

Section 2: Data Collectors Training and Pilot Test

Overview

Introduction This section provides guidance on how to plan, prepare for and deliver the training to the data collection team.

Intended audience This section is designed for use by people that fulfil the following roles:

- STEPS Survey Coordinator
- STEPS Coordinating Committee
- Data Collection Team
- Statistical Adviser
- IT Specialist/Data Manager and Analysis Team.

Purpose The purpose of the training is to:

- explain the rationale of the STEPS survey
- ensure a uniform application of the STEPS survey methodology and materials
- prepare data collectors to undertake the fieldwork for the survey
- motivate interviewers and survey staff
- ensure good overall quality of data.

In this section This section covers the following topics:

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Training Workshop

Introduction

A combination of formal classroom training and hands-on experience is required to adequately train staff that has been recruited to work on the STEPS survey.

Training workshop phases and durations

The table below provides a guideline for each of the training phases and durations to cover the material and train participants to a good level of understanding and proficiency in their specific area.

Training phases	Recommended durations
Classroom training	2-4 days
Pilot test	1 day
Refresher prior to start (optional)	1 day
Total	4-6 days

Notes: Refresher training may not be required since the gap between the data collectors training, including the pilot test, and the field work should be minimal. Refresher training may be useful if:

- unexpectedly, there is a significant gap between when the classroom training was completed and the start of the survey, or
 - the pilot test shows up lots of knowledge gaps and some aspects of the training need to be repeated.
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Training content and module durations

Suggested training workshop content and training delivery timeframes for each module of learning are provided in the lesson plan below. It may need adaptation for individual countries.

Participation

The training course is intended primarily for members of the respective data collectors teams. To help with coordination, identifying selected areas and households, and data download from the Android, the STEPS Coordinating Committee, the Statistical Adviser, as well as the IT Specialist/Data Manager and Analysis Team should also attend the training workshop.

Training Preparation

Introduction

Training preparation involves the following tasks:

Task	Description
1	Finding and setting up a suitable training room
2	Scheduling training sessions
3	Coordinating training tasks and events
4	Preparing, printing and distributing training materials
5	Informing participants about workshop content, date, time and location details and prerequisite requirements

Note: Each of these tasks is described further below.

Training location requirements

A training room will need to be located and arrangements made for use over a one week period to train all recruited relevant personnel.

The room should be able to accommodate the number of people being trained, the number of trainers or facilitators, plus several extras, at a time.

Requirements for the room include:

- tables
 - chairs
 - blackboard, white board or flip chart
 - chalk, marker pens, or crayons
 - projector
 - sufficient room to practice taking physical and biochemical measurements
 - props to help with scenarios
 - wi-fi or LAN
 - several laptops.
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Scheduling training sessions

Training sessions for data collection will need to be scheduled in advance to ensure the workshop is well attended and training is provided to all team members before the survey begins.

Each participant should be provided with a letter confirming the workshop agenda, including date and place of training.

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Training Preparation, Continued

Training coordination

The following coordination tasks will need to be planned for and arranged:

- select a pilot community, ideally not too far from the training workshop site;
 - order and arrange tea/coffee and lunches for classroom training sessions;
 - book accommodation and arrange transport for the participants (if necessary);
 - develop and set up exercises to be used during classroom training;
 - determine, develop and compile training and reference materials that will need to be used by workshop participants;
 - obtain maps or list of households.
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Preparing materials

Prior to training sessions, one set per participant of the relevant materials from the STEPS Manual will need to be printed out. The table below can be used as a guide to the most relevant materials.

Topics	Part, Section
Introduction	Part 1, Section 1
Introduction to eSTEPS and Preparation of the Data Collection Environment	Part 3, Section 1
Data Collection Process	Part 3, Section 3
Collecting Step 1 data: Interviews	Part 3, Section 4
Collecting Step 2 data: Physical Measurements	Part 3, Section 5
Collecting Step 3 data: Biochemical Measurements	Part 3, Section 6
STEPS Instrument	Part 5, Section 1
Question-by-Question Guide	Part 5, Section 2
Show Cards	Part 5, Section 3
Forms for STEPS Field Work	Part 6, Section 2

Participant preparation

Prior to attending a training session, all training participants will need to study the STEPS Instrument and appropriate sections in the STEPS Manual.

Generic training presentations

A set of generic training presentations is available from the WHO STEPS team for the data collectors training. These presentations cover each of the sessions included in the Training Lesson Plan below, but may need some adaptation or translation to the local context.

