ZAMBIA ACCESS TO ACT INITIATIVE SURVEY

Supervisor Manual

IMPLEMENTING FIRMS PALM ASSOCIATES AND GEO HYDRO
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1. INTRODUCTION TO THE ZAAI SURVEY

The Zambian National Malaria Program has achieved remarkable success in expanding access to preventive services in recent years. The percentage of households owning at least one bednet increased from 48% in 2006 to 72% in 2008, the population covered by IRS increased from 1.2 million to 3.5 million during the same period and the share of mothers taking 2 doses of IPT during their last pregnancy increased from 62% in 2006 to 67% in 2007 (2006 and 2008 Malaria Indicator Surveys [MIS]). The efforts to expand preventive services have translated into a significant drop in number of malaria cases and deaths caused by malaria. The percentage of children with parasitemia decreased from 29% in 2006 to 10% in 2008 and under-five mortality decreased from 168 (2002) to 117 (2007).

While the expansion of preventive services has been extraordinary; malaria case management is substantially lagging behind prevention efforts. According to the results from the 2008 MIS, only 29% of children under the age of five took an anti-malarial within 24 hours of onset of symptom. Furthermore, only 11% of children under-five living in urban area and 5% of those in rural areas took Artemisinin-based combination therapy (ACT), the adopted first line treatment for malaria, within the same/next day of onset of fever. The weakness in the area of case management was discussed during the 2008 mid-term review of the Malaria Booster Project. The National Malaria Control Center emphasized that interventions are needed in order to (i) improve access and guarantee availability of anti-malarial drugs and (ii) ensure availability of diagnostic tools.

Background studies indicate that the relative underperformance in case management is due to several factors including: i) inefficiencies in the public supply chain of drugs which results in frequent stock-outs of ACTs and Rapid Diagnostic Tests (RDTs) in public health facilities (Picazo, 2006) (ii) price barriers and lack of awareness about ACTs and diagnostics in the private sector, and (iii) limited coverage of the Community Health Workers (CHWs) that are trained in and have access to ACTs and RDTs. CHWs access ACTs and RDTs directly from public health facilities in Zambia.

The Zambia Access to ACT Initiative has, upon request by the Government of the Republic of Zambia (GRZ), been designed to inform the GRZ on how to best increase the access to ACTs and other essential drugs. ZAAI has been designed in close collaboration between the GRZ and several Cooperating Partners (CPs) and will be co-financed by DFID and USAID. The ZAAI has been designed to implement and evaluate the effectiveness of a combination of public and private sector strategies for improving access to ACTs and diagnostics in the country.

A. SURVEY OBJECTIVES

The ZAAI has four main objectives:

i. To enhance public sector supply chain management in order to reduce stock out rates of ACTs and RDTs and improve availability of important medicines and medical supplies at health centres and hospitals throughout Zambia.

ii. To improve access and affordability of ACTs as well as diagnostics through the private sector by introducing a combined ACT and RDT subsidy to private sector wholesalers and other outlets.

iii. To provide access to ACTs and RDTs through Community Health Workers (CHWs), the National Malaria Control Centre (NMCC) has rolled out a CHWs programme in 11 out of the 72 districts. Under the framework of this programme, the NMCC trains CHWs in diagnostics and makes ACTs and RDTs available through the public distribution system. ZAAI will provide funding to further expand the CHWs programme to 2-3 more districts.

iv. To inform policy decisions about the impact and effectiveness of the above interventions. Observing the impact of the three interventions when implemented either separately or co-jointly is a unique opportunity to quantify the relative effect of each intervention as well as their combined effect on the household decision making on malaria treatment.

Impact Evaluation and Related Survey Work: To achieve the fourth objective and in line with international best practice, the project will undergo a rigorous impact evaluation, using a randomized design to infer the effect of the interventions. This evaluative research will provide rigorous quantitative evidence on the effectiveness and cost effectiveness of each pilot intervention. The paired public and private sector interventions presents a unique opportunity to measure and evaluate concurrent improvement in both public and private sector accessibility and their joint effect on household access to first line treatment. A key input into this process will be the collection of high quality, comprehensive, and multi-purpose household data, as well as community level data to account for community effects.

B. TRAINING

After interviewer training, supervisors will have two to three days of additional training on the roles and specific duties of supervisors. This ensures that all teams follow a uniform set of procedures and to teach supervisors how to check the fieldwork and edit completed questionnaires.

C. RESPONSIBILITIES OF THE MASTER TRAINER

The specific duties of the Master trainer are to monitor the performance of the teams under him or her with the aim of improving and maintaining the quality of the data collected. The overall performance of the teams will be directly dependant on the close monitoring and regular meetings between the master trainer, the supervisor and the teams. The master trainer will from time to time arrange meetings with the teams so that any challenges the team may face are discussed and the best way possible sought. During these meeting, the master trainer will also give professional advice to the team members that seem to be making errors so that high quality data is collected by all means.

