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| Institute for International Programs – Johns Hopkins University |
| **Team Leader and Supervisor Manual**  **Coverage Survey** |
| *Version [#], [DATE]* |

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Adapted from DHS / MICS Interviewer Manuals

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# 1. Introduction

The Real Accountability: Data Analysis for Results (RADAR) Coverage Survey is a streamlined household survey tool developed by the Institute for International Programs (IIP) at the Johns Hopkins University Bloomberg School of Public Health to measure priority reproductive, maternal, newborn, and child health (RMNCH) coverage indicators for Global Affairs Canada’s (GAC) investments in RMNCH. This tool is based primarily on standard questions drawn from the Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS). These survey programs provide high quality coverage data, generally at regional level, approximately every 5 years. The RADAR survey tool was developed to be implemented by programs in order to track changes in coverage in their program (and comparison) areas over the course of program implementation.

This manual has been prepared to provide all the basic information needed to guide team leaders and supervisors for the RADAR coverage survey. This manual focuses on the supervisor and team leader’s duties, including assigning and tracking work and monitoring data quality. The Interviewer Manual provides detailed instructions on completing the individual survey questionnaires. Candidates for the position should study this manual, the interviewer manual, and the questionnaires carefully during their training. The manual should also be checked as a reference throughout data collection.

## a. Objectives of the Survey

**[Insert information about and objectives of the survey]**

## b. Survey organization

The survey is organized into three separate questionnaires. These are 1) a household questionnaire 2) a questionnaire for individual women and 3) a questionnaire for individual men. The Household Questionnaire is completed for every household that is included as part of the selected sample. From the Household Questionnaire, the interviewer will identify all eligible women and men for inclusion in woman’s and man’s questionnaires. The Woman’s Questionnaire is completed for every woman between the ages of 15 and 49 years that lives in the selected households or slept there the previous night. The Man’s Questionnaire is completed for every man between the ages of 15 and 49 years that lives in or slept in the selected households.

The specific modules included in each questionnaire are listed below:

**Table 1: Components of the survey questionnaires**

|  |  |  |  |
| --- | --- | --- | --- |
| **Household Questionnaire**  (1 per household) | **Woman’s Questionnaire**  [Adapt number/woman to survey needs] | **Child’s Questionnaire**  [Adapt number/child to survey needs] | **Man’s Questionnaire**  [Adapt number/man to survey needs] |
| * Household Information Panel * List of Household Members * Household Assets * Water and Sanitation * Observations on Household Questionnaire | * Woman’s Information Panel * Woman’s Information * Fertility * Antenatal and Childbirth Module * Postnatal Care * Family Planning * Work and Decision Making * Observations on Woman Questionnaire | * Child’s Information Panel * Child’s Information * Breastfeeding and Nutrition Module * Child Immunization Module * Vitamin A Module * Cough and Fever Module * Diarrhea Module * Optional Birth Registration Module * Optional Anthropometry Module * Observations on Child’s Questionnaire | * Man’s Information Panel * Man’s Information * Family Planning * Work and Decision Making * Man’s Opinions and Attitudes * Observations on Man Questionnaire |

Interviewers will be grouped into teams of **[insert number]** people, among whom one will be designated as the team leader. There will be **[insert number]** research supervisors who will take an additional leadership role. Team leaders liaise with supervisors and the central office and study coordination team. Data for this survey will be collected on tablets. Paper questionnaires will be available as back up in the event of tablet failure. Interviewers should be familiar with both the CAPI data capture program and the paper questionnaires.

## c. Target population

Participants in the survey are the heads of each household or any other adult member competent to respond to household questionnaire, women and men aged 15-49 years old and children aged 0-5 years old.

## d. Inclusion and Exclusion Criteria

**[Adapt section to your survey]**

A woman is eligible if she is aged 15-49 years at the date of the interview and resides in a household (usually lives there) or is a visitor (slept there the previous night) of a household that is selected as part of the survey sample. All women 15-49 years in selected households are eligible to be interviewed, unless they are unable to participate (e.g. mentally unable to understand survey questions, hearing-impaired, etc.). A man is eligible if he is between 15-49 years of age at the date of interview and if he resides in a selected household or slept there the previous night. The man’s questionnaire will only be administered to men residing in 50% of selected households.

## e. Interviewers role

The interviewer occupies the central position in the survey because he/she collects information from respondents. Therefore, the success of the survey depends on the quality of each interviewer’s work.

In general, the responsibilities of an interviewer include the following:

* Locating the structures and households assigned, and completing the Household Questionnaire
* Identifying all eligible respondents in those households
* Interviewing all eligible respondents in the households
* Correctly recording all information in an electronic format, following all appropriate messages and instructions
* Transferring completed electronic data to the team leader for verification at the end of each day
* Reporting respondents who could not be interviewed during the initial visit and potentially returning to homes for interviews at a later date

## f. Roles and responsibilities of team leaders

The team leader is the senior member of the field team. They are 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 team leader receives his/her assignments from and reports to the regional/central study/research coordinator. The specific responsibilities of the team leader are to make the necessary preparations for the fieldwork, to organize and direct the fieldwork, and to recruit local guides, if needed. It is also the team leader’s responsibility to securely back up and transfer data or validate data prior transferring by interviewers at the end of each day of data collection.