Training Lesson Plan

Introduction The following lesson plan is a guide for people responsible for delivering the data collectors training. In most cases, this would be the STEPS Survey Coordinator.

Training topics	Duration	Section reference	Outcomes or competencies	Exercises
<i>Day 1</i>				
Introductions, objectives of the workshop, agenda	9.00-9.30	3-2	Establish a new team, set expectations and course agenda.	
Overview and Rationale of the WHO STEPwise approach to NCD risk factor surveillance	9.30-10.00	1-1	Understand NCDs and their key risk factors, importance of surveillance framework, get an overview of what STEPS is and how it works.	
Introduction to the STEPS survey in [...]	10.00-11.00		Presentation by the STEPS Coordinating Committee on how the STEPS approach was adapted to the local context. Get a clear idea on scope and methods of the country-specific STEPS survey.	
Interview tracking, Reaching and Approaching selected households	11.00-12.00	3-3 6-2	Understand the importance of interview tracking (e.g., tracking of non-response) and know how to use the Interview Tracking Form. Understand how the information from the Interview Tracking Form will be used in data analysis. Competently follow procedures for reaching and approaching households.	Talk through examples on how to fill in the Interview Tracking Form. Scenarios, moving from simple to more difficult.
<i>Lunch</i>				

Training topics	Duration	Section reference	Outcomes or competencies	Exercises
Introduction to eSTEPS	13.00-13.30	3-1	Understand the basics of electronic data collection. Get familiar with the basic components of the Android devices for data collection.	Basic practice with the Android devices for data collection.
Selection of an individual within a selected household	13.30-15.30	3-3	Understand how an individual within a selected household is selected, know how to use the Android devices for data collection to do this.	Practice selection of an individual within selected households using the Android devices for data collection.
Informing participants and obtaining consent	15.30-16.30	3-3 6-2	Know why and how to inform participants in detail. Understand ethical considerations and their relevance for interviewing. Follow guidelines to obtain consent.	Practice how to inform participants and obtain consent. Scenarios with e.g. reluctant, objecting, unwell, or over-busy respondents.
Interview skills	16.30-17.00	3-4	Understand and demonstrate good interview practices.	Use scenarios to demonstrate how responses can be swayed by different interview techniques.
Day 2				
Review of day 1, warm up	9.00-9.30		Recognize previous day's learning. Identify and handle any queries.	
STEPS Instrument, Question-by-Question Guide and show cards	9.30-12.00	5-1 5-2 5-3	Understand the Instrument, the different risk factors and what they aim to measure, response options (including don't know and refuse), skip instructions and show cards. Understand how to use the Question-by-Question Guide and the show cards.	Talk through the STEPS Instrument and Question-by-Question Guide section by section.
Lunch				
Recording and checking information on the Android devices for data collection	13.00-13.30	3-1	Understand the functions of the Android devices for data collection.	

Training topics	Duration	Section reference	Outcomes or competencies	Exercises
Collecting demographic and behavioural risk factor information (Step 1)	13.30-15.30	3-4	Get familiar with using the Android devices for data collection for interviewing. Understand the questions, know how to clarify. Record responses, deal with different people.	Practice interviews.
Taking and recording physical measures (Step 2)	15.30-17.00	3-5	Assemble equipment and supplies for Step 2 measurements. Measure blood pressure, height, weight, waist and hip circumference. Record results.	Learn and practice on team members, all participants' measure independently then compare results.
Day 3				
Review of day 2, warm up	9.00-9.30		Recognize previous day's learning. Identify and handle any queries.	
Taking and recording physical measures (Step 2), <i>cont.</i>	9.30 - 10.30	3-5	Assemble equipment and supplies for Step 2 measurements. Measure blood pressure, height, weight, waist and hip circumference. Record results.	Learn and practice on team members, all participants' measure independently then compare results.
Completing the Participant Feedback Form (Step 2)	10.30 - 11.00	6-2	Understand how to record information on the Participant Feedback Form. Know how to use the BMI Classification Chart.	Practice recording information on the Participant Feedback Form and using the BMI Classification Chart.
Referrals and procedures for biochemical measures (Step 3)	11.00-12.00	3-6 6-2	Know how to make appointments for those selected for Step 3, know what interviewees need to know for Step 3, know how to use forms related to Step 3.	Explain referrals and procedures related to biochemical measures.
Lunch				
Taking and recording biochemical measures (Step 3)	13.00-15.00	3-6	Assemble equipment and supplies for Step 3 measurements. Measure blood sugar and lipids. Record results.	Learn and practice on team members.