Since the collection of high-quality data is crucial to the success of the survey, it is important that master trainers are responsible women/men who execute their duties with care and precision. This is especially important during the initial phases of fieldwork, when it is possible to eliminate interviewer error patterns before they become habits.

Monitoring team performance requires that the master trainer:

- Observe at least one interview per enumerator per SEA. Make sure it is unannounced.

- Conduct regular review sessions with each team and advise the team members of any problems with the questionnaire.

- Collect completed questionnaires from a sample area every fort-night, tied in batches per SEA and in order and bring them to the Palm Associates and Geo-Hydro offices in Lusaka for data entry.

D. RESPONSIBILITIES OF THE SUPERVISOR

The field supervisor is the senior member of the field team. He/she is responsible for the well-being and safety of team members, as well as the completion of the assigned workload and the maintenance of data quality. The supervisor reports to the Master trainer. The specific responsibilities of the supervisor are to make the necessary preparations for the fieldwork, to organize and direct the fieldwork, and to conduct periodic and random spot check and re-interview parts of the questionnaire just to make sure that his/her team members are interviewing correctly. The supervisor will also administer the community questionnaire in all the selected SEAs where his/her team members will be working from.

To prepare for fieldwork, the supervisor must:

- Obtain listing booklets and maps for each area in which his/her team will be working.
- Study the map and become familiar with the boundaries of the work area and plan your route in such a way that you will finish listing on time and at the same time ensure that you do not skip any households.
- Contact local authorities to inform them about the survey and gain their cooperation.
- Obtain supplies, and equipment necessary for the team to complete its assigned interviews.
- Make arrangements for accommodation.

Careful preparation by the supervisor is important for facilitating the work of the team in the field, for maintaining interviewer morale, and for ensuring contact with the master trainer and the survey coordinators at the office throughout the fieldwork.

During the fieldwork, the supervisor will:

- Assign work to interviewers, taking into account the linguistic competence of individual interviewers and ensuring that there is an equitable distribution of the workload.

- Edit all completed questionnaires in the field and make sure all editing must be completed prior to leaving the sample area. Any problems should be reported to the master trainer.

- Make sure that questionnaires are given to the master trainer every fort night who will take them to the Palm associates and Geo-hydro offices in Lusaka.

- Survey co-coordinators should also be informed on the team's location.

- Take charge of the team vehicle, ensuring that it is kept in good repair and that it is used only for project work.

- Arrange for lodging for the team and make sure each team member takes a turn in the team's chores at the camping site.

- Make an effort to develop a positive team spirit. A congenial work atmosphere, along with careful planning of field activities, contributes to the overall quality of the survey.

2. PREPARING FOR FIELDWORK

A. COLLECTING MATERIALS FOR FIELDWORK

Before leaving for the field, the supervisor is responsible for collecting adequate supplies of the materials the team will need in the field. These items are listed below:

Fieldwork Documents

- Supervisor's Manual
- Interviewer's Manual
- Maps and household listing booklets for all SEAs in the assigned area.
- Letters of introduction to local authorities
- ZAAI Household Questionnaires
- Willingness to Pay Questionnaires
- Table of random numbers both for the listing stage and for the WTP.
- For teams going to the CHW areas make sure you have the CHW questionnaires.

- Community questionnaires, to be administered by the supervisor.

Supplies

- Pencils
- Eraser
- RDT kits
- Mosquito nets
- Folic acid
- Coartem
- Measuring boards
- Weighing scales
- GPS Receivers
- Batteries for the GPS Receivers and the weighing scales
- Strings to tie questionnaires
- Packet of razors

Field personnel will sign a contract before living for the field, 50 percent of the total payment will be paid a day before departure. Then, the remaining 50 percent will be paid upon successful completion of the whole exercise.

B. ARRANGING TRANSPORTATION AND ACCOMMODATIONS

It is the supervisor's responsibility to make all necessary travel arrangements for his or her team, whenever possible, in consultation with the master trainer. Vehicles will generally transport the team to assigned work areas. The supervisor is responsible for the maintenance and security of the team vehicle. The vehicle should be used exclusively for survey-related travel, and when not in use, it should be kept in a safe place. The driver of the vehicle takes instructions from the supervisor.

The supervisor is also in charge of arranging for lodging for the team. Lodging should be located as close as possible to the interview area. It must also provide secure space to store survey materials.

C. CONTACTING LOCAL AUTHORITIES

It is the supervisor's responsibility to contact the [provincial, district, and village] officials before starting work in an area. Letters of introduction will be provided, but tact and sensitivity in explaining the purpose of the survey will help win the cooperation needed to carry out the interviews.

D. CONTACTING PALM ASSOCIATES AND GEO-HYDRO OFFICES

Each supervisor should arrange for a system to maintain regular contact with the master trainer and the survey coordinators before leaving for the field. Regular contact is needed for supervision of the team by the office staff and the return of completed questionnaires for timely data processing.

