



Ministry of Health



Kenya National Bureau of Statistics

## 2015 Kenya STEPS Survey

### Additional Information for Survey Personnel

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## **1.0 GENERAL INFORMATION**

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### **1.1 TRAINING OF INTERVIEWERS**

The training has been designed in a way to provide a combination of classroom training and practical experience. Before each training session, you should study this manual carefully along with the questionnaires, writing down any questions you have. You are encouraged to ask questions at any time to avoid mistakes during actual interviews. Interviewers can learn a lot from each other by asking questions and talking about situations encountered in practice and actual interview situations both during training and while in the field. It is imperative that any questions that are not clear to you at this time are clarified so that the question is asked in a standard format and does not end up being interpreted differently by each interviewer (and respondent).

During the training, the questionnaire sections, questions, and instructions will be discussed in detail. You will see and hear demonstration interviews conducted in front of the group as examples of the interviewing process. You will practice reading the questionnaire aloud to another person several times so that you may become comfortable with reading the questions aloud. You will also be asked to take part in role playing in which you practice by interviewing another trainee. You will also be tested through written tests during training.

The training also will include field practice interviewing in which you will actually interview respondents, (eligible Adults aged 18 – 69 years) from areas not selected for the main survey. You will be required to check and edit the questionnaires just as you would do in the actual fieldwork assignments. You will be observed to see how well you are progressing during your formal training period. At the end of the training course, the interviewers will be selected based on their performance in the tests and during the field practice.

The training you receive as an interviewer does not end when the formal training period is completed. Each time a supervisor meets with you to discuss your work; your training is being continued. This is particularly important during the first few days of fieldwork. As you encounter situations you did not cover in training, it will be helpful to discuss them with members of your team or supervisor. Other interviewers may encounter similar problems, so you can all benefit from each other's experiences.

## **1.2 REGULATIONS**

During the entire exercise, your presence, interest, participation, and cooperation are absolutely vital. For the workload to be equally divided and the support equally shared, the following survey regulations have been established and will be strictly enforced:

- a) Except for illnesses, any person who is absent from duty during any part of the training or any part of the fieldwork (whether it is a whole day or part of a day) without prior approval from his or her respective supervisor may be dismissed from the survey.
- b) Throughout the survey training and the fieldwork period, you are representing KNBS. Your conduct must be professional and your behavior must be congenial in dealing with the public. We must always be aware of the fact that we are only able to do our work with the good will and cooperation of the people we interview. Therefore, any team member who is consistently overly aggressive, abrupt, or disrespectful to the people in the field may be dismissed from the survey team.
- c) For the survey to succeed, each team must work closely together, sharing in the difficulties and cooperating and supporting each other. We will attempt to make team assignments in a way that enhances the cooperation and good will of the team. However, any team member who, in the judgment of the supervisor, creates a disruptive influence on the team may be dismissed from the survey.
- d) It is critical that the data gathered during the fieldwork be both accurate and valid. To control for inaccurate or invalid data, spot checks will be conducted. Interviewers may be dismissed at any time during the fieldwork if their performance is considered inadequate for the high quality that this survey demands.
- e) Vehicles and fuel are provided for the survey for official use only. Any person using the vehicle for an unauthorized personal reason will be dismissed from the survey.
- f) The informed consent process is essential to completing our research in an ethical manner. It must be adhered to prior to every interview.
- g) You will be required to handle sensitive data such as names and contact information of the respondents with utmost care.
- h) The privacy of participants and their families must be respected at all times. Not only is it important that you respect the confidentiality of their responses, you must also not reveal the identity of the respondents to people beyond the project.
- i) Do not engage in any other activity while you are in the field, including trading or distributing religious or political propaganda.

At times you may be asked questions about why the project seeks specific information or what something is (e.g., a new family planning method). You can answer the question to the best of your ability without leading the respondent nor creating bias, however, you are recommended to defer all questions until completion of the survey so that the respondent's answers are not changed based on the information you provide

## **2.0 DEFINITION OF KEY TERMS**

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### **(a) Household**

A household is defined as a person or a group of persons generally bound by ties of kinship) who normally reside together in the same compound under one roof or several roofs, are answerable to the same head and have the same cooking arrangement..

There are three important ways of identifying a household.

- a) Do the persons reside in the same compound? (i.e. the persons in the household reside under same roof or compound)
- b) Are they answerable to the same head? (i.e. persons in a household are answerable to the same head)
- c) Do they have same cooking arrangement?

*If the answer to each of the above criteria is “YES”, then you have adequately identified a household. If the answer to one or more criteria is “NO”, then there are more than one household. Please note that domestic servants, relatives and other workers living and eating in the household are to be included as household members.*

One should make a distinction between family and a household. The first reflects social relationships, blood decent, and marriage. The second is used in this survey to identify an economic unit. You must be conscious and use the criteria provided on household membership to determine which individuals make a particular household. In the case of polygamous unions and extended family systems, household members are distributed over two or more dwellings. If these dwelling units are in the same compound or nearby (but necessarily within the same EA) and they have a common housekeeping arrangement with a common household budget, the residents of these separate dwelling units should be treated as one household.

### **(b) Household Head**

A household head is a usual resident member of the household who is the key decision maker and whose authority is acknowledged by all the members of the household.

### **(c) Usual Member of Household**

This refers to a person who spends most of his/her time in the household. That is, within one year, the person must have spent over six months in the household.

**(d) Structure**

A structure is a free – standing building that can have one or more rooms in which people live. It may be a block of flats, a house, or thatched hut.

**(e) Dwelling Unit**

Dwelling units are structures where people live. Within a structure, there may be one or more dwellings (or housing) units. A dwelling unit is a room or group of rooms occupied by one or more households. Note that within a dwelling unit, there may be one or more households.

**(f) Enumeration Area**

An enumeration area (EA) is the smallest geographical unit created during cartographic mapping that precedes a Population and Housing Census.

**(g) Cluster**

A cluster is the smallest geographical statistical unit, which is either an EA, part of an EA or a combination of EAs which has been selected to form a sampling frame for a particular survey. A cluster has the latest updated details pertaining to structures and households. A frame consists of a number of clusters. The frame to be used for the 2015 STEPS survey is the fifth National Sample Survey and Evaluation Programme (NASSEP V).

**(h) Respondent**

It is important for the Research Assistant to know who he/she is supposed to administer the questionnaire that will be used for the survey. The person who answers the survey questions listed in the questionnaire is a RESPONDENT.

