OR MEA module only | | | | | | | | | | | | | |
| Day 1 | X | X | | | | | | | | | | | |
| Day 2 | | | * | * | * | | * | | | | | | |
| Day 3 | | | | | | | | X | | | | | |
| Day 4 | | | | | | | | | X | | | | |
| Day 5 | | | | | | | | | X | | | | |
| Day 6 | | | | | | | | | | X | X | X | X |
| * Day 2 consists of the one-day training for one module (Core, Economy, Labour or MEA) | | | | | | | | | | | | | |
| Scenario 2 - Training for PME module only | | | | | | | | | | | | | |
| Day 1 | X | X | | | | | | | | | | | |
| Day 2 | | | | | | X | | | | | | | |
| Day 3 | | | | | | X | | | | | | | |
| Day 4 | | | | | | | | X | | | | | |
| Day 5 | | | | | | | | | X | | | | |
| Day 6 | | | | | | | | | X | | | | |
| Day 7 | | | | | | | | | | X | X | X | X |

(1) Includes simulations during training.

(2) Simulations in local languages may not be required if it is expected that all respondents will wish to complete the survey in English. This will remove one training day from the session.

Table 2, end: AGRIS training scenarios, multiple-module training

| | Introduction | CAPI training | Core module training ⁽¹⁾ | Economy module training ⁽¹⁾ | Labour module training ⁽¹⁾ | PME module training ⁽¹⁾ | MEA module training ⁽¹⁾ | Simulation in local languages ⁽²⁾ | Field exercises | Field exercise discussion | Instructions on survey | Wrap-up Q & A session | Evaluation |
|---|--------------|---------------|-------------------------------------|--|---------------------------------------|------------------------------------|------------------------------------|--|-----------------|---------------------------|------------------------|-----------------------|------------|
| Duration (days) | part day | part day | 1 | 1 | 1 | 2 | 1 | 1 | 2 | part day | part day | part day | part day |
| Scenario 3 - Training for Core plus one rotating module (Economy, Labour or MEA) | | | | | | | | | | | | | |
| Day 1 | X | X | | | | | | | | | | | |
| Day 2 | | | X | | | | | | | | | | |
| Day 3 | | | | * | * | | * | | | | | | |
| Day 4 | | | | | | | | X | | | | | |
| Day 5 | | | | | | | | | X | | | | |
| Day 6 | | | | | | | | | X | | | | |
| Day 7 | | | | | | | | | | X | X | X | X |
| * Day 3 consists of the one-day training for one module (Economy, Labour or MEA) | | | | | | | | | | | | | |
| Scenario 4 - Training for Core plus PME module | | | | | | | | | | | | | |
| Day 1 | X | X | | | | | | | | | | | |
| Day 2 | | | X | | | | | | | | | | |
| Day 3 | | | | | | X | | | | | | | |
| Day 4 | | | | | | X | | | | | | | |
| Day 5 | | | | | | | | X | | | | | |
| Day 6 | | | | | | | | | X | | | | |
| Day 7 | | | | | | | | | X | | | | |
| Day 8 | | | | | | | | | | X | X | X | X |
| Scenario 5- Full AGRIS training (All Modules) | | | | | | | | | | | | | |
| Day 1 | X | X | | | | | | | | | | | |
| Day 2 | | | X | | | | | | | | | | |
| Day 3 | | | | X | | | | | | | | | |
| Day 4 | | | | | X | | | | | | | | |
| Day 5 | | | | | | X | | | | | | | |
| Day 6 | | | | | | X | | | | | | | |
| Day 7 | | | | | | | X | | | | | | |
| Day 8 | | | | | | | | X | | | | | |
| Day 9 | | | | | | | | | X | | | | |
| Day 10 | | | | | | | | | X | | | | |
| Day 11 | | | | | | | | | | X | X | X | X |

(1) Includes simulations during training.

(2) Simulations in local languages may not be required if it is expected that all respondents will wish to complete the survey in English. This will remove one training day from the session.

