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**INSTITUT NATIONAL DE LA  
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**NATIONAL INSTITUTE OF  
STATISTICS**

# **Post-Campaign Survey on the use of Long Lasting Insecticide treated Nets (PCS-LLIN 2016)**

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**CAMEROUN**

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## **INTERVIEWER'S GENERAL INSTRUCTIONS MANUAL**

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NIS  
and  
MINSANTE, Cameroon

**June 2016**

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## I PRESENTATION OF THE SURVEY ON THE USE OF LLINs

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The Government with the support of technical and financial partners is making significant efforts to finance the fight against malaria. Specifically, Cameroon got financing agreement from the **Global Fund for the Fight against AIDS, Tuberculosis and Malaria** to implement the **WRC-M-MOH** project entitled “*Achieving and maintaining universal coverage of malaria interventions for sustainable impact, 2015-2017*”. This project aims among others, to achieve universal coverage of populations in Long Lasting Insecticide Treated Nets (LLINs) to significantly reduce morbidity and mortality due to malaria.

It is in this context that Cameroon is carrying out once more, the free distribution of more than 12.3 million LLINs between 2015 and 2016, after the 8 115 879, distributed throughout the national territory during the 2011 campaign. This distribution **is** done in three phases. The first phase targeted the East, North-West, South and South-West regions (July to November 2015). The second targeted the Adamawa, Far-North and North regions (November 2015 to January 2016), and the third targets the Centre, Littoral and West regions (currently going on).

The scope of the survey is the Cameroon national territory. The target population of the survey includes the entire population, children under 5 years and pregnant women usually living in Cameroon and in ordinary households. By ordinary household, we mean a person or a group of persons related or not, living under the same roof (house, compound, etc.) and generally taking their meals together, pooling all or part of their income together to meet their needs, and recognizing the authority of a person among them as household head. Are therefore excluded, collective households such as prisons, barracks, boarding schools, convents, etc. Individuals who are explicitly excluded from the survey are those who, at the time of the survey are:

- non-citizens visiting Cameroon for a few weeks (e.g tourists in the country to visit friends/relatives, etc.) ;
- citizens in the military who declare that their usual place of residence is a military base ;
- citizens who live in specialized establishments, including those residing in hospitals, prisons, old people’s homes and other similar establishments, which will not be sampled in the survey.

### A. Objectives of the survey

Post-Campaign Surveys on the distribution of Long Lasting Insecticide Treated Nets (PCS-LLIN) also falls within the framework of the governmental monitoring of ministerial roadmaps, prescribed by the Head of State. They have as main objectives the collection of information on the effects of different communication strategies, meant to increase the use of LLINs, evaluate the LLIN utilization rate after the campaign within the general population, among children under five years and pregnant women.

Specifically, Post-Campaign Surveys on the distribution of LLINs after each phase, aim at :

- collect information to evaluate the possession of LLINs;
- collect information to evaluate the use of LLINs ;
- measure geographical differences of malaria combat indicators ;
- collect information to assess the LLIN distribution campaign ;
- create an international database useful to researchers working in the area of malaria.

### B. Sampling procedures

The PCS-LLIN 2016 sample is a 2 stage, stratified area sample. The primary sampling unit is the EA as defined by GPHC 2005. Each region is divided into urban and rural parts to form the sampling strata. Yaoundé and Douala as specific domains only have the urban area. A total of 22 sampling strata were identified. The sample will be selected independently in each stratum with a specific

allocation given in table 2.1 that follows.

At the first stage, 361 EA will be selected with probability proportional to size; the size being the number of households identified in the EA during the 2005 GPHC. Prior to the selection of EAs at the first stage, the frame will be sorted by division, sub division health district, and the EA number. This operation will introduce an implicit stratification at the level of all administrative and medical units below the domain, with a proportional allocation of sample sizes as well as enable to have a better sample representation at the domain level.

After the selection of the primary units and before the main survey, enumeration of households and an update of the map will be carried out in each selected EA. This operation will help to provide a complete list of occupied households in each selected EA, and will serve as sampling frame for the selection of households at the second stage. Before enumeration of households, larger EAs with more than 250 households will be split into segments, of which, one will be retained in the sample. This last step is not considered as a stage, since segmentation is intended only to limit the enumeration work within the EA.

The sample distribution given in Table 1 below represents a power adjusted allocation between domains, since proportional allocation cannot guarantee a minimum size required (atleast 500 households) for small domains such as, the East, South and Littoral. While in larger domains such as Douala and Yaoundé, the sample size may not necessarily be large. The sample allocated to each domain is then distributed proportionally for the different area of residence concerned. Among the 361 EAs selected, 203 are located in the urban area and 158 in the rural area. The number of households to be interviewed by cluster is set at 20 in the urban area and 25 in the rural area.

Among the 8010 households selected, 4060 will be in the urban area and 3950 in the rural area. We expect to successfully interview 36,846 persons, 7734 children under 5 years, and 507 pregnant women.

The distribution of the sample retained, represents an oversampling in small domains and under-sampling in large domains. But the oversampling and undersampling doesn't generate sampling bias, since they will be corrected with the use of the survey weights in all data analyzes of the PCS-LLINs 2016.