**(i) Callbacks**

It is important that you attempt to complete interviewing your respondent during your first visit to the household. However, you may at times need to make further visits, especially if respondent is absent or busy such that you cannot conduct the interview during that visit. In that case you need to make an appointment for a suitable time to interview the respondent. This appointment is called callback. You should never try to compel the respondent to attend to you at a time that would obviously inconvenience him/her. Try to be punctual for future appointments or callbacks in order not to inconvenience the respondents.

**(j) Language of Interview**

The questionnaire for STEPS survey has been translated into only Kiswahili. The interviewer will be required to interview the respondent in the language in which he/she is most comfortable in. If the respondent can only speak a language you do not understand, then you must raise the issue with your supervisor.

**2.1 Organization Conducting STEPS survey in Kenya**

The Kenya National Bureau of Statistics (KNBS) is the implementing agency of the STEPS survey. KNBS is the principal agency of the government for collecting, analyzing and disseminating statistical data in Kenya. The Bureau is also the custodian of official statistical information, establish standards and also promote the use of best practices and methods in the production and dissemination of statistical information across the National Statistical System (NSS). The Bureau also maintains a database of all national surveys including National Population and Housing Censuses.

The Bureau creates and maintains a National Sampling Survey and Evaluation Programme (NASSEP) household master sampling frame, which provides the framework for designing household surveys to generate different forms of household based data. It has an elaborate infrastructure for data collection, which includes Statistics Offices in all the 47 Counties with trained personnel.

## **3.0 YOUR JOB AS A FIELD INTERVIEWER**

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### **3.1 Professional Ethics and Respondents' Rights**

Ethics can be broadly defined as a set of moral values or principles of conduct governing an individual or group. As a STEPS survey Field Interviewer, you are expected to show integrity, honesty, and responsibility in all aspects of your work. All STEPS survey Field Interviewers are expected to protect the rights of survey respondents. These rights include the following:

- a)** The *right of informed consent*, which refers to the requirement that respondents be given complete and accurate information so that they can make an informed decision about their participation in the survey.
- b)** The *right to refuse*, which refers to an individual's right to decline to participate in the survey or to refuse to answer individual questions once an interview has begun.
- c)** The *right to accurate representation*, which requires honesty in dealing with respondents and answering their questions about the survey. For example, you cannot tell the respondent that an interview will take only a few minutes if you know it will last considerably longer.

All staff involved in the collection, processing, and analysis of STEPS survey data must be continually aware of the important responsibility to safeguard the rights of survey participants. Because Field Interviewers are in direct contact with these respondents, you must demonstrate high ethical standards in all of your contacts related to this survey.

### **3.2 Importance of Confidentiality**

Some of the data collected during the STEPS survey interview may be considered personal. Be aware of the sensitivity issue and of the need to treat any information you learn about respondents as confidential, whether you receive the information directly from a response or through casual observations during your visit.

Respondents can be assured that all identifying data, such as their name and location, will never be made available to anyone outside the STEPS survey project team. All answers will be used for analysis and cannot be used for any other purpose. Furthermore, respondents' names and locations will never be associated with their interview responses, and all respondents' answers will be combined with those of other participants.

Data collected through STEPS survey are confidential. It is your responsibility as a professional Field Interviewer to maintain the integrity and confidentiality of the data entrusted to you. As a STEPS survey STEPS survey STEPS survey Field Interviewer, you will be asked to sign a Statement of Confidentiality).By signing, you enter into a binding agreement stating that you

will keep confidential all data you collect. It also certifies that you will carry out all survey procedures precisely as they are presented in this manual and at your training.

All STEPS survey project staff shall share the commitment to protect the confidentiality of the respondents and must follow these guidelines:

- a) Never discuss any aspect of a particular respondent with anyone other than project staff. Also, discussions among project staff should take place only when necessary for the accurate and timely completion of work. If you need advice or support regarding a respondent, speak with your Field Supervisor.
- b) Do not screen or interview someone you know personally.
- c) Do not reveal to others why you need to visit a certain person or a particular home. If you are having trouble locating a certain house, you may ask for directions to the specific location. If asked about the nature of your visit, say that you are contacting the residents about participation in an important survey, but do not mention the specific nature or name of the survey.
- d) Never give survey-specific information to unauthorized persons, either in writing, by phone, or in person.
- e) Keep all documents safe and out of view. This guideline means that materials such as household listings, Assignment Control Forms, and Consent Forms containing respondent names, locations, or other identifiable information must be kept in a safe and secure location.
- f) Keep all project-related materials and equipment in a secure location at all times.

### **3.3 Performance Expectations**

The data collection effort is vital to the success of any survey. Data collection procedures are standardized to maximize the quality of the data. We are depending on you to follow the procedures described in this manual.

All personnel working on this project will therefore undertake to treat as confidential all household-specific information obtained while working on this survey and related matters. They will undertake to fulfill confidentiality obligations as follows:

- a. Discuss confidential survey information only with authorized STEPS survey staff.
- b. Store equipment and confidential survey information as specified by survey protocols.
- c. Safeguard equipment, combinations, keys, and rooms that secure confidential survey information.

- d. Safeguard equipment and confidential survey information when in actual use.
- e. Immediately report any alleged violations of the security procedures to my Field Supervisor.
- f. Not photocopy or record by any other means any confidential survey information unless authorized by survey leaders or my Field Supervisor.
- g. Not in any way compromise the confidentiality of survey participants.
- h. Not allow access to any confidential survey information to unauthorized persons.
- i. Report any lost or misplaced equipment and/or confidential survey information to my Field Supervisor immediately.

### **3.4 Expectations from Field Supervisor**

Performance expectations for Field Interviewers encompass much more than conducting interviews. For example, your Field Supervisor will expect you to do the following:

- a) Complete a mutually agreed-upon number of household screenings and individual interviews in a given week. These numbers will depend on the number of households in your assignment. You and your Field Supervisor will work together to determine realistic goals.
- b) Act as a professional Field Interviewer at all times. You are expected to follow all survey procedures. Doing so will ensure the data you collect are of the highest quality. By providing high-quality data to the analysts, you and the analysis team will know that the conclusions drawn from the data are accurate.
- c) Be an efficient Field Interviewer by carefully planning your activities. Be prepared, have the necessary materials, and be organized. If you are thoroughly familiar with the survey and procedures, you can complete assignment activities quickly without sacrificing accuracy.
- d) Be available to work as needed to complete your specific assignments.
- e) Be available to talk with your Field Supervisor at your regularly scheduled meetings. During these meetings, you will need to be prompt and accurate in reporting progress and problems.

### **3.5 Locating the Sampled Clusters and Households**

KNBS conducted a household listing during the development of the NASSEP V sampling frame where teams visited each of the selected sample clusters to:

- a) prepare up-to-date maps to indicate the location of structures;
- b) record identification information for each structure
- c) write numbers on structures; and
- d) make a list of the names of the heads of households in all of the structures.