Training topics	Duration	Section reference	Outcomes or competencies	Exercises
Completing the Participant Feedback Form (Step 3)	15.00-15.30	6-2	Understand how to record information on the Participant Feedback Form.	Practice recording information on the Participant Feedback Form.
Check-list for equipment and supplies, checking paperwork	15.30- 16.30	3-5 3-6 6-2	Know what documents, equipment and supplies are needed for field work. Know how to organize the material.	Explain all equipment, supplies and documents and how to organize the material.
Wrap-up and discussion	16.30-17.00		Review of most important issues that arose during training, discussion.	Wrap-up, clarify all questions that have not been answered during the training.
Day 4				
Review of day 3, warm up	9.00-9.30		Recognize previous day's learning. Identify and handle any queries.	
Preparing pilot test	9.30-10.00	3-2	Clarification of final questions before interviewers do the pilot test.	
Pilot test	10.00-16.00	3-2	Major aspects of data collection thoroughly tested. Identify weaknesses or failures in current systems and processes.	Go to a residential area, with a pre-determined sampling plan. Participants do a complete run-through of whole data collection process.
Discussion and closure of workshop	16.00-17.00		Reporting of issues and experiences from the pilot test.	

Training Delivery Tips

Introduction

The training delivery tips below may be useful for those that have been assigned the role of training, but are not in fact trained trainers.

Introductions and warm up

Before the training starts, it is important for team development to introduce yourself and find out a little about the people in the room. Use the table below to help with the introductions.

Step	Action
1	Introduce yourself and any other co-trainers to the participants.
2	If you don't already know everyone in the room, or they don't know each other, get each participant to briefly introduce themselves (or a person beside them).
3	<p>Ask participants and adapt according to the class:</p> <ul style="list-style-type: none">• what they understand by 'noncommunicable disease risk factors';• what they think the biggest NCD health issues are in their country or area;• in what ways do those diseases impact on the health and welfare of the people in their communities. <p>Note: Write the responses on a board. Acknowledge that there is not necessarily a 'correct' answer, it varies by time and community. Encourage discussion so you can gauge the level of understanding that the staff already have. The staff can begin to learn on what they and their colleagues will be working.</p>
4	<p>Ask participants if they have any questions or topics they would really like to have covered in the training.</p> <p>Note: Write the responses on the board and try and answer them during the training workshop.</p>

Course agenda and setting expectations

Participants will need to know what to expect in terms of training content, how long it will take and what is expected of them during the workshop. Use the table below (and lesson plans) to help explain the agenda and set expectations:

Step	Action
1	Explain the aim of the training.
2	Outline what will be covered.
3	Tell them how long the training will take.
4	Explain what is expected of them during training.

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Training Delivery Tips, Continued

Using material The STEPS Manual has been structured into modular sections that can be easily extracted and recompiled to provide customised manuals for training.

The manual content has been designed for use as both training material and in the field reference.

Exercises Exercises should be created that:

- are relevant to the local environment
 - support the training material
 - work through typical problems and issues that are likely to be encountered
 - allow for hands on practice.
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Encouraging participation The workshop is not about how much you as the trainer fill it with content, but how much the participants take away in new learning and understanding of skills.
Continually encourage all attendees to participate. Use the table below for guidance.

Topic	Guidance
Comfort zones	Acknowledge that participants may be asked to do things out of their comfort zone (particularly in the interviewing session where scenarios are an important part of training).
Criticism	Ensure participants are not criticised or demoralised when offering comments and questions.
Experience	Develop or build on participants own experiences and understandings.
Fears	Recognize fears and concerns and offer strategies to handle them.
Support	Offer praise when appropriate and support when participants demonstrate feelings of inadequacy or difficulty.
Strengths and weaknesses	Assure everyone that we all have strengths and weaknesses and that they have been selected as a team, with skills that complement those of others.
Team work	Encourage teams to work together and communicate well.
Being self reliant	Once the survey starts, there will not always be an "expert" available to answer questions. Participants must understand enough to be self reliant and know when to seek advice or help from others.