**Table 1: Allocation of sample clusters and sample households by domain and by area of residence**

Region	Number of households			Number of EAs		
	Urban	Rural	Total	Urban	Rural	Total
Adamawa	220	350	570	11	14	25
Centre*	220	425	645	11	17	28
Douala	800	0	800	40	0	40
East	200	350	550	10	14	24
Far-North	200	650	850	10	26	36
Littoral*	360	150	510	18	6	24
North	200	475	675	10	19	29
North-West	280	425	705	14	17	31
West	300	425	725	15	17	32
South	180	350	530	9	14	23
South-West	320	350	670	16	14	30
Yaounde	780	0	780	39	0	39
<b>Total</b>	<b>4060</b>	<b>3950</b>	<b>8010</b>	<b>203</b>	<b>158</b>	<b>361</b>

### C. Organization of the survey

The survey on the use of LLINs is an important survey implemented by the National Institute of Statistics (NIS), assisted by the Ministry of Public Health (MINSANTE), through the National Malaria Control Programme (NMCP). The NIS is responsible of operational issues, including the planning and running of field operations, data processing and organization of report writing

### ➤ **Organization of data entry**

Data collection will be done with the use of tablets/computers or personal digital assistant. This option excludes the use of data entry agents. Data will be keyed directly on electronic support pre-installed in tablets.

### ➤ **Data quality monitoring plan**

As data will be transferred gradually, quality tables by supervisor and by team (and if necessary by interviewer) will be generated by data processing supervisors, in order to appreciate the reliability of information and compare the performances of the various teams and interviewers. Moreover, consistency computer programmes will be executed for secondary data editing and cleaning. The feedback on the inconsistencies and data quality will be made to field supervisors, who in return, will communicate them to the interviewers.

### ➤ **Data analysis and report writing**

The production of the report will cover the entire duration of the survey process. The components of the report will be compiled after each major step. The adoption of the report's structure aims at spending more time in the choice of tables, in the elaboration of indicators, explanations, etc

A sub-group responsible for compiling the elements of the main report will be set up. At each major step, the subgroup will produce the corresponding section of the report

The sections on the presentation and analysis of results will follow the logical organization retained at the time of validation of the tabulation plan. Following key trends that will arise from the primary results, we will determine the basic characteristics and their grouping into geographical areas (regions/districts), area of residence (urban/rural), level of education (reference classes), sex (male/female), material affluence (wealth quintiles), religion of the household head, etc

Report writing will be done in close collaboration with the NMCP officials who have a greater mastery of sectoral realities and challenges of each of the themes covered by the PCS-LLIN 2016. Experts in various fields will equally be consulted and invited to examine the tables in order to identify key messages. All unusual observations will be treated in the report with the strict respect of the technical specifications and terminologies.

### ➤ **Archiving and dissemination**

As indicated in the previous section, the archiving of information resulting from the PCS- LLIN 2016 will start as soon as the process is launched. This approach aims at identifying innovative practices, that could be gathered, documented and serve as contribution to improve future surveys.

A detailed dissemination plan will be elaborated. This plan will indicate the details on the data provision process to different audience (local, national, regional and worldwide) users.

### ➤ **Ethical consideration**

An ethical clearance for the survey will be available from the National Ethics Committee and all respondents will give informed consent.

The consent shall be obtained from all persons to be interviewed before the interviews. The interviewer will read the consent form to the respondent, and will ask if he/she agrees to participate in the interview. In any case, the National Ethics Committee requires the form to include a brief description of the survey, the data collection process, the possible prejudice it would cause to participants, expected advantages and the voluntary character for the participation to all the stages of the interview.

### ➤ **Pilot survey**

Two clusters, of which, one in the rural area and the other in the urban area will be established for this survey. They will be interviewed by a team of 10 interviewers, 6 supervisors and 2 drivers. These 100 households for 10 interviewers with a workload of 5 households per interviewer per day, allow

us to obtain a period of 2 days for the data collection proper. Before then, interviewers must have completed 3 days intensive training in the use of data collection equipment and operational procedures.

➤ **Survey (8 010 households)**

The survey will be conducted in three phases: the first phase will cover the regions of the East, North-West, South and South-West; the second phase those of Littoral, Adamawa, Far-North and North and the third phase will cover the Central and West.

**a) First phase : 2 455 households (of which 550 in the East, 705 in the North-West, 530 in the South and 670 in the South-West)**

▪ **Cartography for the first phase of the survey**

Before the data collection proper, a cartographic team will conduct the enumeration of all households in 108 enumeration areas. Assuming that it takes two days per cluster, it would take about 16 cartographers for a period of 30 days to enumerate the households. Prior to this, they will have undergone two days training. They will be placed under the control of 4 supervisors.

▪ **Survey proper for the first phase**

Estimates of data collection duration are shown in the table below. They respond to the desire to optimize the balance between average time of interview, the equal distribution of the workload within the field teams and the quality of the data.

**Table 2 : Estimates of data collection duration for the first phase of the survey**

Items	Estimated duration
Total number of working days required	491
Number of households interviewed per two interviews per day	10
Number of household interviewed per day for all the teams deployed on the field	100
Total number of working days for all field operations	30

Data collection on the field will mobilize a group of about 37 persons, distributed as shown in Table 3, excluding regional officials of the NIS/MINSANTE and administrative support staff. Under the above assumptions, 20 interviewers will be needed. These interviewers will be divided into 5 teams and placed under the authority of a controller. Data collection work will be controlled by 8 regional supervisors (four from the NIS and four from the NMCP) and four central supervisors (NIS and NMCP), and will benefit from the support of regional officials of the NIS/MINSANTE.