Within a structure, there may be one or more dwelling (or housing) units. For instance, there would be one dwelling unit in a thatched hut, but there may be 20 dwelling units in an apartment building or five dwelling units in a compound. Within a dwelling unit, there may be one or more households. For example, a compound may have five households living in it, and each household may live in its own dwelling unit.

Specific households have been selected to be interviewed and details of *County Name, Cluster Number, EA Name, Structure Number and Household Numbers* have been loaded into your PDA. In order to locate the households you will have services of a **KNBS Field Officer** and a **Village elder**. The KNBS Field Officer will be assigned by the area County Statistics Officer (CSO). A village elder is a recognized person who usually resides within/around the cluster and is usually appointed by the Assistant Chief of the Sub-Location. In urban areas, the caretakers or security personnel may act as village elders. The CSO will make these advance preparations of assigning Field Officers and contacting Village Elders as he/she will have been sent the sample list.

The KNBS Field Officer will carry a file that contains a cluster map, filled listing form showing identification details of structures and all households. He/she will identify the sample households using the structure/household numbers and the name of the head of the household. The structure number is usually written above the door of the house, but sometimes it may be on the wall. The village elder will accompany you as you identify the households and may assist where identification challenges exist. Although the supervisor of your team will be with you in the field, it is important that you also know how the households are identified.

### 3.6 Problems in contacting a household

In some cases you will have problems locating the households that were selected because the people may have moved or the listing teams may have made an error. Here are examples of some problems you may find and how to solve them:

- a. The selected household has moved away and the dwelling is vacant. If a household has moved out of the dwelling where it was listed and no one is living in the dwelling, you should consider the dwelling vacant and record Code '6' on the cover sheet of the Household Questionnaire.

- b. The household has moved away and a new one is now living in the same dwelling. In this case, interview the new household.
- c. The structure number and the name of the household head do not match with what you find in the field. For example, you have been assigned a household headed by John Kahindi that is listed in structure number 003. When you go to 003, however, the household there is headed by Mary Kahindi Whichever household is in 003 is considered the selected household. Therefore, you would interview the household headed by Mary Kahindi.
- d. The household selected does not live in the structure that was listed. If, for example, you are assigned a household headed by Vincent Okumu located in structure 007, and you find that Vincent Okumu actually lives in another structure, interview the household living in 007. In other words, if there is a discrepancy between the structure number and the name of the household head, interview whomever is living in the structure assigned to you. Tell your supervisor about any such situations you find.
- e. The listing shows only one household in the dwelling, but two households are now living there. In this case, interview both households, and make a note on the cover page of the household that was not on the listing. Your supervisor will assign this household a number, which you should enter on the questionnaire. However, if the listing shows two households, only one of which was selected, and you find three households there now, only interview the one which had been selected and ignore the other two. In either case, inform your supervisor of the situation.
- f. The head of the household has changed. In some cases, the person who is listed as the household head may have moved away or died since the listing. Interview the household that is living there.
- g. The house is all closed up and the neighbors say the people are on the farm (or away visiting, etc.) and will be back in several days or weeks. Enter Code '3' (ENTIRE HOUSEHOLD ABSENT FOR EXTENDED PERIOD). The house should be revisited at least two more times to make sure that the household members have not returned.
- h. The house is all closed up and the neighbors say that no one lives there; the household has moved away permanently. Enter applicable code
- i. A household is supposed to live in a structure that when visited is found to be a shop and no one lives there. Check very carefully to see whether anyone lives there. If not, enter Enter applicable code

- j. A selected structure is not found in the cluster, and residents tell you it was destroyed in a recent fire. Enter applicable code
- k. No one is home and neighbors tell you the family has gone to the market. Enter Code for NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT HOME AT TIME OF VISIT), and return to the household at a time when the family will be back (later in the day or the next day).

**Note: Remember that the usefulness of the STEPS survey sample in representing the entire country depends on the interviewers locating and visiting all the households that are assigned to them.**

### **3.7 Materials to Help You Obtain Participation**

In addition to your knowledge of the survey, you may have a number of tools to help gain the trust and cooperation of residents at sample dwelling units. These tools include the survey description letter, and documents (Letter of Authorization and Statement of Confidentiality) that identify you and your commitment to maintaining the respondent's confidentiality. Use copies of all of these materials as necessary if you believe they will make a difference in the respondent's decision to participate. Your primary tool, however, will be your skills in establishing rapport and conveying a professional demeanor.

### **3.8 Question and Answer with respondents**

You must speak with respondents to help them understand the survey. Answer any questions posed by the respondents before you start interviewing them.

### **3.9 A Professional Approach**

Your appearance and manner of delivery are extremely important in determining whether you will gain cooperation from residents. When you arrive at a sample dwelling unit, your approach will establish an initial impression that could either encourage cooperation or alienate a respondent. The goal of your initial approach is to alleviate any apprehension or fear a potential respondent may have about participating. A relaxed, confident, and professional approach will most likely help you accomplish this goal.

Approach the residence confidently and with a positive attitude. With your demeanor, show that you appreciate the significance of your job and are proud to be a part of this important project.

Be sure your STEPS survey identification badge is displayed prominently. The basic elements of a professional approach include:

- a) showing proper identification and supporting documentation,
- b) demonstrating a thorough knowledge of the purpose of the project and use of all materials,
- c) delivering a courteous and straightforward presentation, and
- d) demonstrating respect for the respondent.

While exhibiting these behaviors, you should also tailor your approach so that the respondent will feel comfortable and not be intimidated by you. Your dress should be professional but not formal, and you should act in a way that invites the respondent's participation. The initial impression that you project will influence whether you receive the respondent's participation.

### **3.10 Establish Rapport**

Rapport is one of the most important tools of any Field Interviewer. As a Field Interviewer, your first responsibility is to establish rapport with the respondent. You establish rapport by being sensitive to his or her situation. Rapport begins as you introduce yourself and the survey and continues throughout the screening and interviewing process. Establish rapport early and maintain it throughout your contact at the household. The rapport you develop during the initial contact at the door and as you conduct the household screening will determine the tone of your visit. Be aware of how you are being received. When you are alert and responsive to the resident's reactions, you will be more successful in avoiding refusals and better equipped to counter respondent objections with appropriate responses.

Be business like, courteous, and confident. Do not, however, become aggressive. Bullying residents into participating is not appropriate. Conversely, a Field Interviewer who is too passive will not be successful. Passivity will not motivate a resident who is neutral or uninterested in cooperating. In these instances, you must be prepared to convince the resident by explaining the survey's purpose and the importance of participating in it.