6 Supplementary materials and post-training support

Adopting countries should determine what training materials would be useful to provide to enumerators for use during the training session, or as support materials for them during data collection. It should be decided whether it is most appropriate to furnish such materials electronically (loaded onto the CAPI hardware) or in hard copy (paper). **VERIFY THAT IT IS POSSIBLE TO LOAD REFERENCE MATERIAL (NOT RELATED TO THE CAPI APPLICATION) ONTO THE AGRIS HARDWARE**

The following materials are examples that should be considered to provide to enumerators:

- The PowerPoint presentations used during the training session
- The general portions of the *AGRIS Handbook on the Agricultural Integrated Survey*¹, along with the chapters that relate to the specific AGRIS modules in scope for the training session, can provide useful information for enumerators, as reference material during data collection. Adopting countries wishing to provide this should customize the Handbook content to reflect any differences between the generic AGRIS and the country-adopted version so that enumerators have the most relevant information at hand.
- Paper copies of the questionnaires for the AGRIS modules included in the training
- Country-generated elements to support the training session, such as agricultural lexicons in local languages
- Troubleshooting and contact information for enumerators to use during data collection could be a very useful tool for adopting countries to develop and customize (see the Excel spreadsheet provided in Annex 3)

A very important element of post-training support includes further activities undertaken during the data collection period. Whenever enumerators report issues encountered during data collection, it may be necessary to reinforce the learned procedures or concepts, or alternately, to introduce technical changes, procedural changes or subject matter changes. It is important in any of these cases, that documentation is updated and communicated to enumerators.

¹ **Global Strategy to Improve Agricultural and Rural Statistics (GSARS)**. 2017. *AGRIS Handbook on the Agricultural Integrated Survey*. Rome. Available at: <http://gsars.org/wp-content/uploads/2017/12/AGRIS-HANDBOOK.pdf> . Accessed on 11 January 2019

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ANNEX 1 – Example training session schedule

An example training schedule for a session including training on the AGRIS Core module and the Economy rotating module is provided below. Text in red would be updated to reflect the actual training session details. In establishing the schedule, Saturday is assumed to be a working day while Sunday is proposed to be a day of rest. This should be accounted for in the schedule dates.

Agricultural Integrated Survey (AGRIS) Core module and Economy module Enumerator training schedule

| # | Activities | Schedule | Remarks |
|---|---|---------------------------------------|---|
| 1 | <ul style="list-style-type: none"> • Introduction • Training on CAPI | Day 1 DD/MM | |
| 2 | Training on CORE Module questionnaire | Day 2 DD/MM | Includes Simulations during training |
| 3 | Training on Economy (ECO) Module questionnaire | Day 3 DD/MM | Includes Simulations during training |
| 4 | Simulation in Local languages | Day 4 DD/MM | Enumerators will be divided into pairs and each group will practice simulating an AGRIS questionnaires in the local language. Enumerators will take turns in the roles of an interviewer (asking questions and capturing responses in CAPI) and a respondent (answering questions). |
| 5 | Field Exercise – Location <ul style="list-style-type: none"> • Travel to and from field exercise location • Field exercise • Discussion on the field exercise at the end of the first day of the field exercise | Day 5 and Day 6 DD/MM and DD/MM | Enumerators will be divided into pairs and each group will administer one AGRIS questionnaire with a respondent. Enumerators will take turns in the roles of interviewer and observer/helper (taking notes of issues encountered during interview). |
| 6 | <ul style="list-style-type: none"> • Discussion on the field exercise and the sampling of the survey • Provision of instructions on the survey • Question and answer period • Evaluation of training to be completed by all (enumerators, training team members from all participating agencies, observers) • Official close of training | Day 7 DD/MM | |
| 7 | <ul style="list-style-type: none"> • Deployment of enumerators to field collection | Day 8 DD/MM | Data collection begins |

ANNEX 2 – Issues encountered during Field Exercises

The following Excel template provides a working tool for the discussions to be held after the first and second days of Field Exercises.