Both Team Leaders and Supervisors’ responsibilities are to observe interviews, and conduct periodic spot check re-interviews, and to verify completed questionnaires prior to submitting to the server. A data manager and study coordinator will be reviewing all incoming data from completed questionnaires sent to the server to check for data quality.

Supervisors are also expected to conduct regular review sessions with each interviewer and provide constructive feedback and/or advice the interviewer of any problems found in their questionnaires and any areas of improvement noted in their interviewing technique. The supervisor is also responsible for supervising the team leader’s performance and assist in determining and distributing work assignments to the interview team.

To prepare for fieldwork, the team leader must:

1. Contact local authorities to inform them about the survey team’s arrival and gain their cooperation.
2. Obtain sampled household lists and/or maps (provided by study coordinators) for each cluster in which his/her team will be working.
3. Become familiar with the area where the team will be working and determine the best arrangements (travel and accommodation, if applicable) for collecting data from sampled households.
4. Identify and hire local guides (if needed).
5. Obtain all monetary advances, supplies including mobile phone cards, tablets, chargers, consent forms, interviewer assignment sheets, literacy cards, weighing scale and height/length measuring tool (if anthropometry applies) and other equipment necessary for the team to complete its assigned interviews.

Careful preparation by the team leader is important for facilitating the work of the team in the field, for maintaining interviewer morale, and for ensuring contact with the central office throughout the fieldwork.

During the fieldwork, the team leader will:

1. Assign work to interviewers, ensuring that there is an equitable distribution of the workload, and that the interviewers have the necessary information to locate their assigned households.
2. Maintain fieldwork control sheets (Field Supervisor Assignment Sheet, Interviewer Assignment Sheet, and others as applicable) and make sure that assignments are carried out.
3. Communicate any problems to the study coordinators.
4. Take charge of the team vehicle, ensuring that it is in good repair and that it is used only for project work. Report any issues with the team vehicle to the study coordinators.
5. Assist with arranging lodging and food for the team, if necessary.
6. 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.
7. Securely store completed consent forms and completed interviewer and supervisor assignment sheets. Study coordinators will tell you how to return these forms to the central office.
8. Backup completed questionnaires on a laptop and a password-protected flash drive at the end of each day of data collection.
9. Prior to submitting questionnaires to the server every evening, the team leader will verify that the administrative variables (district name, ward name, village name, cluster name and number, household number, interviewer name and number, supervisor name, and date of interview) are all entered into the tablet correctly and matches the details found on the assignment sheets.
10. Ensure that questionnaires are sent to the server every evening as soon as there is an internet connection available.
11. Ensure that the tablets are returned, functioning, and are fully charged each evening.

Along with the team leader, the supervisor will:

1. Perform supervision of interviewers by observing interviewers complete questionnaires, re-interviewing households and editing all completed questionnaires.
2. Facilitate team meetings with all the interviewers after every field data collection day to provide feedback on interviewer performance, allow interviewers to voice questions and concerns, and plan for the next day.

The supervisor is also responsible for monitoring interviewer performance with the aim of improving and maintaining the quality of the data collected. Close supervision of interviewers and monitoring of data quality are essential to ensure that accurate and complete data are collected. Because the collection of high-quality data is crucial to the success of the survey, it is important that field supervisors are mature, responsible people 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.

To ensure the quality of data collection, the team leader and supervisor will:

1. Observe every interviewer on their team conducting an interview at least once every 2-3 days.
2. Conduct at least 2 re-interviews every week.
3. Monitor interviewer and team performance using the electronic survey dashboard.
4. Verify that the data entered into the tablet is complete and accurate and matches the details found on the assignment sheets.
5. Conduct regular review sessions with interviewers and advise them of any problems found in their questionnaires.
6. Communicate any persistent data quality issues to the study coordinators.

Additionally, study coordinators and the central office will be periodically conducting supervision of interviews. They may provide feedback to the team leaders, supervisors and interviewers.

# 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**

* Field Team Leader / Supervisor’s Manual & Interviewer Manual
* Maps and household listing forms for all sampled clusters in the assigned area
* Letters of introduction to local authorities
* Team Leader Assignment Sheets
* Interviewer Assignment Sheets
* Consent forms
* Literacy cards
* Age calculation charts
* Weight / Height Card (only for anthropometry)

**Supplies**

* Tablets
* Chargers and extension cables for tablets
* Phone and internet credit
* Backpacks/bags
* Umbrellas
* First aid kit
* Weight Scales (only for anthropometry)
* Scale Board (only for anthropometry)
* Height Board (only for anthropometry)
* Height Runners (only for anthropometry)
* Height Stoppers (only for anthropometry)

**Funds for Field Expenses**

* Sufficient funds to cover expenses for the team
* Funds for fuel and minor vehicle repairs, if required
* Funds for incidentals
* Funds/phone cards for communicating with the central office
* Advances for per diem allowances for the team.