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Training Delivery Tips, Continued

Beginning and ending sessions

It is always helpful to introduce each session with an introduction covering:

- the previous work that builds a foundation for this session
- the content and purpose of the session
- briefly the resources and format to be used.

At the end of the session, summarise:

- what topics and skills have been covered;
- whether that is the end of that topic or a future session will cover further material;
- acknowledge areas of good progress, but also areas where further work will be required.

Handling problems and participation issues

Use the guidance in the table below to help with some typical problems encountered in the training environment.

Problem/ situation	Guidance
Late arrivals	Recap briefly what has just been covered and politely make it clear that you want all participants to be punctual.
Interruptions	Remain patient at all times.
Participant does not seem to follow and understand.	Show patience and understanding. Repeat the point/topic in a different way and then ask if the participant understands better.
A participant is dominating the sessions, making it difficult for others to participate and learn.	First try commenting during discussions that you'd like everyone to contribute, even use the phrase "let's hear from someone else this time". If that does not achieve anything, take the staff member aside during a break and suggest that others also need to participate. Give a little praise, if warranted, about their grasp of the topic, but state that, as the trainer, you need to hear from other participants, too.
Participant is not keeping up with the others, or appears unable to "engage".	During a break, seek out the staff member to see whether anything is wrong, or if they are finding anything particularly difficult. If so, a short "catch-up" session may help. If the participant is unwell or troubled it might be best if they leave.

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Training Delivery Tips, Continued

Celebrating milestones

Within the context of the training workshop, as in the conduct of the survey itself, recognize milestones to encourage the participants and to help develop a sense of "team-ship".

Think particularly of those who may be regarded as outsiders in any way – perhaps they are from out-of-town, are not known to other members of a group, or are of a different language group or cultural background – who may be more hesitant to participate.

You may like to have markers of effort, mastery, achievement or other contribution - use your imagination to select small gifts, snack food treats or certificates to award to participants.

Pilot Testing

Introduction	<p>A pilot test of the entire data collection process must be conducted among a limited number of people with a broad range of backgrounds prior to implementing the actual survey. It involves all aspects of the survey including:</p> <ul style="list-style-type: none">• approaching selected households• explanation of the purpose of the visit• selection of an individual within the household• interview tracking• seeking and obtaining informed consent• making arrangements/appointments for data collection• site preparation and set-up• collecting all needed data• identifying participants who may need follow-up.
When to conduct pilot test	<p>Ideally, the pilot test should be conducted as soon as the translated versions of the country-specific Instrument and all other interview materials are ready.</p> <p>In practical terms, however, it is recommended that it be conducted after the recruitment and training of data collection staff so trained interviewers can be used during the pilot. This will ensure interviewer consistency and test interviewer skills prior to the main survey.</p>
Test group	<p>The test group should include the following:</p> <ul style="list-style-type: none">• at least 2-3 people per trained data collection staff• both men and women• cover age range used in STEPS• more than one ethnic or language group (if applicable)• people with differing levels of education• people from a range of socio-economic groups.
Test environment	<p>Where possible conduct the pilot test under realistic field conditions.</p>
Timeframe	<p>When planning the pilot test, allow sufficient time for adjustments to be made prior to starting data collection.</p>

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Pilot Testing, Continued

Conducting the pilot test Follow the steps below to conduct the pilot test with each participant.

Task	Description	✓
1	Approach selected households.	
2	Brief household members on purpose of the survey.	
3	Select a participant from all eligible members within a selected household.	
4	Record information on the Interview Tracking Form.	
5	Inform the selected participant using the Participant Information Form and obtain written consent.	
6	Conduct the interview and record results for Step 1.	
7	Take measurements and record results for Step 2.	
8	Fill in Participant Feedback Form on results of Step 2 measurements for the participant.	
9	Make appointment for Step 3 (if applicable), provide instructions for urine sampling and inform participant on fasting.	
10	Report any difficulties to supervisor.	

Feedback At the end of each interview, ask the participant the following questions and record their feedback:

- Did any of the questions make you feel uncomfortable?
- Did you understand all the words?
- How clear was the intent of the questions?
- Did you know what was being asked?
- How could we make it clearer?
- How else could we improve this survey?

Evaluation and refining the Instrument On completion of the pilot test:

- compile all participants' comments into a single report;
- where necessary, adapt and refine the country-specific STEPS Instrument - taking care not to change intended meanings;
- send the country-specific STEPS Instrument to WHO STEPS Team for comments and quality assurance.