**Table 3 : Estimates of human resources needs for the first phase of the survey**

Type of personnels	Estimated number
Regional supervisors (2 per region)	8
Central supervisors (1 per region)	4
Interviewer (2 per EA)	20
Controllers (1 for two interviewers)	5

Recruitment of interviewers will be done by public invitation to tender for persons with at least the advanced level.

Retained agents will be trained for 4 days, of which 3 days meant for training in the hall on how to properly fill out the questionnaires and to ensure the accuracy and completeness of data. The last day will be used for field practice, whose aim is to make interviewers to have an idea on the hazards of the field, the identification of households, the difficulties they will encounter during data collection proper as well as getting prepared psychologically. The training will be done using various methods comprised of role playing, questions and answer sessions. The training will be in French, but with simulations using local languages to verify the quality of the **interpretation**.

**b) Second phase : 3 405 households (of which 1 310 in the Littoral, 570 in the Adamaoua, 850 in the Far-North and 675 in the North regions)**

▪ **Cartography for the second phase of the survey**

Before the data collection proper, a cartographic team will conduct the enumeration of all households in 154 enumeration areas. Assuming that it takes two days per cluster, it would take about 26 cartographers for a period of 27 days to enumerate the households. Prior to this, they will have undergone two days training. They will be placed under the control of 4 supervisors.

▪ **Survey proper for the second phase of the survey**

Estimates of data collection duration are shown in the table below. They meet the desire to optimize the balance between average time of interview, the equal distribution of the workload within the field teams and the quality of the data.

**Table 4 : Estimates of data collection duration for the second phase of the survey**

Items	Estimated duration
Total number of working days required	870
Number of households interviewed per two interviews per day	10
Number of household interviewed per day for all the teams deployed on the field	160
Total number of working days for all field operations	30

Data collection on the field will mobilize a group of about 35 persons, distributed as shown in Table 5, excluding regional officials of the NIS/MINSANTE and administrative support staff. Under the above assumptions, 28 interviewers will be needed. These interviewers will be divided into 7 teams and placed under the authority of a controller. Data collection work will be controlled by 10 regional supervisors (five from the NIS and five from the NMCP) and 5 central supervisors (NIS and NMCP), and will benefit from the support of regional officials of the NIS/MINSANTE.

**Table 5 : Estimates of human resources needs for the second phase of the survey**

Type of personnels	Estimated number
Regional supervisors (2 per region)	10
Central supervisors (1 per region)	5
Interviewers (2 per EA)	28
Controllers (1 per 2 interviewers)	7

Recruitment of interviewers will be done by public invitation to tender for persons with at least the advanced level.

Retained agents will be trained for 4 days, of which 3 days meant for training in the hall on how to properly fill out the questionnaires and to ensure the accuracy and completeness of data. The last day will be used for field practice, whose aim is to make interviewers to have an idea on the hazards of the field, the identification of households, the difficulties they will encounter during data collection proper as well as getting prepared psychologically. The training will be done using various methods comprised of role playing, questions and answer sessions. The training will be in French, but with simulations using local languages to verify the quality of the **interpretation**.

**c) Third phase : 2 150 households (of which 1 425 in the Centre and 725 in the West)**

▪ **Cartography for the third phase of the survey**

Before the data collection proper, a cartographic team will conduct the enumeration of all households in 67 enumeration areas. Assuming that it takes two days per cluster, it would take about 10 cartographers for a period of 30 days to enumerate the households. Prior to this, they will have undergone two days training. They will be placed under the control of 3 supervisors

▪ **Survey proper for the third phase of the survey**

Estimates of data collection duration are shown in the table below. They meet the desire to optimize



the balance between average time of interview, the equal distribution of the workload within the field teams and the quality of the data

**Table 6 : Estimates of data collection duration for the third phase of the survey**

Items	Estimated duration
Total number of working days required	430
Number of households interviewed per two interviews per day	10
Number of household interviewed per day for all the teams deployed on the field	70
Total number of working days for all field operations	30

Data collection on the field will mobilize a group of about 42 persons, distributed as shown in Table 7, excluding regional officials of the NIS/MINSANTE and administrative support staff. Under the above assumptions, 24 interviewers will be needed. These interviewers will be divided into 6 teams and placed under the authority of a controller. Data collection work will be controlled by 8 regional supervisors (four from the NIS and five four from the NMCP) and 4 central supervisors (NIS and NMCP), and will benefit from the support of regional officials of the NIS/MINSANTE.

**Table 7 : Estimates of human resources needs for the second phase of the survey**

Type de personnels	Estimated number
Regional supervisors (2 per region)	6
Central supervisors (1 per region)	3
Interviewers (2 per EA)	14
Controllers (1 per two interviewers)	3

Recruitment of interviewers will be done by public invitation to tender for persons with at least the advanced level

Retained agents will be trained for 4 days, of which 3 days meant for training in the hall on how to properly fill out the questionnaires and to ensure the accuracy and completeness of data. The last day will be used for field practice, whose aim is to make interviewers to have an idea on the hazards of the field, the identification of households, the difficulties they will encounter during data collection proper as well as getting prepared psychologically. The training will be done using various methods comprised of role playing, questions and answer sessions. The training will be in French, but with simulations using local languages to verify the quality of the **interpretation**.