Rapport can mean a degree of friendliness. Although you want to be open and friendly in gaining the respondent's trust, you should not develop personal relationships with respondents. A good Field Interviewer must possess a rare combination of sensitivity to individuals and an ability to remain objective while interacting with interview respondents. The respondent must feel that the Field Interviewer is genuinely sensitive to his or her concerns and feelings; yet, the Field Interviewer must maintain objectivity to prevent biased responses.

### **3.11 Overcoming Objections**

Many people have strong opinions and feelings about smoking and the use of tobacco products. Although most individuals are friendly and willing to cooperate, you can expect a few

individuals to have concerns, objections, or fears. Some respondents may fear they are being judged. What may appear to be a refusal to cooperate is only an expression of concern, or a need for more information about the procedures or the background of the survey. The following points will be helpful in reducing or eliminating refusals when making contacts:

- a) Be positive and optimistic. Assume most residents will cooperate. (In fact, most will.) An air of apology or defeat can sometimes trigger a refusal. Do not invite refusals.
- b) A friendly, confident, and positive manner, assertive but not aggressive, will usually yield positive effects.
- c) Listen carefully to the resident's comments, and try to determine the basis for his or her concerns or objections. Then, target your responses to those concerns or objections. Listening is one of the most important skills of successful Field Interviewers.

Acknowledge the truth or accuracy in the respondent's statements, and then build on the statement with additional information that addresses the concern. Sometimes the best technique is simply to ask, "Is there a concern about your participation in this survey that I can address?"

#### Responses to Common Concerns about Participation

Common Concern	Response
<i>"I'm not feeling very well."</i>	In these cases, you have caught the person at a bad time, but the situation is temporary. The respondent is likely to agree to be interviewed at another time. Say that you will come back later.
<i>"My house is too messy for you to come in."</i>	Offer understanding by saying something like the following: "That's no problem. We can do the screening right here. Or we can schedule another time for me to come back. Then, if someone is selected for an interview, please know that I'm only interested in recording the information you give me."
<i>Lack of trust/invasion of privacy confidentiality.</i>	Assure the respondent of confidentiality. Show him or her the Statement of Confidentiality. Remind the respondent that the information he or she provides is combined with information from other interviews and is reported in summary form.
<i>"How did you get my household?"</i>	Explain that we have randomly selected his or her household from all households across the country using a scientific procedure.

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*"My opinions don't matter."*

Explain that the respondent's opinion is important and represents the opinions of many other people like him or her, so his or her opinions do matter. Also explain that this is an opportunity both to participate in a project that will contribute to the understanding of the dynamics of tobacco use in Kenya and to help the Ministry of Health develop new programs.

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*"I don't care about that issue."*

They do not have to be interested in the subject of smoking to participate.

Their information is valuable anyway. Show the brochure that answers some key concerns regarding the survey.

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*"I'm too busy."*

Stress to potential respondents that the screening and interviewing processes require only a small amount of their time and that you will be flexible in working around their schedules. Arrange for a more convenient time to come back. Leaving a copy of the brochure may help them to develop an interest in participating.

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*"I don't like surveys. They are a waste of time and money."*

Stress the importance of this survey for trying to understand the dynamics of tobacco use across the country. Stress that this is the respondent's opportunity to contribute to the success of the project.

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*"Why are you meddling in our business?"*

Explain the importance of participation by indicating that each selected respondent represents others like him or her and cannot be replaced. Also emphasize confidentiality and that respondents have the right to refuse to answer any question they consider too personal.

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*"Why choose me? Can't you interview my brother/husband/other person instead?"*

Explain that the handheld computer uses a specific procedure in selecting which person to interview. The choice is not up to you, and therefore you cannot simply interview someone else instead. Stress confidentiality—no one will learn his or her answers to the questions—and that they may refuse to answer any question.

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### 3.12 Dealing with Refusals

If, despite your best efforts, the person will not consent to an interview, accept the refusal courteously and thank the person for his or her time. Do not pressure, argue, or otherwise alienate him or her. Your goal should be *to leave the door open* for you or someone else *to recontact* the resident at a later date and secure a promise of cooperation. Be sure to document the refusal in the PDA's Case Management System and include the reason for the refusal in the comments section. Doing so will help you to describe the situation to your Field Supervisor. Do

not rely on memory to recount the events to your Field Supervisor. Taking notes will help you (or any other Field Interviewer who may be asked to attempt a refusal conversion) in subsequent contacts. Your Field Supervisor may instruct you to make notations of refusals on your Assignment Control Form as well.

### **3.13 Updating the Record of Calls**

You will need to record a result (or *event*) code in the Case Management System after *each* visit you make to each household in your assignment. Make similar notations on your Assignment Control Form only if instructed to do so by your Field Supervisor. Note that there are a set of possible result codes that can be used to reflect the status of the *Household Questionnaire* and a separate set to reflect the status of the *Individual Questionnaire*. Make every effort to assign the correct code for each visit to the household.

## **4.0 GENERAL INTERVIEWING TECHNIQUES**

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### **4.1 Introduction**

As a Field Interviewer working on STEPS survey, you are responsible for ensuring that the interview is administered properly. It is extremely important that you adhere closely to all procedures and that you administer the questionnaire *exactly as it is written*. This chapter will present the standard procedures for properly conducting the STEPS survey interview. Your performance will determine whether the survey is successful. You must be properly prepared.

### **4.2 Interview the respondent alone**

For the individual interviews, the presence of a third person during an interview can prevent you from getting frank, honest answers from a respondent. It is, therefore, very important that the individual interview be conducted privately.

If other people are present, explain to the respondent that some of the questions are private and ask to interview the person in the best place for talking alone. Sometimes asking for privacy will make others more curious, so they will want to listen; you will have to be creative. Establishing privacy from the beginning will allow the respondent to be more attentive to your questions.

If it is not possible to gain privacy at the respondent's house, you may have to sit outside or in another setting to ask the questions – work with the respondent to identify an appropriate place.

In all cases, where other individuals (except for children under age 2) are present, try to separate yourself and the respondent from others as much as possible.

### **4.3 General Questionnaire Conventions**

*STEPS survey is a computer-assisted personal interview.* You will ask the selected respondent each question and record the appropriate responses using a handheld computer. The computerized questionnaire uses several different conventions, which will be discussed separately. You must become familiar with these conventions so that you use them correctly.

### **4.4 Standardization of Questionnaire Administration**

*Every Field Interviewer must administer every question in the questionnaire to every respondent in the same way.* This consistency helps to eliminate variability and Field Interviewer bias, two factors that can seriously undermine the validity of the data gathered from a survey. Follow the guidelines listed below to ensure that you are administering the questionnaire in a nonbiased, standardized manner.