E. USING MAPS TO LOCATE SEAs

A major responsibility of the supervisor is to assist interviewers in locating first of all selected SEAs and then selected households in the sample. The Project Coordinator will provide the supervisor with maps in which his/her team will be working. Maps will enable the team to identify the SEA boundaries and to locate the households selected for the sample. The representativeness of the whole survey depends on listing every household in the sampled SEA and visiting every sampled household.

Each team will be given field maps for their assigned SEAs and household listing booklets. An SEA is the smallest working unit in any census or survey operation that can easily be covered by one enumerator. It has identifiable boundaries and lies wholly within administrative boundaries such as provincial, district, constituency and ward boundaries. A CSA on the other hand is made up of 3-5 SEAs close to each other and is an area big enough for one person to supervise enumerators/interviewers. Field maps may have more than one CSA and SEA. Supervisors will be given selected SEAs. Be sure to check the CSA in which a particular SEA is. This will ensure that the correct SEA boundaries are identified. Symbols are used to indicate certain features on the map such as roads, footpaths, rivers, and railroads (see Figure 1). Field maps show more details of the selected SEA (show field map of an SEA within Chongwe district).

In most SEAs, the boundaries follow easily recognizable land features (such as rivers, roads, railroads, swamps, etc.). However, at times, boundaries are invisible lines. The location and determination of invisible boundaries will require some ingenuity. The following guidelines are suggested to locate imaginary boundaries for selected SEAs:

1) In your work area/SEA go towards where you think the imaginary boundary is and when you reach what appears to be the boundary, verify this by checking the location of terrain features and landmarks against their location on the map. Do not depend on one single feature; use as many as possible.

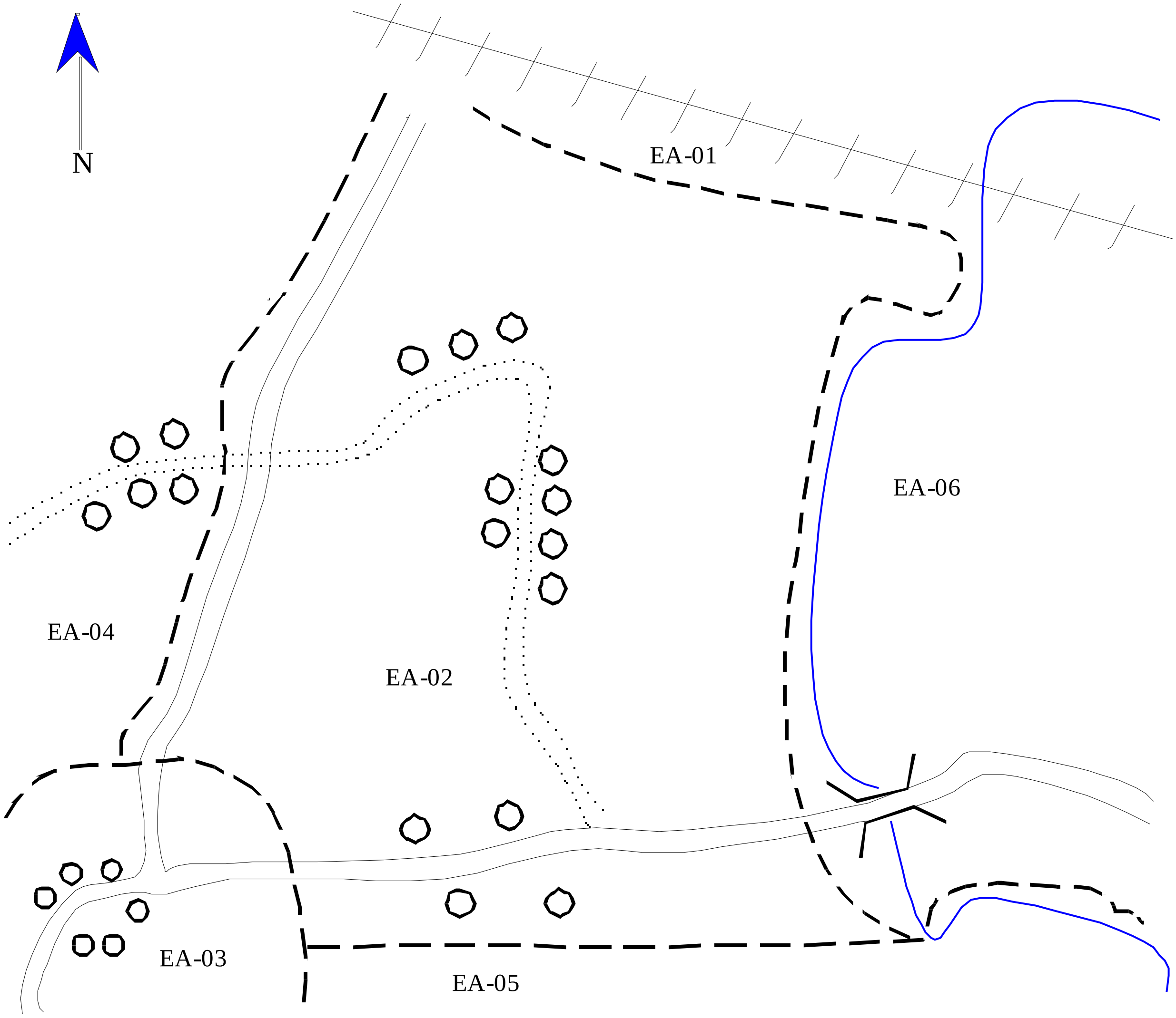
2) It is usually possible to locate unnamed roads or imaginary lines by asking local authorities or people living in the area. In most cases, these people will know where the villages or other landmarks are, and by locating these, you can usually determine where the boundary runs.