#### *D. Survey Questionnaire*

In the framework of the execution of this survey, one questionnaire will be used. The modules of the survey on malaria indicators elaborated by ICF MACRO and partners will serve as reference materials for the design of the questionnaire

The household questionnaire will be used to: generate a list of all **de jure** members of the household (usual residents) as well as their individual characteristics (sex, age, date of birth, education, etc.), to determine the socio-economic status, to evaluate the possession of mosquito nets and from the 2015 LLIN distribution campaign and their use. The questionnaire will have five sections: 0) household identification; i) list of household members; ii) household characteristics; iii) protection against mosquitoes; iv) evaluation of the LLIN distribution campaign, v) mosquito nets use and preference vi) continuous use of mosquito nets

In addition to the questionnaire, filling questionnaires guides (manuals) will be produced. They will be used as reference documents for data collection on the field.

#### *E. Role of the interviewer*

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

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

- Locating the structures and households in the sample and completing the Household Questionnaire;
- Negotiating appointment and proceed with the interview of households;
- Checking completed interviews to be sure that all questions were asked and the responses neatly and legibly recorded;
- Returning to households to complete interview.

These activities will be fully described throughout this manual and during your training.

### *F. Training of interviewers*

Although some people are more adept at interviewing than others, one can become a good interviewer through experience. Your training will consist of a combination of classroom training and practical experience. Before each training session, you should study this manual carefully along with the questionnaire, writing down any questions you have. 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.

Previous PCSs-LLIN were conducted in several phases: Data collection, data entry, data editing, production of indicators and report writing. Given the long duration between the end of data collection and the release of results to the public and the opportunity to reduce time limits offered by new technologies for data collection, the NIS has opted in the framework of the PCS-LLIN 2016, for Computer Assisted Personal Interviewing (CAPI)

Each interviewer shall receive the following list of materials:

- Household Questionnaire;
- Instructions manuals (PAPI manual, CAPI manual);
- A computer or a tablet.

Please ensure that you bring these materials each day during the training and to the field during fieldwork.

During the training, the questionnaire sections, questions, and instructions will be discussed in detail. You will practice the reading of the questionnaire aloud to another person several times, in order to become comfortable with the reading of questions aloud. This is an important exercise for the next phase of the training. You will also be asked to take part in role playing in which you will practice by interviewing another trainee.

Another phase of this training will be devoted to the practice of computer or tablets assisted interviews on the field, where you will actually interview household members. During the practice of interviews on the field, you will have to check and control questionnaires as you'll have to do similarly at the time you are posted on the field.

You will be given tests to see how you are progressing during your formal training period. These tests will help to evaluate your knowledge and your understanding of questionnaires and survey procedures. At the end of the training course, interviewers will be selected.

The training you receive as an interviewer does not end when the formal training period is completed. Each time a controller meets you on the field to discuss on your work, your training will continue. The formal training period merely provides you with the knowledge and basic information regarding the survey, questionnaires, etc. The observation and continuous monitoring of field work complete the training. This is especially important during the first days of fieldwork. Once more, when you encounter situations that were not considered during the training, it will be helpful to discuss them with your team. Other interviewers may encounter similar problems, so you can benefit from the experiences of others.

## *G. Supervision of interviewers*

Training is a continuous process. Observation and supervision throughout the fieldwork constitute part of the training and data collection process. Your team leader or your supervisor will play a very important role in pursuing your training and in ensuring the quality of survey data. He/she will:

- Check randomly some of the addresses selected for interview to make sure that you have correctly identified the households and that you interviewed them. He will re-conduct the interview in those interviewed households (selected randomly) to check the veracity of information collected and the authentic nature of households;
- Review each questionnaire to be sure it is complete and consistent;
- Participate in some interviews to ensure that questions are correctly asked and the answers rightly written down and/or encoded;
- Meet with you on a daily basis to discuss on results and performances and assign you new tasks;
- Help you to solve problems in identifying selected households, to understand and master the questionnaire or help you to resolve problems you have got with difficult respondents.

## *H. Survey regulation*

The NIS can dismiss any interviewer who doesn't work at the desired level to produce high quality data, required to make the survey a success. For the workload to be equally distributed and the support shared equitably, the following survey regulations have been established and will be applied in all circumstances:

1. Except for illnesses cases, any person who is absent from work during part of the training or part of the fieldwork (being it for a whole day or part of a day) without prior approval from his/her supervisor may be dismissed from the survey;
2. The selection of the survey team members is competitive; it is based on performance, ability, and testing results during the training. Therefore, any person found offering assistance to or receiving assistance from another person during tests will be dismissed from the survey;
3. During the training and the period of fieldwork, you represent the NIS. Your conduct should be professional and you must be kind when you deal with the public. We must be conscious of the fact that we can only do this work with the goodwill and cooperation of the persons we interview. Therefore, any member of the team with signs of aggressiveness, rudeness or disrespect towards persons on the may be dismissed from the survey.
4. To ensure the success of the survey, each team must work closely together, by sharing their difficulties, by cooperating and supporting each other. We will try as much as possible to constitute teams in a manner to enhance cooperation and good will of the team. However, any team member, who, in the judgment of the projet Director, has a troublesome influence on the team may be transfered to another team or may be dismissed from the survey;
5. It is indispensable that the data collected during fieldwork should both be accurate and valid. To control inaccurate or invalid data, random checks will be undertaken. We can dismiss, at any time, interviewers during fieldwork if their performances do not guarantee high quality results required by this survey;
6. The survey data are confidential. You shouldn't discuss this with anyone, including your colleagues. Under no circumstances confidential information should be disclosed to third parties. Persons who do not respect these rules, and therefore the confidence of (the) respondent (s) will be dismissed.