## b. Arranging transportation and accommodation

It is the team leader’s responsibility to make all necessary travel arrangements for his or her team, whenever possible, in consultation with the study coordinators. Vehicles will generally transport the team to assigned work areas. The team leader and the driver are responsible for the maintenance and security of the team vehicle. The vehicle should be used exclusively for survey-related travel. The driver of the vehicle takes instructions from the team leader / supervisor. In some cases, it may be necessary to arrange for other means of transportation; the team leader also has the responsibility for making these arrangements.

## c. Contacting local authorities

It is the team leader’s responsibility to contact the officials and guides before starting work in an area. Letters of introduction will be provided and a community sensitization team will be in contact with local officials prior to data collection, but tact and sensitivity in explaining the purpose of the survey will help win the cooperation needed to carry out the interviews.

## d. Contacting the central office

Each team leader should maintain regular contact with the study coordinators while in the field. Regular contact is needed for supervision of the team, for the study coordinators to track progress across survey sites, and to resolve any problems in a timely manner. As well, regularly contacting the survey coordinator and/or data manager with the progress of backing up and transferring questionnaires to the server will ensure proper storage, management, and timely data processing.

## e. Using maps to locate enumeration area and selected households

Before you and your team arrive in a cluster, a mapping assistant (MA) will have visited the cluster to create a map of the structures, physical features, and boundaries of the area. The MA will have numbered the structures/dwellings consecutively, starting with 1. The MA and study coordinators will then randomly select households within the cluster. Your team will be assigned to cover **[insert number]** households within one cluster. You must assign interviewers to cover all households residing within your assigned clusters.

A structure is a freestanding building, for a residential or commercial purpose. It may have one or more rooms in which people live; it may be an apartment building, a house, a compound, or a thatched hut, for instance.

Within a structure, there may be one or more dwelling (or housing) units. A dwelling unit is a room or group of rooms occupied by one or more households. It may be distinguished from the next dwelling unit by a separate entrance. For instance, there would be one dwelling unit in a thatched hut, but there may be 50 dwelling units in an apartment building or five dwelling units in a compound.

Within a dwelling unit, there may be one or more households. By definition, a household consists of a person or group of persons, related or unrelated, who live together in the same dwelling unit, who acknowledge one adult male or female as the head of household, who share the same living arrangements, and are considered as one unit. In some cases, one may find a group of people living together in the same house, but each person has separate eating arrangements; they should be counted as separate one-person households.

Using the map, identify the boundaries of the cluster and of your assigned household(s). Boundaries could be roads, streams, or even empty space. Identifying the area covered by your assigned cluster will help you orient interviewers to their assigned structures/households. You should use the cluster map to assign structures in your assigned cluster(s) to interviewers. Interviewers are responsible for visiting each of their assigned structures and interviewing all households within the structure.

If the cluster you have been assigned includes a residential structure that you do not see on the map, first check whether you are in the right area, and confirm that the structure is actually within the cluster boundaries. If yes, then assign a sequential number to the structure, and note the structure and its number on the cluster map and enumeration forms. You should do this by reviewing the cluster map, finding the highest structure number, and adding 1. For example, if the cluster has 70 mapped structures and you find a structure in your cluster that is not on the map, you would give that structure the number ‘71’. If there was a second unmapped structure in the cluster, you would give it the number ‘72’, and so on. Finally, assign an interviewer to the structure.

# Organizing and supervising fieldwork

## a. Assigning work to interviewers

The following tips may be helpful to the team leaders in assigning work to interviewers:

1. Make daily work assignments.Be sure each interviewer has enough work to do for the day, taking into account the duration of an interview and the working conditions in the area. The study coordinators will advise you about how many interviews each interviewer should be able to complete in a day.
2. 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. Tensions among 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.

1. Ensure that each interviewer has all the required information and materials for completing the work assignment.
2. Maintain complete records of assignments and interviews completed each day using the assignment sheets. All assignments and work completed by each interviewer and for each work area should be carefully monitored for completeness and accuracy.
3. Make sure that all of the selected households and eligible respondents in the selected clusters have been interviewed before leaving an area.
4. 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.
5. Households may also be assigned or reassigned according to local languages spoken by interviewers.
6. It is the responsibility of the team leader to make sure that the interviewers fully understand the instructions given to them and that they adhere to the work schedule. The work schedule is prepared in advance by the central office, and adherence to it is crucial to avoid overruns in the total amount of time and money allocated for the fieldwork.

Supervisors can assist with work assignment in the following ways:

1. Supervisors should monitor the work of each interviewer to assess whether he or she is performing according to the standards set by the central office.
2. The supervisor, in close consultation with the study coordinators and the senior investigators, may dismiss from service any member of the team who is not performing at the level necessary to produce the high quality data required to make the survey a success.

## b. Reducing non-response

One of the most serious problems in a sample survey of this type is non-response, that is, failure to obtain information for selected households or failure to interview eligible respondents. A serious bias could result if the level of non-response is high. One of the most important duties of the supervisor 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 at a later date to reduce non-response. It is a time-consuming task and requires strict monitoring by means of the assignment sheets.

The selection of the survey clusters and households must be followed very carefully in order to ensure the success of the survey. Even a small deviation from the selected areas may bias the results. Carefully monitor household non-response rates using the survey dashboard. Carefully keep track of household non-response rates; a non-response rate higher than 5% is indicative of problems in field collection.