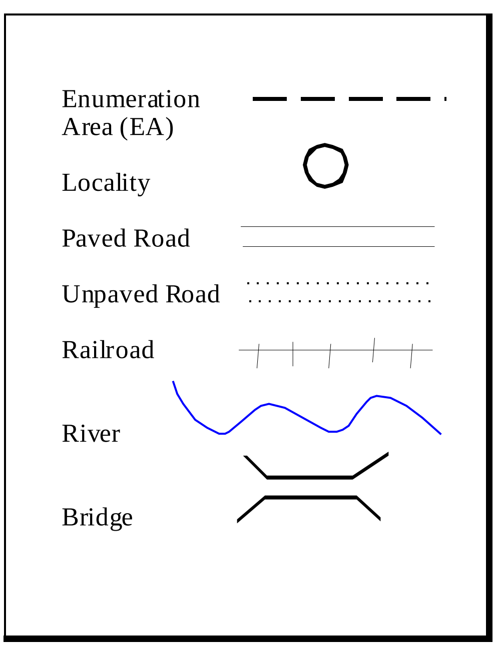
3) Although there are cases in which boundaries shown on the map no longer exist or have changed location (e.g., a road has been relocated or a river has changed course), do not jump to conclusions. If you cannot locate an SEA, go on to the next one and discuss the matter later with the master trainer and the survey Coordinators.

4) Check the general shape of the SEA and calculate the distance between boundaries. This will help you determine whether you are in the right place.

5) Locate all the SEA boundaries before you begin interviewing. For example, if an SEA is a rectangular block, identifying only three boundaries is not enough to unequivocally identify the SEA; you have to identify all four boundaries before any of your team members begin interviewing.

Figure 1 Example of an SEA Sketch Map showing boundaries





F. FINDING SELECTED HOUSEHOLDS

Even if there will be no stickers on the door posts of the listed households in a selected SEA, which also act as a guide to finding the selected households in the second stage of administering the detailed questionnaire, no major problems in locating the selected households is foreseen at this stage since the time lapse between listing and administering the detailed questionnaire is very short.

The interviewer will be able to find the selected households by referring to the household listing booklet. It is not always that the interviewer will get a complete interview whenever they visit a household. Some times, there will be no qualified or adult household respondent to interview or the household may just refuse to be interviewed. If such problems are encountered, this is how you can deal with them:

- You go through the questionnaire asking and getting responses from the respondent, then you reach a certain section and the respondent becomes irate and refuses to go on or maybe becomes tired and unfocused, do not force the interview, before entering code '2' (PARTIALLY COMPLETED), make an appointment for a later date when the interview will be completed. You could politely ask which other household member you can talk to on your next visit.

- Before you even start the interview, the respondent is not interested and refuses to cooperate. Do not allow the interviewers to rush in coding such a household '3' (REFUSAL) go and try to gain the cooperation of the respondent. You may be required to conduct such an interview because of your maturity and your experience in conducting surveys, the respondent may listen to you more than the interviewer.

- The selected house is all closed up and the neighbors say the people have gone away and will be back in several days or weeks. Before giving such a household Code '4' (HOUSEHOLD MEMBERS NOT PRESENT), on the cover page of the Household Questionnaire, the house should be re-visited at least two or more times to make sure that the household members have not returned.

- All such responses other than code '1' (COMPLETED) should be reported to the supervisor who will notify the master trainer and the survey coordinators.

3. ORGANIZING AND SUPERVISING FIELDWORK

A. ASSIGNING WORK TO INTERVIEWERS

The following tips may be helpful to the supervisor in assigning work:

- Let the interviewers remind the respondent during listing stage that they would be visiting the households again if the household is listed and would be very grateful if they can find someone to talk to if they do visit the household.

- Assign more households to interview than an interviewer can actually do in one day. This will be necessary because some households and/or persons may not be available for interview at the time of the interviewer's visit. Assign fewer households at the beginning of the survey to allow time for discussion of problems and for close supervision.

- Distribute work fairly among the interviewers. Work should be assigned taking into account the capabilities and strengths of each interviewer but never consistently assigning more difficult workloads to certain interviewers. Drawing numbers out of a hat is a good system to ensure that team and interviewer assignments are distributed on a random basis and that interviewers are aware of this. Bad feelings among the interviewers can be avoided by using this system. If an interviewer is unlucky and consistently draws difficult assignments, the supervisor can purposely provide him/her some easier assignments.