## II. HOW TO CONDUCT AN INTERVIEW ?

---

Conducting interview successfully is an art and should not be treated as a mechanical process. Each interview is a new source of information, so make it interesting and pleasant. The art of interviewing develops with practice but there are certain basic principles that interviewers must follow to succeed interviews. In this section you will find a number of general guidelines on how to establish good relationship with respondents in order to succeed an interview.

### *A. How to establish good relationship with the respondent*

For each household selected, the supervisor shall designate the interviewer who will establish the first contact. Any adult person with good mental health and member of the household is qualified to respond to the household questionnaire.

The interviewer and the interviewee are strangers to each other and one of the responsibilities of the interviewer is to establish contact. The respondent's first impression of you will influence his/her willingness to cooperate with the survey. Make sure your outfit is correct and your attitude is friendly when you present yourself. Before you start working in an area, your team leader will have to inform the local authorities, who in return, will inform men and women of the locality that they will have to be interviewed. You will equally be given a letter or a badge which will testify that you are working for the National Institute of Statistics.

#### *1. Make good impression at the beginning*

When you arrive a dwelling unit, first check the number of households selected that reside there. If there are several households, you will have to interview all of them. Do your best to make the respondent feel at ease. With a few well-chosen words, you can put the respondent in the right frame of mind for the interview. Start the interview with a smile and greeting such as (Good Morning or Good Afternoon) and then proceed with your introduction. A short discussion on the respondent's pre-occupation can help to establish a good « interviewer-interviewee » relationship. However, you must avoid long discussion, go straight to the interview

#### *2. Obtain the consent of persons to be interviewed*

You must obtain the respondent's informed consent for participating to the survey before you begin interview. Special statements are included at the beginning of the Household Questionnaire **and the caretaker's questionnaire**. The consent explains the purpose of the survey to the respondent and specifies his/her voluntary participation. It equally serves to acquire the respondent's cooperation to the survey. Read the informed consent statement exactly as it is written. Please ensure the respondent that the data you collect are for research purposes only and that you are not out to make judgments on his/her lifestyle or socioeconomic status.

#### *3. Always have a positive approach*

Never adopt an air of apology, and do not use phrases such as "Are you too busy?" Such questions may lead to refusal before you could start. Rather tell the respondent, "I would like to ask you a few questions" or "I would like to talk to you for a while".

#### *4. Lay emphasis on the confidential character of responses, if necessary*

. If the respondent is hesitant about responding to the interview or asks what the data will serve for, explain that the information you collect will remain confidential, no individual name will be used for any purpose, and that all information will be grouped together to write a report.

In addition, you should never mention other interviews or show completed questionnaires to other interviewers or team leaders in front of a respondent or any other person.

#### *5. Answer the respondents questions sincerely*

Before agreeing to be interviewed, the respondent may ask you some questions about the survey or how he/she was. Be direct and pleasant when you answer.

The respondent may also be concerned on the duration of the interview. If it is asked **by a woman**, tell her that the interview usually takes about 15 minutes. Inform the respondent that you are available to come back at any other time if he/she is not available at that time to answer the questions.

Respondents may ask questions or want to talk further more on the topics you bring up during the interview, e.g., about community health workers or about their intervention. It is important not to interrupt the flow of the interview. As such, tell him/her that you will answer his/her questions with pleasure or that you will discuss on this topic after the interview.

#### *6. Interview the respondent alone*

The presence of a third person during an interview can prevent you from getting sincere and honest answers from a respondent. It is therefore very important that the **individual interview** be conducted privately and that all questions should be answered by the respondent himself/herself.

If other persons are present, explain to the respondent that some of the questions are private and ask to interview the person 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 impossible to get privacy, you may have to carry out the interview with the presence of other persons. However, in such circumstances, it is important that you remember that :

- If there are more than one eligible respondent in the household, you must not interview one in the presence of the other.

Dans tous les cas où d'autres personnes sont présentes, essayez de vous isoler autant que possible avec l'enquêtée. In any case, where other individuals are present, try as much as possible to isolate yourself with the respondent.

#### *B. Advices to conduct interview*

##### *1. Be neutral during the interview*

Most people are polite and tend to give answers they think you want to hear. Consequently, it is very important that you remain absolutely neutral as you ask the questions. By facial expression or tone of voice, do not let the interviewee think that he/she has provided the right or wrong answer to the question. Never give the impression to approve or disapprove the respondent's answer. The questions are all carefully worded to be neutral. They do not suggest that a response is more likely or preferable to another. If you don't read fully the question, you can destroy that neutrality

If the respondent gives an ambiguous answer, try to deepen in a neutral way, asking questions such as:

*"Can you explain a little more?"*

*"I have not understood very well. Could you please repeat?"*

*"No need rushing. Take your time to think"*

##### *2. Never suggest answers to respondents*

If a respondent's answer is not relevant, do not help him/her by saying something like **"I assume you mean ... isn't it?"** Very Often, the respondent will agree with your interpretation, even if it is not correct. Instead, you must deepen the problem so that the respondent finds the relevant answer. You should never read the list of coded answers to the respondent, even if he/she has difficulties to answer.