Non-response may be classified into three basic types:

**Type 1** – the selected household cannot be located

**Type 2** – a respondent eligible for the individual interview cannot be located

**Type 3** – a respondent refuses to be interviewed.

Various ways of dealing with these types of non-response are discussed below.

**Type 1: The interviewer is unable to locate the selected household**

1. ***Occupied structure inaccessible****.* There may be some occupied structures for which no interviews can be made because of impassable roads, etc. The interviewer should inform his/her supervisor, who will discuss the situation with the central office. Another interviewer may be sent to the structure at a later date, once it becomes accessible.
2. ***Structure not found****.* The interviewer must try several times to locate the structure using the maps, household listing forms, local guides, supervisor/team leader instructions, etc. If the interviewer is still unsuccessful, they should inform their supervisor. If the supervisor is unable to locate the structure, he should make note of it, and should inform team leader and study coordinators if this problem occurs more than once in the same cluster.

**Type 2: The interviewer is unable to locate the respondent eligible for the individual interview**

1. ***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 or how they might be contacted. If possible, the interviewer should record the mobile number for the household on the Interviewer Assignment Sheet, to facilitate callback visits to interview the household. The interviewer should make at least one return visit to locate the household members before leaving the cluster. If the return visit is not successful, study coordinators may send another interviewer back to the household at a later date to try to complete the interview.
2. ***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 possible, the interviewer should record the mobile number for the household on the Interviewer Assignment Sheet, to facilitate callback visits to interview the household. The interviewer should attempt to make at least one return visit to locate the household members before leaving the cluster. If the return visit is not successful, study coordinators may send another interviewer back to the household at a later date to try to complete the interview.

**Type 3: 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 he or 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:

1. ***Approach respondent from their 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 them. If there is a linguistic or ethnic barrier between the respondent and the interviewer, the team leader / supervisor should, if possible, send a different interviewer to complete the questionnaire.
2. ***Postpone interview to another time****.* If interviewers sense that they have arrived at an inconvenient or awkward time, they should try to leave before the respondent gives a final “no”; they can then return at another time when circumstances are more likely to result in a successful interview.

## c. Handling pending interviews

When information has not been collected from a 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 he or she has completed the pending interview or left the cluster. Team Leaders should keep track of all assignments including pending interviews on the Team Leader Assignment Sheet.

Once the team has left the cluster, the interviewer should send all questionnaires to the server, including the incomplete / pending household. They should also make sure that the household or respondent is listed as ‘incomplete’ as per the relevant results codes on the Interviewer Assignment Sheet. Study coordinators may send someone else to try to interview the household or respondent at a later date.

## d. Maintaining confidentiality and respect for the respondents

The success of a survey of this type depends on the cooperation and goodwill of the survey respondents. It is essential that the coordinators, supervisors, team leaders, interviewers and all others involved in the survey respect the respondents by obtaining consent before conducting the interview, protecting the confidentiality of the data during and after the interview and always treating respondents with courtesy and respect. To ensure this, the supervisor should:

1. Verify that respondents are informed about the purpose, the risks and benefits of participating in the survey (i.e. informed consent/assent is read to the respondent) and that they have consented to participate before beginning the interview.
2. Ensure the security of the completed questionnaires and consent forms before they are sent to the server/central office. Under no circumstances should an interviewer show a completed questionnaire to anyone besides the team leader, supervisor, study coordinators, or the senior investigators. The interviewers should not discuss among each other specific responses given by the respondents, except to mention a problem they encountered. The interviewers may discuss problems they encountered or ask questions (for example during the team meetings), but they shouldn’t identify the respondents during the discussion.
3. During observation of interviews, ensure that the interviewer clearly administers the consent/assent forms, conducts the interview in private whenever possible, treats the respondent with respect and responds to questions about the survey.
4. Listen to any complaints communicated by respondents, report these to the study coordinators, and work with the team leader and coordinators to resolve the problems.

## e. Maintaining motivation and morale

The team leaders and supervisors 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 encouraged to improve their work
* Work in relaxing 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, and examine the causes of the problem together.
* When interviewers voice complaints, listen with patience and try to resolve them.
* Try to foster team spirit and group work.
* Under no circumstances show preference for one or another of the interviewers.
* Try to develop a friendly and easy atmosphere.

Finally, remember that encouraging words, instructions, and constructive criticism are not worth anything unless the leader sets a good example. 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 team leader/ supervisor will not be able to demand high-quality work from interviewers and will lose credibility and authority. Interviewer morale and motivation depend on team leader / supervisor morale and motivation.

# Maintaining fieldwork control sheets

## a. Team leader assignment sheet

The aim of the team leader assignment sheet is to track household/interviewer assignment in each cluster and district, ward, and village. The team leader assignment sheet is a logistics and quality assurance tool to ensure all households and eligible members are captured. These forms are in paper format will be periodically submitted to the central office. At the central level, these forms provide a “paper trail” for the data collected and are used to verify any issues (i.e. correcting identifiers in the database).