## ***Asking the Questions***

The following is a list of protocols to which you must adhere when administering either the *Household Questionnaire* or the *Individual Questionnaire*.

- b) Ask the questions using the exact words.** All questions must be read exactly as they appear in the questionnaire; to do otherwise risks invalidating the survey.
- c) Read the questions slowly.** As you become familiar with STEPS survey questions, it is tempting to begin reading through the questions more quickly. Remember, however, that this is the first time the respondent has heard these questions. You must read slowly enough to allow the respondent time to understand everything you are asking. A pace of approximately two words per second is recommended.
- d) Ask every question that is specified in the questionnaire.** Never presume that the answer to an upcoming question has already been provided by a previous answer. The answer received in the context of one question may not be the same answer in the context of another.
- e) Read the complete question as displayed.** The respondent may interrupt you and answer before having heard the complete question. When this happens, read the question again, making sure the respondent hears the question through to the end. Do not assume a premature response applies to the question as written. You may politely inform the respondent that in order to do your job you must read the entire question.
- f) Repeat questions that are misinterpreted or misunderstood by the respondent.** The respondent might tell you that he or she did not understand the question, or he or she might look confused when trying to answer the question. The respondent also might give an answer that seems illogical or irrelevant to the question. In any of these circumstances, you should simply repeat the question exactly as it is written. If the respondent asks you a specific question about what a question means (for example, “What do you mean by health care provider?”), refer to the *STEPS survey Question by Question Specifications*, if available for that question. However, if there is no specific guidance provided in the manual about the question, you should not offer any explanations beyond what is provided in the questionnaire. If there is no additional information to define the terms, you can seek clarification from the supervisor.
- g) Do not suggest answers to the respondent.** As you proceed through the interview, you will come across questions that you might think you know the answers to based on prior information you have heard. You may feel the urge to suggest answers to the respondent. Resist this urge. Read the question as written.
- h) Read introductory and transitional statements as they appear in the questionnaire.** These statements often contain instructional material for the respondent.

- i) **Responses must represent the respondent's own opinions without bias introduced by the Field Interviewer.** Do not influence a respondent's answers with your behavior (that is, with your body language, your attitude, your tone of voice, or any other way).
- j) Thank each respondent. When the interview is finished, ask the respondent if they have any more questions. Once their questions are answered thank them for their time. Also thank the head of the household before leaving.

By observing these rules of questionnaire administration, you ensure that the survey is administered to each respondent in exactly the same way and that the responses given by the participant accurately represent his or her experiences and opinions. This practice will guarantee that scientific principles are followed in the administration of the questionnaire and that the data are of the highest quality.

### ***Probing***

Probing is a technique used to help ensure that the answers given by a respondent are as accurate and as complete as possible. Effective probes serve two purposes: (1) they encourage a respondent to express him or herself completely, and (2) they help the respondent focus on the specific requirements of the question. To know when to use a probe, you must be thoroughly familiar with the questionnaire and know the objectives of each question; that is, you must know what is being measured and what constitutes an acceptable response. Otherwise, you will have difficulty judging the adequacy of a response.

Only neutral or nondirective probes (those that do not influence the respondent) should be used in the STEPS survey interview. Some examples of proper probing techniques follow.

- a) **Neutral questions or statements.** These probes encourage a respondent to explain further or elaborate on a response without leading or directing the respondent to a particular answer. These must be stated in a neutral or non-challenging tone. Some examples of neutral probes include the following:
  - “*What do you mean?*”
  - “*Please explain that.*”
  - “*Which would you say is closest?*”
- b) **The silent probe.** A timely pause is the easiest and often the most useful type of probe. This pause lets your respondent know that you are expecting or waiting for additional information.
- c) **Clarification.** Use clarification probes when you judge the respondent's answer to be unclear, inconsistent, ambiguous, or contradictory. You must take care, however, not to

appear to challenge the respondent. Instead, tactfully express concern over not completely understanding the nature of the response. Some examples include the following:

*“I’m not quite sure I understand what you mean by that. Could you tell me a little more?”*

*“I’m sorry, but a few minutes ago I thought you said there are 6 usual members of this household. Could you clarify this for me?”*

- d) **Encouragement.** This technique involves conveying to the respondent that you understand what he or she has said, and you would like to hear more. Nonverbal probes of this nature include a nod of the head or an expectant expression. Some examples include the following:

*“I see...”*

*“That’s interesting...”*

- e) **Repetition.** Repetition could be either repeating the question or repeating the response. Repeating the question is useful when it appears that the respondent may have misunderstood the question or has deviated from the topic at hand. Repeating the response may produce additional comments or explanation from the respondent, especially if you say it in the form of a question.

### ***“Don’t Know” Responses***

When the respondent says, “I don’t know,” it can mean two things: (1) either he or she is not sure of an answer and needs more time to think, or (2) he or she actually does not know how to answer the question. You must be prepared to distinguish between the two.

A respondent may say, “I don’t know,” when asked to offer an opinion or attitude. He or she may find it difficult to put feelings into words. If you suspect this is the case, you should put him or her at ease by saying, “There is no right or wrong answer. Just tell me how *you* feel about this.” Similarly, if a respondent is unsure about an answer choice, you should encourage him or her to provide a best estimate.

When a respondent is uncomfortable answering such questions, he or she may respond, “I don’t know,” in an effort to avoid the question. If this appears to be the case, you again must make every effort to put your respondent at ease, reassuring him or her that the answers are confidential and are very important to the survey.

In the end, the respondent may insist that he or she does not know how to answer a particular question. Once you have properly probed for an answer, you should accept the response in the

interest of not alienating the respondent, even if you believe he or she may be avoiding the question. Remember that there may be times when a respondent actually does not know the answer to one or more specific questions.

Many of the same rules apply when a respondent says, "I don't want to answer that question—I refuse." When a respondent is uncomfortable answering such questions, he or she may respond, "I don't want to answer that question," or "I'm uncomfortable answering that," in an effort to avoid the question. If this appears to be the case, you should make every effort to put your respondent at ease, reassuring him or her that the answers are confidential and are very important to the survey.

Despite your efforts to assure the respondent, he or she has the right to refuse to answer any question. You should not bully or harass the respondent to answer a question. Rather, you should accept the response in the interest of not alienating the respondent, even if you believe he or she may be avoiding the question.