##### *3. Do not change the wording or sequence of questions*

Formulation of questions and their sequences in the questionnaire should indeed be respected. If the respondent has misunderstood a question, you should repeat the question slowly and clearly. If he/she doesn't still understand, you can rephrase the question, while making sure that you do not change the sense of the original question. In this manual, some questions have been reformulated and you must administer them as required by the manual. Only give the minimum required information to obtain a relevant answer.

#### 4. *Tactfully handle hesitant respondents*

In some cases, the respondent will simply say “*I do not know*”, he/she will give an irrelevant answer, seem bored or not interested, contradicting something he/she said earlier, or refuse to answer the question. In such cases, it is your duty to revive his interest in the conversation. For example, if you feel he/she is intimidated or frightened, try to put him/her in confidence before asking the next question. Spend a few moments talking about things not related to the interview (eg, his town or village, time, daily activities, be careful for you not to be gottent carried away, etc.)

If the respondent gives irrelevant or complicated answers, do not stop him/her abruptly or impolitely, but listen to what he/she has to say. Then try to direct him/her gently towards the original question. A good atmosphere must be maintained throughout the interview. A good atmosphere for an interview is achieved when the interviewee considers the interviewer as a person who is kind, receptive and friendly, and who doesn't intimidate, and to whom he can say anything without feeling intimidated or embarrassed. As it was previously said, one of the main strategies to win the respondents confidence is to be alone with him/her. This problem could be solved if you find an isolated place where to conduct the interview.

If the respondent is reluctant or unwilling to answer a question, explain once again that the same question is being asked **to all women** all over the country and that the answers will all be merged together. If the respondent is still reluctant, simply write “REFUSED” beside the question and proceed as if nothing had happened. Remember, the respondent is not obliged to answer to the questions.

#### 5. *N'ayez pas d'idées préconçues*

Do not have preconceived ideas on the interviewee's capacity and knowledge.

#### 6. *Ne précipitez pas l'interview Do not precipitate the interview*

Posez les questions lentement pour que l'enquêté(e) comprenne bien ce qu'on lui demande. Après avoir posé une question, attendez quelques instants et donnez-lui le temps de réfléchir. Si l'enquêté(e) se sent bousculé(e) ou si on ne lui permet pas de formuler sa propre opinion, il/elle peut répondre "Je ne sais pas" ou donner une réponse inexacte. Si vous pensez que l'enquêté(e) répond sans réfléchir, simplement pour hâter l'interview, dites à l'enquêté(e), "On n'est pas pressé. Votre opinion est très importante, aussi réfléchissez à vos réponses avec soin."

### *C. Langue de l'interview*

The questionnaires are either in English or in French, although the interview will be conducted in the national language or in the dialect. One of the first things to do when you approach a household for interview is to ensure the language spoken in the household. We will organize field teams in a way that you will be working in an area where your language is spoken, and there will be few cases where the respondent(s) speak(s) a language different from yours. If such a situation arises, you might find a common language spoken by all and then interview in that language. However, in some cases, it will not be possible to find a common language of communication between you and the respondent(s). In this case, check if someone in your team or your team leader speaks the language (or dialect) of the respondent (s). If this is the case, inform your team leader who will have to take the necessary measures in sending this person to conduct the interview.

Try as much as possible to avoid using interpreters as this compromises not only the quality of the interviews, but also, the interview will take longer than normal. However, if nobody in the team understands the respondent's language, you will have to use an interpreter. Since the interview is based on sensitive issues, it would be necessary to look for another woman as interpreter if you are interviewing a woman. You shouldn't in any circumstance use the respondent's husband as interpreter. Children are not suitable as interpreters. We will conduct interviews in the local language [LANGUAGE] during training. However, there may be times when you have to reformulate the questions in your dialect to reflect the cultural context of the region. It is very important not to change the meaning of a question when you rephrase it or interpret it in another language.

### III. WORKING METHOD ON THE FIELD

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Fieldwork will proceed according to a timetable, and the survey will be successful only if each member of the interviewing team understands and follows correctly field procedures. The following sections examine these procedures and describe the best procedures relative to the work's mission and keeping records of selected households.

#### A. Preparatory activities and assignment sheets

##### 1. Household survey : Attribution of the interviewer's assignment sheets

Every morning, your controller will give you an overview of the of the day's work. He/she will explain how to find the households assigned to you. When your **team leader** assigns households to you, you should write the identification information on the Interviewer's Assignment Sheet (see Figure 1). The identification information such as the household number, structure number or address, and name of the household head will be written in Columns (1) through (4).

Columns (4) through (10) of the Interviewer's Assignment Sheet help to summarize the results of your work on the field for each household. At the end of the day, you will have to record in these columns, the final outcome for all household visits **and individual interviews you conducted**.

When you have been attributed a piece of work, you will have to examine it very fast and ask all questions you might have. Remember that your team leader will not always be available to answer questions once the work begins. You should be sure that:

- columns (1) through (3) of the Interviewer's Assignment Sheet are completed and that they contain all the information you will need to identify the selected households;
- you have a cartographic dossier of enumeration areas, structures and households to be interviewed;
- you know the location of the selected enumeration area and that you have sufficient materials (maps, written guidelines etc) to help you locate it ;
- you have questionnaires (household questionnaire et child and woman health questionnaire).