One team leader assignment sheet is used per cluster. The team leader would fill in the cluster and district, ward, and village, and the team leader name and ID number. Information in columns 1 to 4 (A and B) should be completed using information on mapping enumeration form upon assigning households to interviewers. The other columns (5-12) should be filled out after the completion of interviews. For each household, the team leader will enter the structure number (1) and the name of the interviewer and date assigned (2). The team leader will note the household number (3), head of household name (4A), whether the household was selected for a man’s questionnaire (4B), final result for the household interview (5), and the total number of eligible women (6) and men (7). Then in lines 8-11, the team leader would indicate the line number and the final interview result for each woman and man. Any notes / observations for the central office or the interviewers are written in column 12.

Once data collection for the cluster is completed, the team leader would tally up the number of households and number of questionnaires completed (result code = 1-Completed) for each household, eligible woman/man and record at the end of the form. This is also a quick way to keep track of the response rate for each cluster. The team leader assignment sheet is found in annex 1.

## b. Interviewer assignment sheets

The aim of the interviewer assignment sheet is for each interviewer to track their assigned households, progress to completion and record any callbacks in each cluster. The Interviewer assignment form is a paper form. More detailed instructions about the interviewer assignment sheet are found in the Interviewer Manual.

After the household assignment, the interviewer will note the identification information and date assigned (top of sheet). Like header information, structure number (1A), household number (1B), the head of household name (2A), household head phone number (2B), and selection for the man’s questionnaire (3) should be filled in as per households assigned by team leader from mapping enumeration information. After each interview, interviewers will note the household interview result (4) and the name and the interview result for each eligible woman and man (5-8). If the household or eligible woman and/or man was not able to be successfully interviewed, the interviewer will record if it is a callback in column 9. Any notes/issues found will be recorded in column 10)

Once the interviewer has completed all assigned households in the cluster, he/she will submit the interviewer assignment sheet to their team leader. The forms will be periodically submitted to the central office. The interviewer assignment sheet is found in annex 2.

# 5. Monitoring interviewer performance

Controlling the quality of the data collection is one of the most important functions of the team leader and field supervisor. Throughout the fieldwork, the team leader / supervisor will be responsible for observing interviews, carrying out re-interviews, and monitoring data quality using the dashboard. By checking the interviewers’ work regularly, the team leader / supervisor can ensure that the quality of the data collection remains high throughout the survey.

It may 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 disengaged 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 team leader / supervisor should check the performance of interviewers thoroughly at all times during data collection, with particular attention during the beginning and end of the survey.

## Observing interviews

The purpose of observing interviews is to evaluate and improve interviewer performance and to look for errors and misconceptions that cannot be detected by reviewing the completed questionnaire. 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. The team leader / supervisor can detect a great deal from watching how the interviewers conduct themselves, how they treat the respondents, and how they fill out the questionnaire. The team leader / supervisor should observe each interviewer many times throughout the course of fieldwork. The first observation should take place during interviewer training (field practice) and will also be used in the selection of interviewer candidates. 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 team leader / supervisor should observe each interviewer at least once every 2-3 days, with the heaviest observation at the beginning and end of the survey.

During the interview observation, the team leader / supervisor should first explain to the respondent that he/she is here to observe the interviewer’s work, not the respondent’s answers to the questions. The team leader / supervisor should sit close enough to see what the interviewer is entering. This way, he/she can see whether the interviewer interprets the respondent correctly. It is important to write notes of problem areas and points to be discussed later with the interviewer. The team leader / supervisor should not intervene during the course of the interview and should try to conduct himself/herself 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 team leader / supervisor intervene.

After each observation, the team leader / supervisor and interviewer should discuss the interviewer’s performance. The questionnaire should be reviewed, and the team leader / supervisor should mention things that the interviewer did correctly as well as any problems or mistakes and note areas for improvement.

Questions that the team leader / supervisor should consider while observing interviews include:

* Are the questions asked as they are written?
* Is the interviewer translating appropriately?
* Are the responses recorded correctly?
* Is the interviewer following the procedures given in the questionnaire and in the manual? For example, does he/she probe when necessary? Does he/she follow the correct procedures for determining date of birth, drugs given, etc.?
* Does the interviewer remain neutral or does he/she suggest responses to the questions?
* Does the interviewer treat the respondents with respect and put him/her at ease?
* Does the interviewer seem hurried and not allowing the respondent time to think and answer properly?

**It is particularly important to observe whether the interviewer probes to register all eligible women and men in the household and whether the ages of the women and men are correctly recorded.**

After each observed interview, the team leader / supervisor should discuss his/her observations with the interviewer. This should be done in private and out of hearing range of the respondents and other interviewers. The questionnaire should be reviewed, and the team leader / supervisor should highlight the positive points as well as the problems and errors.

## Evaluating interviewer performance

The team leader / supervisor should meet frequently 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 team leader / supervisor should point out mistakes discovered during observation of interviews or re-interviews. He/she should discuss examples of actual mistakes, being careful not to embarrass or identify individual interviewers. Re-reading relevant sections from the Interviewer’s Manual together with the team can help resolve problems. The team leader / supervisor 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.