- Ensure that each interviewer has all the required information and materials for completing the work assignment.

- Make sure that all selected households and eligible persons for that SEA have been interviewed before leaving an area. See page 13 for details on how to handle pending interviews.

- Reassign a household or individual interview to a different interviewer if it turns out that the interviewer knows the respondent. Interviewers are not allowed to interview anyone they know.

- Finally, it is the responsibility of the supervisor to make sure that the interviewers fully understand the instructions given to them and that they adhere to the work schedule. The work schedule will be prepared by each team, their supervisor in consultation with their master trainer.

B. REDUCING NONRESPONSE

One of the most serious problems in a sample survey of this type is nonresponse, that is, failure to obtain information for selected households or failure to interview eligible persons. A serious bias could result if the level of nonresponse is high. One of the most important duties of the supervisor and the master trainer is to try to minimize this problem and to obtain the most complete information possible. In many cases, interviewers will need to make return visits to households in the evening or on the weekends to reduce nonresponse. It is a time-consuming task and requires strict monitoring.

Nonresponse may be classified into two basic types:

Type 1 – a household member eligible for the individual interview cannot be located.
Type 2 – a respondent refuses to be interviewed.

Various ways of dealing with these types of nonresponse are discussed below.

Type 1: <u>The interviewer is unable to locate the household member eligible for the individual interview</u>

a) *No one home at time of call.* The interviewer should make every effort to contact neighbors to find out when the members of the household will be at home or where they might be contacted. At least three visits should be made to locate the household members. Sometimes it may be necessary to call at mealtime, in the early morning, in the evening, or on the weekend. However, the interviewer should not make "hit or miss" calls just to fill the quota of three visits. Under no circumstances is it acceptable to make all three visits on the same day.

b) *Respondent temporarily absent.* The respondent may not be at home or may be unable to complete the interview at the time of the first call. The interviewer should find out from other household members or neighbors when the respondent can best be contacted, and a return visit should be made then. If the respondent is still not at home at the time of the second visit, another time should be set for a return visit. At least three attempts should be made to locate the respondent. If the interviewer is not able to complete the entire interview during the initial visit, the procedure for callbacks should be followed.

Type 2: The respondent refuses to be interviewed

The number of refusals reported by each interviewer should be closely monitored. If an interviewer reports an unusually high number of refusals, it may indicate that she gives up too easily or explains the survey inadequately. If this appears to be the case, the supervisor should observe the interviewer promptly. Suggestions for handling potential refusals include the following:

- *Approach respondent from her point of view.* Refusals may stem from misconceptions about the survey or other prejudices. The interviewer must consider the respondent's point of view, adapt to it, and reassure her. If there is a linguistic or ethnic barrier between the respondent and the interviewer, the supervisor should, if possible, send a different interviewer to complete the questionnaire.

- *Postpone interview to another day.* If the interviewer senses that she has arrived at an inconvenient or awkward time, she should try to leave before the respondent gives a final "no"; she can then return another day when circumstances are more likely to result in a successful interview.

- *Have supervisors carry out the interview.* The field supervisor's knowledge, skill, and maturity may enable her to complete a difficult interview when the assigned interviewer has been unable to do so.

C. HANDLING PENDING INTERVIEWS

When information has not been collected from a selected household or from an eligible respondent and the return visits have not been completed, the interview is considered "pending." All materials pertaining to this interview should remain with the interviewer until she has completed the pending interview. Supervisors should keep track of all assignments including pending interviews.

Completing callbacks for pending interviews is time consuming and should be carefully planned. If a few interviews remain pending as interviewing in a SEA nears completion, one or two interviewers should be assigned to remain in the area and complete the interviews while the rest of the team proceeds to the next assignment area. In this way, the whole team is not kept waiting for one or two interviewers to finish.

D. MAINTAINING MOTIVATION AND MORALE

The supervisor play a vital role in creating and maintaining motivation and morale among the interviewers- two elements that are essential to good-quality work. To achieve this, it is necessary to make sure that interviewers:

- Understand clearly what is expected of them
- Are properly guided and supervised in their work
- Receive recognition for good work
- Are stimulated to improve their work
- Work in tranquil and secure conditions.

In working with the interviewers it may be useful to adhere to the following principles:

- Rather than giving direct orders, try to gain voluntary compliance before demanding it.

- Without losing a sense of authority, try to involve the interviewers in decision making, and at the same time, see to it that the decision remains firm.

- When pointing out an error, do it with tact, in a friendly manner, and in private. Listen to the interviewer's explanation, show him/her that you are trying to help him/her, and examine the causes of the problem together.

- When interviewers voice out complaints, listen with patience and try to resolve them.

- Try to foster team spirit and group work.

- Under no circumstances should you show preference of one interviewer over the other.

- Try to develop a friendly and informal atmosphere.