Après avoir rempli le Questionnaire Ménage, vous enregistrerez le résultat des sections 1 à 5 de l'interview en colonne (5) ainsi que les noms et numéros de ligne des personnes éligibles en Colonnes (6) et (7). Selon l'âge de la personne, interroger soit 1 personne à charge de l'enfant (Moins de 15 ans) ou alors la personne choisie de manière aléatoire (15 ans ou plus). After completing the household questionnaire, record the result of the household interview (from the cover page) in Column (5) as well as the name and line number **of eligible persons in columns (6) and (7)**. Use a questionnaire for each person who takes care of children under 6 years. Fill the identification information on the cover sheet of the person care giver Questionnaire for each eligible woman identified in the Household Schedule.

Une fois l'interview à cette section terminé, vous enregistrerez le résultat de cette section en Colonne (8) de la FAE. Vous inscrirez également votre nom et numéro de l'enquêteur au bas de la FAE. Après avoir complété toutes les interviews, vous inscrirez le nombre de personnes enquêtées à la section 6 et le nombre de Questionnaires entièrement rempli au bas de la feuille de retour que vous remettrez à votre. La date à laquelle chaque questionnaire est remis au chef d'équipe doit être inscrite aux Colonnes (9).

**FIGURE 1 : INTERVIEWER'S ASSIGNMENT SHEET**

**CLUSTER NUMBER:**

--	--	--

**NAME OF LOCALITY** \_\_\_\_\_

**PAGE** \_\_\_\_\_ **OF** \_\_\_\_\_ **PAGES**

HOUSEHOLD SURVEY					INTERVIEW OF SECTION 6 (CONTINUOUS USE OF MOSQUITO NETS)				OBSERVATIONS
SAMPLE HOUSEHOLD NUMBER (1)	STRUCTURE NUMBER/ HOUSEHOLD NUMBER (2)	NAME OF HOUSEHOLD HEAD (3)	DATE ATTRIBUTED (4)	FINAL OUTCOME SECTION 1 TO 5 (5)	NAME OF ELIGIBLE PERSON IN SECTION 06 (6)	LINE N°. OF ELIGIBLE PERSON (7)	FINAL OTCOME SECTION 6 (8)	DATE OF RETURN (9)	
CODES FOR COLUMN 5					CODES FOR COMLUMN 8				
1. COMPLETED 2. NO HOUSEHOLD MEMBER OR NO COMPETENT RESPONDENT AT HOME AT THE TIME OF VISIT COMPÉTENT AU MOMENT DE LA VISITE 3. ENTIRE HOUSEHOLD ABSENT FOR AN EXTENDE PERIOD OF TIME 4. DIFERRED 5. REFUSAL 6 OTHER _____					1 COMPLETED 2 NOT AT HOME/NOT FOUND 3 DIFRRED 4 REFUSAL 5 PARTIALLY TERMINATED 6 INVALID 7 OTHER _____				

**NAME OF INTERVIEWER**

--	--

**NUMBER OF HOUSEHOLDS INTERVIEWED SECTION 1 TO 5**

--	--

**NUMBER OF SECTION 6 FILLED**

--	--



## 2. *planning of follow-up visits*

Because each household has been carefully selected, you must make every effort to conduct interviews with the individuals who are identified as eligible in section 6. You should be organized to find a suitable time to conduct the interviews.

At the beginning of each day, you should examine the first page of your questionnaires to see if you made any appointments for revisiting a household or eligible respondent. If no appointments were made, make your follow-up visits oouseholds at a different time other than the previous visits; for example, if the initial visits were made in the early afternoon, you should try to arrange your schedule so that you can make a follow-up visit in the morning or late in the afternoon. Scheduling follow-up visits at different times is important for reducing the rate of non-response (i.e., the number of cases in which you fail to contact a household or to conduct an interview).

As soon as you have completed your task of the day, you should meet with your controller to give him/her your completed questionnaires or transmit files to your controller. The latter could call you at any time to correct inconsistencies. In some cases, you may have to return in a household in order to complete poorly collected information.

## 3. *Keeping questionnaires or data confidential*

You are responsible for seeing that the questionnaires are kept confidential. Do not share the results with other interviewers. You should never interview a household in which you know one or more of the members, even if they are only casual acquaintances. If you are assigned a household in which you know a person even if that person is not eligible for interview, you should notify it to your supervisor so that he/she can assign that household to another interviewer. You should not attempt to see the completed questionnaires for that household nor discuss the interview results with your colleagues.

## 4. *Supplies required for fieldwork*

Before leaving for the field every morning, you should make sure you have adequate supplies for the day's work. These supplies include the following:

- Interviewer's assignment seet ;
- Your different manuals (CAPI and PAPI) ;
- Your personal identification document ;
- Your computer or tablet with the application that functions properly;
- Cartographic dossiers of EAs to be surveyed within the day ;
- A writing desk to write and pencils (for notes) ;
- A satchel or bag to transport the logistics of the survey and other documents.

### *B. Methods to get in contact with households and eligible persons in section 06*

#### *1. Locating sample households*

Each selected enumeration area will be visited by the official in charge of cartography before the start of the survey in order to :

1. prepare up-to-date maps to indicate the location of structures or dwelling unit ;
2. assign a consecutive number on the map for every inhabited structure. The structures other than inhabited structures should not be numbered. An occupied structure may have one or more lodgings in which households live therein; this could be an apartment, a house, a hut, for example.