#### 4.5 General Questionnaire Administration Procedures

Throughout this manual, a number of references have been made to the techniques you must use to administer interviews properly. Deviating from these prescribed techniques *negatively affects* data quality. For this reason, we stress again the key procedures listed below:

- a) Have your **STEPS survey Field Data collection instruction material** or/and any other materials which are readily available and refer to them as needed to make sure you are completing tasks as directed.
- b) Read all questions and answer choices exactly as they are written. Do not suggest answers or in any way bias the respondent's interpretation of, or answer to, the question.
- c) Use the probing techniques described earlier in this manual to elicit more accurate and complete responses. Be careful, however, that you do not appear to pass judgment on, or agree or disagree with, the respondent's comments.

#### 4.6 Trust the Instrument

Remember that you are to administer every item that the PDA displays and that *you are to read questions and answer choices exactly as they appear on the screen*, even if the question numbers appear to be out of order. Some countries added additional questions, which affected the sequential question numbering; however, these questions are programmed in the correct order. Trust the program to guide you accurately through the interview and provide the appropriate question.

## **5.0 ADMINISTRATIVE AND REPORTING PROTOCOLS**

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### **5.1 Introduction**

Knowing and carefully following administrative procedures is important to the success of the survey. Accurate reporting of your time, expenses, and progress is an important aspect of your role as a Field Interviewer. This chapter describes basic communication and administrative duties that you will have as a Field Interviewer on STEPS survey

### **5.2 Your Field Supervisor**

Your Field Supervisor is your direct manager. Your Field Supervisor has full authority to manage staff and will follow established, written guidelines in working with you and other Field Interviewers. You will work closely with your Field Supervisor to determine your household assignments, to develop strategies to gain participation, to review questions that come up during interview administration, and to submit any required paperwork. Communicate regularly with your Field Supervisor as you work your assigned households.

### **5.3 Regular Meetings with Your Field Supervisor**

You and your Field Supervisor will set up a time for regular reporting meetings. During these meetings, you will discuss your progress, problems, and plans for the upcoming workweek. You can assist your Field Supervisor by being prepared for the meeting. By carefully documenting your field activities, you and your Field Supervisor will be able to accurately report your progress, problems, and plans.

During any given meeting with your Field Supervisor, you will review:

- a) your hours and expenses;
- b) your production;
- c) problem interviews, non-interviews, or refusal cases (be prepared to review what happened with each of these cases);
- d) locating issues;
- e) any supplies you need before your next meeting (e.g., STEPS survey Description Letter, Question and Answer Brochures);
- f) plans for the upcoming week to help you meet goals and deadlines; and
- g) ways to improve data quality.

These one-on-one meetings are the best time to communicate any problems and successes to your Field Supervisor. Your Field Supervisor is your best advocate on this survey. He or she cannot help you be successful unless you communicate your concerns and needs. Remember that your Field Supervisor wants you to be successful and that it takes a team effort to succeed.

In preparation for your regular meetings, you should update your progress on both the *Household Questionnaire* and the *Individual Questionnaire* on your Assignment Control Form.

#### **5.4 Transmitting Materials**

When submitting materials to project staff, you should include a Materials Transmittal Form. The Materials Transmittal Form will be used to track materials as they are transferred from one staff member to another. This form is in duplicate. You should place the top copy in the package of materials being transferred and keep the bottom copy for yourself. The Materials Transmittal Form serves several purposes. First, the form creates a record of who has held and currently holds project materials. Second, it allows the receiver of the package to verify that all materials that should have been transmitted are actually in the package. All received package contents should be checked against the list of materials on this form to ensure that all materials were included. Third, in the event that the entire package is lost, or if one or more items do not make it to their destination, the Materials Transmittal Form will provide information about what materials may have been lost.

## **6.0 DATA SECURITY AND CONFIDENTIALITY**

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### **6.1 Introduction**

Data collected through this survey are confidential. It is your responsibility as a professional Field Interviewer to maintain the integrity and confidentiality of the data entrusted to you. This chapter outlines the procedures and protocols for all Field Interviewers to ensure data security and confidentiality.

At training, you will be asked to sign a STEPS survey Statement of Confidentiality, which certifies that you will carry out all project procedures precisely. Your signature on this agreement will affirm your understanding of project policies and your agreement to comply with all of them.

### **6.2 Security of Data and Equipment**

Detailed protocols have been developed that reduce the risk of compromising the confidentiality of survey participants and the security of the data. The loss of equipment and the data that reside on the hard drive of the PDA and any SD cards that may be used is a serious concern. The following sections describe several methods to help you protect the data and equipment.

#### ***6.2.1 Safeguarding Data and Equipment in the Field***

You have the *legal* and *ethical* obligation at all times to safeguard participant confidentiality and to secure the following materials and equipment from unauthorized access or use:

- a)** information found on paper forms (e.g., your Assignment Control Form)
- b)** PDA equipment (including data residing on the hard drive and any SD cards that may be used)

Of these, the most sensitive type of data are paper forms, because paper materials could contain identifying information that can easily be read by anyone. Because of this danger, *you are not permitted to write respondent names anywhere on your Assignment Control Form or on any other paper materials*. All notes concerning a respondent's name should only be made in your PDA.

It is of paramount importance that Field Interviewers be particularly careful about maintaining the security of the PDA device itself. Similarly, the SD card that is located in the top of the device must be kept secure at all times. Remember that all interview data currently on the PDA are recorded onto this small card, which can easily pop out and be lost if proper care isn't taken to keep it secure. Even though the data are encrypted and password protected, great care must still be taken by Field Interviewers to ensure that the PDA and SD cards are not lost.

Store all project materials and equipment in a secure location when not in use, even at home. Do not store PDA, extra SD cards, paper forms, or other materials or equipment in your car overnight, even in a locked trunk. In addition to the increased risk of theft, keeping the PDA and SD cards in a car often exposes them to extreme temperatures, which can harm the device and cards.

#### Safeguarding Data and Equipment in the Field Interviewer's Home

At home, securely store all materials and equipment out of sight of family members and visitors. Additionally, **PDAs must never be used by anyone but you.** Passwords should never be written down, affixed to the PDA, or made available to anyone.

#### **6.2.2 Safeguarding Data and Equipment in the Respondent's Home**

You are responsible for ensuring the security of your equipment and all project materials. At the end of each interview, make sure you have all of your materials and equipment with you. While you can carry materials for multiple households with you to improve efficiency and minimize travel costs, you must prevent the inadvertent disclosure of confidential information associated with other households in your assignment. When working, keep materials for other households out of sight.

If you are in a respondent's home, do not let survey participants view the Case Management System display, which could list participant-specific information. Avoid carrying materials for other households into a respondent's home, when possible. Store materials related to other households out of the respondent's or other household members' sight. Also, do not discuss specific households or participants with anyone other than your Field Supervisor or other authorized project personnel.