Finally, remember that encouraging words, instructions, and constructive criticism are not worth anything unless the supervisor set good examples. It is important to *demonstrate* punctuality, enthusiasm, and dedication in order to demand the same of other team members. Never give the impression that you are working less than other members of the team, or that you are enjoying special privileges; this may produce a lack of faith in the project and cause general discontent. An ill-prepared supervisor will not be able to demand high-quality work from interviewers and will lose credibility and authority. Interviewer morale and motivation depend on your morale and motivation.

4. MONITORING INTERVIEWER PERFORMANCE

It is the duty of the master trainer to monitor the quality of data for the teams under her/him. Throughout the fieldwork, she/he will be responsible for observing some interviews and monitoring data quality. By observing interviews and having meetings regularly with the team, the master trainer can ensure that the quality of data collection remains high throughout the survey. It will be necessary to observe the interviewers more frequently at the beginning of the survey and again toward the end. In the beginning, the interviewers may make errors due to lack of experience or lack of familiarity with the questionnaire; these can be corrected with additional training as the survey progresses. Toward the end of the survey interviewers may become bored or lazy in anticipation of the end of fieldwork; lack of attention to detail may result in carelessness with the data. To maintain the quality of data, the master trainer should check the performance of interviewers thoroughly at these times.

A. OBSERVING INTERVIEWS

The purpose of the observation is to evaluate and improve interviewer performance and to look for errors and misconceptions that cannot be detected through editing. It is common for a completed questionnaire to be technically free of errors but for the interviewer to have asked a number of questions inaccurately. Even if the master trainer does not know the language in which the interview is being conducted, she/he can detect a great deal from watching how the interviewer conducts herself/himself, how she/he treats the respondent, and how she/he fills out the questionnaire. The master trainer should observe each interviewer at least three times during the course of fieldwork. Each interviewer should also be observed during the first two days of fieldwork so that any errors made consistently are caught immediately. Additional observations of each interviewer's performance should be made during the rest of the fieldwork. The master trainer should observe interviews especially at the beginning and end of the field work.

During the interview, the master trainer should sit close enough to see what the interviewer is writing. This way, she/he can see whether the interviewer interprets the respondent correctly and follows the proper skip patterns. It is important to write notes of problem areas and points to be discussed later with the interviewer. The master trainer should not intervene during the course of the interview and should try to conduct herself/himself in such a manner as not to make the interviewer or respondent nervous or uneasy. Only in cases where serious mistakes are being made by the interviewer should the master trainer intervene.

After each observation, the master trainer and interviewer should discuss the interviewer's performance. The questionnaire should be reviewed, and the master trainer should mention things that the interviewer did correctly as well as any problems or mistakes.

B. EVALUATING INTERVIEWER PERFORMANCE

After each interviewer has been observed by the master trainer, i.e. during the course of 2–3 days, the master trainer should meet with the interviewers to discuss the quality of their work. In most cases, mistakes can be corrected and interviewing style improved by pointing out and discussing errors at regular meetings. At team meetings, the master trainer should point out mistakes discovered during observation of interviews. She/he should discuss examples of actual mistakes, being careful not to embarrass individual interviewers. Re-reading relevant sections from the Interviewer's Manual together with the team can help resolve problems. The master trainer can also encourage the interviewers to talk about any situations they encountered in the field that were not covered in training. The group should discuss whether or not the situation was handled properly and how similar situations should be handled in the future. Team members can learn a lot from one another in these meetings and should feel free to discuss their own mistakes without fear of embarrassment.

The master trainer and supervisor should expect to spend considerable time evaluating and instructing interviewers at the start of fieldwork. If they feel that the quality of work is not adequate, the interviewing should stop until errors and problems have been fully resolved. In some cases, an interviewer may fail to improve and will have to be replaced. This applies particularly in the case of interviewers who have been dishonest in the recording of ages of household members in order to skip the legibility sections.

C. RE-INTERVIEWS

As said before, the most important function of the supervisor is to ensure that the information collected by the interviewers is accurate. A powerful tool in checking the quality of the data is to systematically spot-check the information for particular households. This is done by conducting a short re-interview in some households and checking the results with what was collected by the interviewer. Re-interviews help reduce three types of problems that affect the accuracy of the survey data.

First, re-interviews are used to check that the interviewer actually interviewed the selected household. Sometimes interviewers either inadvertently locate the wrong household or they may deliberately interview a household that is smaller or a household in which someone is home at the time they are in that area, thus making it easier to finish their work quickly. Occasionally, an interviewer may not interview any household and just fill in a questionnaire on her own. Re-interviews are a means of detecting these problems.

A problem that may arises would be that some interviewers may deliberately add a year or two to the ages of children who are turning 12 in order to place them outside the age range of eligibility for the child health section. Sometimes interviewers may omit eligible children altogether, by so doing, they reduce their workload. If this happens frequently, it can have a substantial impact on the quality of data.

To reduce the occurrence of such problems, supervisors will be responsible for conducting one re-interview in each SEA. The supervisor should focus the re-interviews on households that contain women at the borderline ages, i.e., 12-14 and 50-52 or any household members aged 13-15. Also, supervisors should make sure that households from all of the team's interviewers are occasionally re-interviewed. The re-interview should be made before you start another SEA.