A standard agenda can be implemented and reviewed at the end of each fieldwork night, including reporting on the following topics:

1. What went well today?
2. What were the issues / challenges and how can these issues be remedied and/or improved?
   1. Provide any additional training with the entire group present, if needed, including: reviewing question intent or definitions, ensuring that common areas of challenge are addressed and that the key concepts related to survey methods/protocols are well understood by all members, and reviewing any changes to field procedures (completing assignment forms, data submission, etc.).
3. Updates to the schedule (any changes to fieldwork days, confirm dates and time of daily departure, team composition, etc.)
4. Issues related to team welfare, payment, etc. (e.g. accommodation, contracts, per diems, payments to local guides, vehicle issues, airtime)
5. Recognition and appreciation of the team members
6. Any other business

The team leader / 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 women and/or men or who have made-up data.

## Re-interviews

As noted above, one of the most important functions of the team leader / 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 household. Sometimes interviewers either by mistake 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 his/her own. Re-interviews are a means of detecting these problems.

Another problem that arises frequently is that some interviewers may deliberately subtract years from the age of women who are 15-19 or add years to women who are over 40 in order to place them outside the age range of eligibility for the Woman’s Questionnaire. Sometimes interviewers may simply omit eligible women from the household listing, especially if they are visitors in the household. In these ways, they reduce their workload. If this happens frequently, it can have a substantial impact on the quality of the data.

Similarly, interviewers may deliberately subtract a year or two from the date of birth of a child in order to avoid having to ask all of the questions for that child in the Women’s Questionnaire or include the child in the Child’s Questionnaire. A shrewd interviewer may also change the age of the child on both the Household Questionnaire and Women’s Questionnaire (Fertility Module) to avoid suspicion. Or interviewers may omit listing a child altogether and refrain from asking the women the questions pertaining to any live births she has had in the last 2 years since survey completion.

It is also important to ensure that the interviewer has administered the informed consent properly, so the team leader / supervisor should also ask the respondent if he/she was fully informed by the interviewer about the voluntary nature of participation, the confidentiality of the information provided, and other key aspects of informed consent.

To reduce the occurrence of such problems, team leader / supervisors will be responsible for conducting at least three re-interviews each week. The team leader / supervisor should focus the re-interviews on households that contain women and/or men and/or children at the borderline ages, i.e., 12-14, 6-7, and 50-55. Also, team leader / supervisors should make sure that households from all of the team’s interviewers are occasionally re-interviewed. The re-interview should, if possible, be conducted on the same day as the interviewer’s visit so that any visitors who stayed there the night before can still be contacted.

To conduct the re-interview, the team leader / supervisor should complete a “Re-interview” form on their tablet. The Re-interview form is a short version of the survey questionnaire that includes key questions to verify. After completing the re-interview, the team leader / supervisor should obtain the original questionnaire and compare the information. He or she should note the results of the comparison. For example: “identical listings,” “Person on Line 02 not in original questionnaire,” “Person on Line 05 in original questionnaire not there now,” “Child on Line 06 was age 7 in original questionnaire,” “Eligible woman on Line 08 not in original questionnaire.” Some differences in information are to be expected, especially if a different household member is interviewed during the re-interview. However, if the team leader / supervisor discovers an eligible woman who was not identified in the original interview, he or she should call this to the interviewer’s attention and send him/her back to interview the eligible respondent.

If such omissions or displacements occur frequently with the same interviewer, the team leader / supervisor should check the interviewer’s work very closely. Interviewers will be less tempted to displace or omit women or births if they know that this practice will be exposed during re-interviews.

For the Household Questionnaire, the team leader / supervisor will re-interview on the household listing only. For the Women’s Questionnaire, the re-interview will be conducted on the Women’s Information Module and the Childbirth Module. For the Men’s Questionnaire, the re-interview will be conducted only on the Men’s Information Module, and select questions from the Family Planning Module**.**

The re-interview forms should be synchronized with the server once the comparison has been completed.