Using this tool and projecting it for class participants to view during the discussion will not only guide the activity, but it will provide documentation of the session, to record issues and proposed solutions and identify the people responsible to implement any corrective measures before data collection begins.

The spreadsheet uses a drop-down menu to categorize the types of issues as they are captured during the initial reporting activity. Once completed, the table can be sorted on these categories so that issues can be discussed by category. This should make the discussions more efficient, by dealing with issues of a similar nature together.

AGRIS Enumerator Training
Issues experienced during Field Exercises

| # | Issue description | Category | Resolution | Person Responsible (if applicable) |
|----|-------------------|----------|------------|------------------------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
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| 23 | | | | |
| 24 | | | | |
| 25 | | | | |

ANNEX 3 – Troubleshooting and contact sheet for Enumerators

The proposed troubleshooting and contact sheet for enumerators is meant to be a tool for use during data collection. It summarizes some potential situations that may occur during collection and offers suggestions for resolving them, as well as contact information for a resource person (most likely the supervisor). Adopting countries should review and adjust the proposed situations for their specific purposes.

AGRIS Enumerator Training

Important troubleshooting and contact information for Enumerators

| # | Situation | What to do | Who to contact | Phone number | Email address |
|----|---|---|----------------|--------------|---------------|
| 1 | CAPI application (assignments won't load, completed surveys can't be submitted) | | | | |
| 2 | CAPI application crashes | | | | |
| 3 | CAPI hardware problems | | | | |
| 4 | AGRIS content (module terminology, etc.) | 1. Refer to training material 2. Contact resource person | | | |
| 5 | Survey methodology problems (is respondent in scope for survey, etc.) | 1. Refer to training material 2. Contact resource person | | | |
| 6 | Safety, emergency situation | | | | |
| 7 | Weather information | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |

ANNEX 4 – Evaluation form for AGRIS training

The following two pages contain the evaluation form to be administered at the completion of the training program. It should be completed by all training participants:

- Enumerators and enumerator supervisors, the recipients of the training
- Training team members from all participating agencies (NSO, MOA, FAO, etc.)
- Observers of training

Results of the evaluation should be reviewed by the training team to identify areas for improvement that can be applied to future training sessions.

AGRIS Enumerator Training Evaluation Form

Date of event:

Location of event:

Trainers:

| | | | |
|---|---|---------|----------------------|
| Instructions: Please tick the category that best describes your role in the training session | Enumerator or enumerator supervisor (recipient of training) | Trainer | Observer of training |
| | | | |

| Instructions: Please tick your level of agreement with each of the statements listed below | Strongly Agree | Agree | Disagree | Strongly Disagree | Not applicable |
|---|----------------|-------|----------|-------------------|----------------|
| 1. The objectives of the training were clearly defined | | | | | |
| 2. Participation and interaction were encouraged | | | | | |
| 3. The presentation materials and topics covered were relevant for me | | | | | |
| 4. The content of the course was organized and easy to follow | | | | | |
| 5. The materials distributed were helpful | | | | | |
| 6. The trainers were knowledgeable about the training topics | | | | | |
| 7. The trainers were well prepared | | | | | |
| 8. The training objectives were met | | | | | |
| 9. The course length was appropriate | | | | | |
| 10. The pace of the course was appropriate for the content and attendees | | | | | |
| 11. The interview simulations during the training were helpful and relevant | | | | | |
| 12. The local language simulations were helpful and relevant | | | | | |
| 13. The field exercise was helpful and relevant | | | | | |
| 14. The training room and facilities were adequate and appropriate | | | | | |

Please turn the page for more questions

AGRIS Enumerator Training Evaluation Form – page 2

15. What did you like most about this training / what was most useful?

16. What aspects of the training could be improved / what was least useful?

17. What else would you like to see included in the training?

18. Any other comments?

Thank you for your feedback! It will be used to improve to future training.

Please hand in your evaluation form before leaving the training session.