To conduct the re-interview, the supervisor should take a blank Household Questionnaire indicated RE-INTERVIEW QUESTIONNAIRE, which comprises of the cover page, the flap and the household roster only. Fill in the identification information on the cover sheet with a pen, and then visit the selected household with only the re-interview questionnaire (i.e., without taking the original questionnaire) and interview filling in the flap and the Household roster only. A total of three re-interviews should be conducted per SEA. Make sure that the random re-interviews conducted give each interviewer an equal chance of being selected. After completing the re-interview, the supervisor should obtain the original questionnaire and compare the information. He or she should write the results of the comparison on the re-interview questionnaire. There should not be much difference in information collected. If a supervisor discovers serious inconsistencies between the original interview and the re-interview, he or she should call this to the interviewer's attention and send her back to conduct the interview again. Similarly, if there was a member/s who was/were omitted in the original questionnaire in order to avoid asking questions on relevant sections, the interviewer should return to gather the missing information in the original questionnaire.

If such omissions or displacements occur frequently with the same interviewer, the supervisor should bring this to the attention of the master trainer and even the survey coordinators and should check the interviewer's work very closely.

Interviewers will be less tempted to displace or omit members or change ages if they know that this practice will be exposed during re-interviews. The re-interview questionnaires should be included with the other materials when sending back to the Palm associates and Geo-hydro offices.

5. ADMINISTERING THE COMMUNITY QUESTIONNAIRE

Perhaps one of the most important duties of the supervisor is to administer the community questionnaire in every SEA where his/her team members will be working from. Each SEA will have an accompanied community questionnaire which the supervisor will administer.

A. WHAT TO DO WHEN ADMINISTERING THE COMMUNITY QUESTIONNAIRE

To administer the community questionnaire:

a) The supervisor should arrange a meeting with the community representatives; these may be the headmen/women community health workers, nurses, school representatives such as headmaster/mistress, or their deputies and/or school teachers, women's group leaders and any club leaders that have some knowledge on the activities of the community. There should be a good number of women being represented in the meeting.

b) Meet at a central place such as a school hall or classroom. Make sure you are not late for the appointment as it may not give a good impression to the community representatives since you would like to make a good impression to gain their confidence and win their cooperation.

c) Introduce yourself by full names and explain the purpose and objectives of the survey explicitly to them before starting with the community questionnaire.

d) If a question is posed, allow them to deliberate and come up with a unanimous response.

e) At the end of the interview, let them know how grateful you are that they found time from their busy schedule to meet with you. Thank them for their time and effort.

B. GETTING GPS READINGS

Due to the fact that GPS receivers will not be enough for all the 64 enumerators participating on this survey, only supervisors will be having GPSes. Supervisor’s will therefore be required to take readings for **both the household and community questionnaires.**

6. EDITING QUESTIONNAIRES

Ensuring that questionnaires are edited for completeness, legibility, and consistency is the most important task of the supervisor. *Every questionnaire must be completely checked in the field.* This is necessary because even a small error can create much bigger problems after the information has been entered into the computer and tabulations have been run. Often, small errors can be corrected just by asking the interviewer. For example, if an answer of '02 MONTHS' is inconsistent with another response, the interviewer may recall that the respondent said '2 years,' and the error can easily be corrected. In other cases, the interviewer will have to go back to the respondent to get the correct information. Timely editing permits correction of questionnaires in the field.

A. GENERAL INSTRUCTIONS

ALWAYS RETAIN THE ORIGINAL ANSWER WHEN MAKING CORRECTIONS AND USE A PENCIL.

1) As you go through the questionnaires, if a response is missing (that is, there is no answer recorded because the question was not asked) or the response is inconsistent with other information in the questionnaire and you cannot determine the correct response, put a question mark ('?') next to the item with a pencil. Write the page number or the question number on the front or back of the questionnaire; this way, you can quickly remember later what problems you found. When you have completed the editing, discuss with each interviewer, individually, the observations you found. Any errors that you find frequently should be discussed with the whole team.

2) Go through the whole questionnaire especially in the initial stages and towards the end of the field work. As you approach the middle stage of the field work you will have gained experience in detecting which mistakes are common in which sections and you will have to concentrate on those sections. But in the initial stages and towards the end, every section of every questionnaire must be checked.

3) If the problems are major, such as discrepancies in the birth history or the health sections, it will be necessary to go back to interview the respondent again. If a return visit is not possible, try to establish, with the interviewer's assistance, the correct response from other information in the questionnaire. For example, if there is no code circled to indicate a person's

sex, you might be able, with the interviewer's help, determine from the name which sex the person is.

UNDER NO CIRCUMSTANCES SHOULD YOU MAKE UP AN ANSWER.

If it is not possible to return to the household to resolve inconsistencies or missing information, then leave the items as they are. Do not try to fill in every question or to make the questionnaire consistent.