When preparing to leave the respondent's home, conduct a careful check of all your materials and other belongings to ensure you are leaving with all items and equipment, including any project management forms and the PDA.

#### **6.2.3 Safeguarding Data and Equipment When Traveling**

When traveling by road (e.g., car or jeep) *during the day*, store all materials in the locked trunk, out of sight. Never leave the PDA or SD cards in your car overnight, even in a locked trunk.

When traveling by air, never check your PDA or SD cards as luggage. You must take them with you as carry-on luggage to reduce the chances of damage or loss. Never allow anyone to inspect your PDA or any SD cards unless they have presented official airport security identification. Beware of imposters who might try to trick unwary travelers into allowing them access to or control of their equipment. Also, beware of two-person or larger teams working to get between you and your PDA as you pass through security checkpoints.

### **6.3 Reporting Unanticipated Problems Involving Data Security and Confidentiality**

An unanticipated problem is defined as any activity that potentially compromises the confidentiality of survey participants and the security of the data. An unanticipated problem may constitute the loss or theft of any confidential information that involves risks to survey participants. Loss or theft of the PDA, any SD cards containing interviews or preloaded information, and any paper documents containing sample information is considered an unanticipated problem. Similarly, the electronic transmission of any confidential information through your personal e-mail is considered an unanticipated problem.

Other situations may also constitute an unanticipated problem. If you are unsure whether a situation needs to be reported as an unanticipated problem, ask your Field Supervisor.

Communication protocols for reporting the loss or theft of physical survey materials and equipment have been developed. If you lose any survey materials or equipment that contain confidential information, notify your Field Supervisor by phone as soon as you realize something is missing. Whatever the situation may be, you must contact your Field Supervisor immediately. You can take time to search for any missing items after you have notified your Field Supervisor.

Your Field Supervisor will contact STEPS survey project staff about the potential loss. If you are unable to reach your Field Supervisor, please contact the ICT personnel whose telephone numbers you will be given during training.

Be prepared to give your Field Supervisor as much information as possible about the loss or theft. Your Field Supervisor will need:

- (1) a detailed description of the incident;
- (2) a comprehensive list of missing equipment, materials, and data for each affected household;
- (3) identifying information, if any, that was in the materials (e.g., participant names).

If your PDA is missing, your Field Supervisor will need to know whether the PDA password information was included in any of the missing materials. Your Field Supervisor will let you know if any further documentation of the loss is necessary.

### **6.4 Monitoring Field Staff Compliance with Data Collection Protocols**

Field staff compliance with all the data collection protocols will be monitored closely. To minimize follow-up efforts with field staff on any possible noncompliance of protocol, *be proactive about reporting any justifiable circumstances or situations that prohibit you from performing tasks according to protocol*. There should be constant communication between Field Interviewers and their Field Supervisors and between Field Supervisors and Central Office project staff.

## **6.5 Retrieving Materials and Equipment When Field Staff Leave the Project**

All equipment is the property of the STEPS survey project. When you leave the project, your Field Supervisor will be responsible for ensuring that all survey materials and equipment are promptly returned. Your Field Supervisor will keep an inventory of all materials and equipment that are in your possession, including your PDA and any SD cards. Your Field Supervisor will closely monitor the return of all materials and equipment. Appropriate follow-up action will be taken if items are not returned within a specified period of time. This will include deducting your last payments to cater for the loss of the items.

## **7.0 INTERVIEWER TIPS**

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### **7.1 DOs**

**a) Make a good impression by being prepared and organized.**

Make a good impression by being prepared for interviewing activities. This demonstrates your professionalism and increases the likelihood that households will participate in the survey. If you are thoroughly familiar with the survey and procedures and have all the materials you need, you can complete assignment activities quickly without sacrificing accuracy.

**b) Maintain communication with your supervisor.**

Regular communication with your supervisor ensures that you stay on track to complete your assignments on time and according to specified procedures. Your Field Supervisor can provide advice for completing difficult cases and tips for improving your Field Interviewer skills.

**c) Be courteous and sympathetic to concerns.**

Interviewers often work long hours in difficult conditions, but it is important to meet each household or potential respondent with a courteous attitude. Be sympathetic to concerns and answer questions honestly and with confidence. Although surveys are commonplace to you, some people might have questions about why you are visiting them and about the survey process in general. Your demeanor will go a long way toward establishing trust and rapport.

**d) Be positive and persuasive, but not aggressive.**

Be businesslike, courteous, and confident. A Field Interviewer who is too passive will not be as successful at motivating people to participate as one who is confident. You must be prepared to convince the resident of the survey's importance by explaining its purpose and the participant's role in it. Be positive in your outlook. Assume that people will be interested and want to participate. Approaching a household or a respondent with an air of apology or defeat can sometimes trigger a refusal. Do not, however, become aggressive. Bullying residents into participating is not appropriate.

**e) Be proactive.**

Identify and address problems early. Preempt trouble by looking ahead and being prepared. Don't delay or wait for problems to improve on their own. When in doubt, discuss issues with your Field Supervisor before they become a problem.

**f) Listen.**

Listen carefully to the participant's comments, and try to determine the basis for his or her concerns or objections. Then, target your responses to those concerns or objections. Listening is one of the most important skills of successful Field Interviewers.

**g) Be flexible and keep to the schedule.**

Respondents are being generous by sharing their time and thoughts with us. It is important that you keep all scheduled appointments. If you show up for a scheduled appointment and the respondent isn't there or is too busy to keep the appointment, be flexible and find a time when you both can meet.

**h) Take care of your PDA and survey equipment.**

Although the PDAs are sturdy, they are not indestructible. Take care to keep the PDA dry and to protect it from dusty environments whenever possible. Use only the provided stylus to tap on the PDA screen. Using a pen or some other devise may damage the PDA. Also, only a light touch is needed. Be patient with the PDA's operating speed. Forcefully jabbing the PDA screen won't make the device work faster.

**i) Maintain accurate records.**

The STEPS survey project team relies on information from you to correctly manage the survey and to interpret the survey results. Be thorough when recording the outcome of each visit to a household or respondent, even if you have no direct contact with a person. Keep both the PDA's Case Management System and the paper Assignment Control Form up to date. Stay current with all your reporting responsibilities.

**j) Be open to feedback about your performance.**

Everyone on the STEPS survey project wants you to be a successful Field Interviewer. After all, the data rely on the good work that you do. Be open to improving your technique. Be open to discussing your performance with your Field Supervisor, and accept advice on ways to improve your performance even more.