**ANNEX 1: Team Leader Assignment Sheet**

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| **WARD**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | ┌────┬────┐  │░░ │░░░ │  │░░ ░│ ░ │  └────┴────┘ | | | | **VILLAGE**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | ┌────┬────┬────┐  │░░ │░░░ │░ │  │░░ │░░░ │░ │  └────┴────┴────┘ | | | | | **CLUSTER NAME AND NUMBER**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | ┌────┬────┐  │░░ │░░░ │  │░░ ░│ ░ │  └────┴────┘ | | | | **SUPERVISOR’S NAME AND NUMBER**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | ┌────┬────┐  │░░ │░░░ │  │░░ ░│ ░ │  └────┴────┘ |
| **HOUSEHOLD QUESTIONNAIRE** | | | | | | | | | | | | | | | | | | | **WOMEN’S QUESTIONNAIRE** | | | | | | | **MEN’S**  **QUESTIONNAIRE** | | | |  | | | | | |
| **DWELLING NUMBER** | **NAME OF INTERVIEWER AND DATE ASSIGNED** | | | | **HOUSEHOLD NUMBER** | | | | **NAME OF HOUSEHOLD HEAD** | | | **INTERVIEW FINAL RESULT \*** | | | **## ELIGIBLE WOMEN**  **(15-49yrs)** | | | **##**  **ELIGIBLE MEN**  **(15-49yrs)** | **LINE ## OF ELIGIBLE WOMEN** | | | **INTERVIEW FINAL RESULT \*\*** | | | | **LINE ## OF ELIGIBLE MEN** | | | **INTERVIEW FINAL RESULT \*\*** | | | **OBSERVATIONS** | | | |
| (1) | (2) | | | | (3) | | | | (4) | | | (5) | | | (6) | | | (7) | (8) | | | (9) | | | | (10) | | | (11) | | | (12) | | | |
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| \*CODES FOR COLUMN (5) | | | | | | | | | | | | | | | | | | | | \*\*CODES FOR COLUMNS (8) AND (10) | | | | | | | | | | | | | | | |
| 1 COMPLETED  2 NO HH MEMBER AT HOME/NO COMPETENT RESPONDENT  3 ENTIRE HH ABSENT FOR EXTENDED PERIOD | | | | | | 4 REFUSED  5 DWELLING VACANT/ NOT A DWELLING  6 DWELLING DESTROYED | | | | | | | 7 DWELLING NOT FOUND  9 OTHER | | | | | | | 1 COMPLETED | | | | 4 DEFERRED | | | | | | | | | 7 PARTIALLY COMPLETED | | |
| 2 NOT AT HOME | | | | 5 REFUSED | | | | | | | | | 9 OTHER | | |
| 3 NOT COMPETENT | | | | 6 NOT AT HOME FOR AN EXTENDED PERIOD OF TIME | | | | | | | | |  | | |
| NUMBER OF HOUSEHOLDS | | ┌────┬────┐  │░░ │░░░ │  │░░ ░│ ░ │  └────┴────┘ | | NUMBER OF HOUSEHOLD QUESTIONNAIRES | | | | ┌────┬────┐  │░░ │░░░ │  │░░ ░│ ░ │  └────┴────┘ | | NUMBER OF ELIGIBLE WOMEN | | | | ┌────┬────┐  │░░ │░░░ │  │░░ ░│ ░ │  └────┴────┘ | | | NUMBER OF WOMEN’S QUESTIONNAIRES | | | | ┌────┬────┐  │░░ │░░░ │  │░░ ░│ ░ │  └────┴────┘ | | | | NUMBER OF ELIGIBLE CHILDREN | | | ┌────┬────┐  │░░ │░░░ │  │░░ ░│ ░ │  └────┴────┘ | | | NUMBER OF CHILDREN’S QUESTIONNAIRES | | | ┌────┬────┐  │░░ │░░░ │  │░░ ░│ ░ │  └────┴────┘ | |

**DISTRICT NAME & NUMBER** …………………………….….… *I\_\_\_I\_\_\_I* ***TEAM LEADER ASSIGNMENT SHEET*** ***Page***  *I\_\_\_I\_\_\_I* ***of*** *I\_\_\_I\_\_\_I* ***Page***

**ANNEX 2: Interviewer Assignment Sheet**

**DISTRICT NAME & NUMBER** …………………………….….… *I\_\_\_I\_\_\_I* ***INTERVIEWER ASSIGNMENT SHEET*** ***Page***  *I\_\_\_I\_\_\_I* ***of*** *I\_\_\_I\_\_\_I* ***Page***

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| **WARD NUMBER** | | ┌────┬────┐  │░░ │░░░ │  │░░ ░│ ░ │  └────┴────┘ | | **VILLAGE NUMBER** | | ┌────┬────┬────┐  │░░ │░░░ │░ │  │░░ │░░░ │░ │  └────┴────┴────┘ | | | **CLUSTER NAME & NUMBER** | | | ┌────┬────┬────┐  │░░ │░░░ │░ │  │░░ │░░░ │░ │  └────┴────┴────┘ | | | **INTERVIEWER’S NAME & NUMBER** | | | | ┌────┬────┐  │░░ │░░░ │  │░░ ░│ ░ │  └────┴────┘ | | **TEAM LEADER NAME & NUMBER** | ┌────┬────┐  │░░ │░░░ │  │░░ ░│ ░ │  └────┴────┘ |
|  | | | | | | | **HH QUESTIONNAIRE** | | | **WM QUESTIONNAIRE** | | | | **MN QUESTIONNAIRE** | | | |  | | | | |
| **STRUC-TURE**  **#**  (1A) | **HH**  **#**  (1B) | | **NAME OF HH HEAD**  (2a) | | **HH HEAD PHONE #**  (2b) | | **ELIGIBLE FOR MAN’S QUEST.? (Y/N)**  (3) | | **HH INTERVIEW FINAL RESULT**\*  (4) | **ELIGIBLE WOMAN** **NAME**  (5) | | | **INTERVIEW FINAL RESULT** \*\*  (6) | **ELIGIBLE MAN NAME**  (7) | | **INTERVIEW FINAL RESULT** \*\*  (8) | | **CALLBACK?**  **(Y/N)**  (9) | | **LOCATION OF HOUSEHOLD**  **AND INTERVIEWER OBSERVATIONS**  (10) | | |
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| \*CODES FOR COLUMN (4) | | | | | | | | | | | \*\*CODES FOR COLUMNS (6) AND (8) | | | | | | |  | | | | |
| 1 COMPLETED  2 NO HH MEMBER AT HOME/NO COMPETENT RESPONDENT  3 ENTIRE HH ABSENT FOR EXTENDED PERIOD  4 REFUSED | | | | | | | | 5 DWELLING VACANT/ NOT A DWELLING  6 DWELLING DESTROYED  7 DWELLING NOT FOUND  9 OTHER | | | 1 COMPLETED | | | | | | 5 REFUSED | | | | | |
| 2 NOT AT HOME | | | | | | 6 NOT AT HOME FOR AN EXTENDED PERIOD OF TIME | | | | | |
| 3 NOT COMPETENT  4 DEFERRED | | | | | | 7 PARTIALLY COMPLETED  9 OTHER | | | | | |