4) In checking through each questionnaire, be sure that the numbers entered in boxes are readable and that the circles used by the interviewer to select the pre-coded numbers clearly mark only one of the choices (except in cases where more than one code is allowed).

5) In checking each questionnaire, make certain that the respondent was asked all questions appropriate for him/her (check that the interviewer followed the skip instructions). You will need to look for:

   - Questions for which a response is recorded when it appears there should be *no* response (in this case, cross out the response by drawing a line through the code with your pencil.

   - Questions for which *no* response is recorded when it appears there *should* be a response (in this case, try to find the correct response as described in paragraph (2) above or leave blank).

6) Check the ranges for all variables that are not pre-coded (e.g., a woman cannot have 24 sons living with her) and carry out the other consistency checks that are listed. Mark any inconsistencies with a pencil.

7) The supervisor should notify the master trainer about questionnaires that have been returned to interviewers for further work.

B. EDITING THE HOUSEHOLD QUESTIONNAIRE

Check to see that *skip and filter* instructions have been followed, that answers are readable, and that answers to related questions are consistent. In editing the Household Questionnaire, it is important that the following guidelines be followed and that the flap and household roster are correctly and completely filled in.

One of the examples a supervisor will employ in editing the questionnaire is as follows:

1) **Cover Page**

a) Check that the household identification information has been completed correctly.

b) Code the information on the cover page of the Household Questionnaire if the interviewer has not done so. If the final result code is not '1,' check to see that the remaining pages are blank. If the final result code is '1,' continue to check the rest of the Household Questionnaire.

c) Check that the TOTAL PERSONS IN HOUSEHOLD recorded on the cover sheet is equal to the number of people listed in the flap and household roster.

2) **Flap**

a) Make sure that the names start with the surname first. And that the list starts with the head of the household.

b) Make sure that for all household members, the gender is indicated and the age is copied on to the flap.

c) Be sure also that the legibility column is properly circled according to the ages indicated.

2) **Household Roster**

a) RELATIONSHIP TO HOUSEHOLD HEAD AND DATE OF BIRTH OR AGE. These columns should be completed for each household member listed. There should be no blanks in these columns. If the respondent does not know which day or month for instance, a particular household member was born even after consulting the interviewer, 99 must be recorded in the day and month column.

b) MARITAL STATUS. Check that there is a response for all persons aged 12 years and older. The column should be left blank for persons under 12 years.

c) SPOUSE'S ID CODE Check that only those that are married or cohabiting should have entries in this column. It is possible to have a married person who does not have a spouse at this household. If this happens, give such a married person code 98 in the spouse's ID column. Code 98 means the spouse does not live with this household. Check also to just make sure that the person's ID is not coded against his/her own ID.

d) FATHAER'S/MOTHER'S CODE. If a parent/s of a particular household member is/are household members, you will be able to know this by checking the relationship codes, ID codes of such a parent/s should be shown against the father's and/or mother's ID codes. If the parent/s are not household members 98 should be coded against the ID of such a member and if they are dead, there should be code 99 or 97 if the respondent does not know where the parent/s of a certain household member is/are. This column should be filled in for all household members.

e) IF ANY HOUSEHOLD MEMBER HAS BEEN AWAY FOR MORE THAN 6 MONTHS IN THE LAST 12 MONTHS AND FOR HOW LONG?

Check that if the response in Q 1.18 is 1, there should be an entry of **6 to 12** and not less than 6 or more than 12 in Q 1.19. And if the response is 2 in Q 1.18 check that there is no entry in Q 1.19.

Make sure you conduct such consistency checks through out the questionnaire taking into consideration the fact that skips and other instructions are being followed.

C. <u>ORGANIZING QUESTIONNAIRES FOR RETURN TO THE PALM ASSOCIATES AND GEO-HYDRO OFFICES.</u>

1) Put all the Willingness to Pay questionnaires inside their respective Household Questionnaires. If there is more than one household Questionnaire in a household, put the Willingness to Pay questionnaire inside the first household questionnaire.

2) Organize the Household Questionnaires in numerical order by household number within the SEA. Also, any continuation questionnaires (e.g., if there are more than 15 household members, in that set up, the continuation questionnaire should be next to the primary questionnaire).

3) Then for each SEA, put it's respective community questionnaire on top of the batch.

4) After organizing the questionnaires in sequential order by household number per SEA, and putting the community questionnaire on top, tie them with strings in readiness for transportation to Lusaka.

D. <u>FORWARDING QUESTIONNAIRES TO THE PALM ASSOCIATES AND GEO HYDRO OFFICES</u>

After all the checking described above has been completed, the supervisor should hand over the questionnaires to the master trainer who will also check and confirm the number of batches and questionnaires per batch she/he has received. If everything is alright, the master trainer will transport the questionnaires to the Palm associates and Geo-hydro offices. If not, the supervisor should be alerted so that corrections are made. This should happen every fort night. All questionnaires should be kept free from damage and dampness.