**k) Trust the PDA program.**

The PDA program has been thoroughly tested to perform correctly and to ask the appropriate questions to respondents. Don't second guess the PDA, instead trust that it is walking you through the correct procedures. Read the questions and answer choices exactly as they appear on the screen and do not paraphrase the question or change the words, even when it is your intent to help the respondent.

**l) Record the respondent's complete answer.**

Some questions require you to type the respondent's answers to questions. For these questions, you must record the respondent's complete and full answer. Don't worry about trying to clean up the respondent's grammar or try to minimize colloquialisms or words. Also, don't paraphrase the response. Do the best you can to record the full answer exactly as it was spoken. If you are unsure if you have captured what the respondent said, simply say, "I want to make sure I got your full answer. Is this correct?," and then read the answer you have to the respondent. Doing so allows the respondent to make any edits necessary.

**m) Interview the respondent in a private environment.**

For the *Individual Questionnaire*, make every effort to interview the respondent in private, so that others cannot hear the interview. Privacy ensures the confidentiality of the respondent's answers and allows the respondent to be honest in his or her answers. If possible, it is best to interview in a well-lit area without distractions or other people. However, cultural norms should guide whether or not it is possible to interview the respondent alone.

**n) Be neutral in your words, actions, and demeanor.**

The goal of your job as interviewer is accurately to record the respondents true answer to each and every question. Your actions and behavior may lead or direct a respondent to a particular answer. Be conscious of subtle changes in your body posture, tone of voice, or facial expressions. Do not have a questioning expression, nod your head, or appear surprised by a respondent's answers.

## 7.2 DON'Ts

**a) Do not screen or interview someone you know personally.**

It is unethical for you to interview or screen someone you know personally. Contact your supervisor if you know someone at one of the households in your assignment.

**b) Do not discuss confidential information with unauthorized persons.**

Never discuss any aspect of respondents or their answers with anyone outside of project staff, including the respondent's family or neighbors. To do so is a violation of the STEPS survey code of confidentiality and privacy. Likewise, discussions among project staff should take place only when necessary for the accurate and timely completion of work. If you need advice or support regarding a respondent, speak with your Field Supervisor.

**c) Do not share details on the purpose of your visit.**

Do not reveal to others why you need to visit a respondent or a respondent's home. If you are having trouble locating a house, ask for directions to the specific location. If asked about the nature of your visit, say that you are contacting the residents about participation in an important survey, but do not mention the specific nature or name of the survey.

**d) Do not “help” the respondent answer the questionnaire.**

Some respondents may not immediately understand a question. If this occurs, repeat the question, and give the respondent time to think. Respect the respondent's right to give his or her answer in his or her own words. Do not rush the respondent to give an answer. Also, do not help the respondent answer by rewording the question, suggesting answers, or setting expectations (through words or body language) that the respondent should answer in a particular manner.

## **8.0 COMMUNITY ENTRY**

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**8.1** Before you start to work in an area, your supervisor will have informed the local leaders, who will in turn, inform selected households in the area that you will be coming to interview them. You will also be given a letter of introduction or identification card that states that you are working with KNBS. It is important to contact local authorities and KNBS to inform them about the survey and gain their support and cooperation before entering the community.

It is the supervisor's responsibility to contact County Commissioners, Sub - County Commissioners, Chiefs, Assistant Chiefs and village officials before starting work in an area. This will be done by contacting the County Statistical Officer, who is the KNBS representative at that level. The CSO will then take the team to the County Commissioner for a courtesy call and later to the Chief/Assistant chief of the area where the cluster(s) fall. 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.

### **8.2. Contacting the KNBS County Office**

Each supervisor should organize to maintain regular contact with the KNBS County office staff before leaving for the field. He / She and his/her team will always be accompanied by the KNBS guide who will take them to the cluster(s). Regular contact is needed for supervision of the team and allocation of cluster files and solving of any emerging issues.

### **8.3. Using Maps to Locate Clusters**

A major responsibility of the field supervisor is to assist interviewers in locating households in the sample. The implementing agency (KNBS) will provide the supervisor with maps and a copy of the household listing for each of the clusters in which his/her team will be working. These documents enable the team to identify the cluster boundaries and to locate the households selected for the sample. The representativeness of the whole survey depends on finding and visiting every sampled household.

Maps help the supervisor determine the location of sample areas and identify how to reach selected households or dwellings. Each team will be given cluster maps and household listing forms. These maps have descriptions of the boundaries of selected areas. A cluster 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 an administrative or statistical area. Each cluster is identified by a number (e.g., EA-05, enumeration area 05). Symbols are used to indicate certain features on the map such as roads, footpaths, rivers, and railroads.

In most clusters, the boundaries follow easily recognizable land features (e.g., rivers, roads, railroads, swamps); however, at times, boundaries are invisible lines. The location and determination of invisible boundaries will require some ingenuity.

**8.4. The following guidelines are suggested to locate the selected clusters:**

1. Identify on the map the road used to reach the cluster. When you reach what appears to be the cluster boundary, verify this by checking the location of actual terrain features and landmarks against their location on the map. Do not depend on one single feature; use as many features 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 a cluster, go on to the next one and discuss the matter later with the field coordinator/CSO.
4. In urban areas, street names will often help you locate the general area of clusters. Boundaries can be streets, alleys, streams, city limits, power cables, walls, rows of trees, etc.
5. Check the general shape of the cluster. This will help you determine whether you are in the right place.
6. Read the written description.
7. Locate all the cluster boundaries before you begin interviewing. For example, if the cluster is a rectangular block, the names of three boundary streets are not enough to unequivocally identify the cluster; check all four boundary streets.

## **8.6. Finding Selected Households**

In most cases, the selected households can be located by referring to the household listing form or to the detailed maps of the selected clusters. Since people move around, and sometimes the listing teams may have made errors, you may have difficulty locating the residents of dwellings that were selected. The following are examples of some problems you may encounter and how to deal with them:

## **8.7. Language of Interview**

One of the first things you will do when you approach a household to do an interview is to establish the language or languages that are spoken there. We will be arranging the field teams in such a way that you will be working in an area in which your language is spoken, so there should be few cases in which respondents do not speak your language. In such cases you might be able to find another language that both of you speak and you will be able to conduct the interview in that language.

If the respondent does not speak a language that any of your team members speak, you will need to rely on a third person to translate for you. Since the interview involves some sensitive topics, it is best if you can find an interpreter of the same sex as the respondent. Avoid using the respondent's spouse as an interpreter. Children are also unsuitable interpreters. Remember, try to avoid using interpreters if at all possible since this not only jeopardizes the quality of the interview but will also mean that the interview will take nearly twice as long to conduct.

*Best wishes for success with your important work!*