ANNEX 3: Priority checks for team leader/supervisor re-interviews

Date I\_\_I\_\_I I\_\_I\_\_I I\_\_I\_\_I\_\_I\_\_I

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| Cluster Name and Number  …………….…………………………... *I\_\_\_\_I\_\_\_\_I* | Interviewer Name and Number  *…………………………...……………I\_\_\_\_I\_\_\_\_I* |
| Structure Number  ………………………….……..……..……*I\_\_\_I\_\_\_I\_\_\_I* | Team Name and Number  *…………………………...……………I\_\_\_\_I\_\_\_\_I* |
| Household Number  …………………………….……..….…………*I\_\_\_I\_\_\_I* | Supervisor Name and Number (if applicable)  *…………………………...……………I\_\_\_\_I\_\_\_\_I* |

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| **Household Questionnaire** |
| 1. Complete the household member listing for the household.    1. Are the household members listed by the interviewer correct? (HL module)    2. Are all eligible women and men correctly listed by the interviewer? (HL7A & HL7B) 2. Check main material of roof (HA11) and walls (HA12) of the dwelling 3. Check water source (WS1/WS2) and sanitation (WS3) |
| **Women’s Questionnaire** |
| 1. Check the ages of all eligible women.    1. Is the month and year of birth and age correctly recorded by the interviewer? (WI1/WI2) 2. Check whether women has ever given birth (FE1)    1. If yes, is the month and year of the most recent birth correctly recorded (FE3a/FE3b)? 3. Confirm whether woman attended ANC (CB1) 4. Confirm delivery location (CB15) 5. Confirm whether postnatal check was received for mother (PN1 or PN15) 6. Confirm marital or in union status for woman (FP1/FP2) |
| **Men’s Questionnaire** |
| 1. Check the ages of all eligible men.    1. Is the month and year of birth correctly recorded by the interviewer? (MI1/MI2) 2. Confirm current sexual activity and contraceptive method for man (MFP4-MFP8) 3. Check the family planning service utilization MFP17-21, as applicable for men age 15-24 years |
| 1. NOTES. *Please note any issues with questionnaire completion by the interviewer, other than what is stated above.* |

## ANNEX 4: Team Leader / Supervisor Checklist for Observation of Interviews

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| Cluster Name and Number  …………….…………………………... *I\_\_\_\_I\_\_\_\_I* | Interviewer Name and Number  *…………………………...……………I\_\_\_\_I\_\_\_\_I* |
| Structure Number  ………………………….……..……..……*I\_\_\_I\_\_\_I\_\_\_I* | Team Leader Name and Number  *…………………………...……………I\_\_\_\_I\_\_\_\_I* |
| Household Number  …………………………….……..….…………*I\_\_\_I\_\_\_I* | Supervisor Name and Number (if applicable)  *…………………………...……………I\_\_\_\_I\_\_\_\_I* |

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| **General Interviewing Skills** |
| 1. Did the interviewer identify the correct structure and household? |
| 1. Did the interviewer administer the informed consent form(s) correctly? Did the interviewer respond appropriately to questions and concerns about the survey? |
| 1. Did the interviewer read the questions as they are written? If no, note which questions were not correctly asked. |
| 1. If the respondent answered, “I don’t know” as a response, did the interviewer probe for a response? |
| 1. Did the interviewer remain neutral during the interview? |
| 1. Was the interviewer polite and patient with the respondent? |
| **Completing the Questionnaire** |
| 1. Did the interview correctly use the CAPI and save all completed forms? |
| 1. Did the interviewer complete the household listing correctly, including correctly identify the women and men eligible for the individual questionnaires? If no, briefly summarize any errors. |
| 1. Did the interviewer correctly identify source of water (WS1) and toilet facility (WS3) for the household? |
| 1. Did the interviewer correctly fill in and probe for the month and year for dates of birth (WI1/WI2, FE2/FE3, or MI1/MI2) in the survey? If no, briefly summarize any errors. |
| 1. Did the interviewer correctly select sources of care and treatment for antenatal care, childbirth, postnatal care, and family planning and record the name of the place? If no, summarize any errors. |
| 1. Did the interviewer use the drug photos to identify treatments (CB5 anti-malarial, CB13 iron)? |
| 1. Did the interviewer make every effort to ensure privacy in FP1-FP32, DM15-19, and MFP5-MFP22? |
| 1. NOTES. *Please note any strengths and weaknesses of the interview. Note any problems.* |