In a structure, there may be one or more lodgings. For example, there could be lodging in a hut, but there could be 50 lodgings in an apartment building or five lodgings in a parcel or dwelling unit. A

lodging is a dwelling or set of rooms occupied meant to shelter one or more households. It could be distinguished from neighboring lodgings by different access. Each apartment or apartment building is considered a structure and this should be reflected in the consecutive numbering of structures. This will be indicated on the sketch map by numbers. For example (20-25). This indicates that there are six lodgings in the structure, and numbered as 20, 21, 22, 23, 24 and 25. The numbering will be done sequentially by levels if the structure is an upstairs

Specific households were selected to be interviewed, and you should have no problem finding the structures that are allocated on the sketch map. By definition, a household consists of a person or group of persons, related or not, living together in the same lodging, who recognize an adult, man or woman, as head of household and who make common provision for their household needs (sharing the same meals and other basic needs), and consider themselves part of a single unit. In some cases, we can find a group of people living together in a lodging, but each person has his home (his only meal prepared independently). In this case, each individual must be considered a unipersonal household. Collective households such as hotels, military camps, boarding schools and prisons are not considered as household in this survey.

In each selected dwelling unit you should interview the selected households

## *2. Difficulty in getting in contact with a household*

In some cases you will have difficulties in 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 and the lodging is empty. If a household has moved from the lodging in which it was listed and no one lives in the lodging, you must consider the lodging as vacant and enter code '6' on the Household Questionnaire cover page.
- b) The household selected 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 does not correspond to what you find on the field. For example, a household assigned to you, whose head is Arthur NGAH, which is listed in the structure number EPC-MILDA2016/200/003/02. But when you get to EPC-MILDA2016/200/003/02, the household head who lives there is called Mary EWANE. Then consider the household living in EPC-MILDA2016/200/003/02 as the selected household. You should interview the household headed by Mary EWANE.
- d) The household selected does not live in the structure that was listed. If, for example, you were assigned a household headed by Casimir KETCHOUM in the lodging EPC-MILDA2016/200/007/04, and you find that Ghislaine NGONO actually in another structure, interview the household living in EPC -MILDA2016/200/007/04. In other words, if there is a disagreement between the structure number and the name of the household head, interview the household that lives in the lodging that was assigned to you. In such cases, notify the controller of such a situation.
- e) The listing shows only one household in the lodging, but two households are living there now. In this case, interview both households, and write a note on the Household Questionnaire cover page, stating that a household was not on the list. Your team leader will give a number to this household you should record on the questionnaire. However, if the listing shows two households, of which only one was selected, and you find three households there now, only interview the household that was selected and ignore the other two. In any of these cases, inform your team leader of the situation.
- f) The household head has changed. In some cases, the person designated as household head has moved away or died since the establishment of the list. Interview the present household.

g) The house is closed and the neighbours say the residents are on the farm (or visits, etc.) and will only be back in some days or weeks. Enter Code '3' (HOUSEHOLD ABSENT FOR A LONG PERIOD). The house should be revisited at least two more times to ensure whether household members have returned.

h) The house is closed and the neighbours say that no one lives there; the household has moved for ever. Enter Code '6' (DWELLING VACANT OR ADDRESS NOT A DWELLING).

i) A structure that you visited is actually a shop and no one lives there. Check carefully to see if nobody lives there. If this is the case, enter Code '6' (DWELLING VACANT OR ADDRESS NOT A DWELLING).

j) A selected structure is not found in the cluster, and residents inform you that it was destroyed in a fire incidence. Enter Code '7' (DWELLING DESTROYED).

k) No one is at home and neighbours tell you that the family went to the market. Enter Code '2' (NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT THE TIME OF THE VISIT) and return to the household when the family will be back (later the same day or the next day)

Discuss with your supervisor of all the problems you encountered in locating lodgings/households that were allocated to you for interview. Remember that the EPC-MILDA2016 sample represents the entire country only if interviewers find and interview all assigned households.

### 3. *Identification of eligible respondents*

Being " eligible " means to be qualified for something. An eligible person is one who meets the required qualifications to be interviewed or of which data must be collected. You will use the list of household members in the household questionnaire to identify the person to be interviewed in section 06.

In each household, one person will be eligible to answer questions in Section 6 on the continuous use of mosquito nets. According to the fact that the randomly selected person is under 15 or 15 years or more, the person in charge or the individual himself is being interviewed accordingly.

In some cases, you will encounter difficulties to know whether a person is eligible or not. Take these examples as a guide :

- A visitor who spent the night before your visit in the household but who is in the market when you get to the household is eligible. You will have to return in the household for the interview;
- A visitor who is a permanent resident in the household and who spent the night before your visit with her sister. She will be considered as a household member in the list of household members and is eligible to be interviewed;
- A young woman who is in college and made a brief visits. She is not a resident of the household.

### 4. *Difficulties in conducting individual interviews*

Various types of difficulties to conduct interviews with an eligible woman may arise. These include :

A an eligible person is not available. If she is not at home during your visit, check with neighbours or with members of the household on the time she will be back. You must visit the household at least 3 times, while making an effort that each visit takes place at a time of the day different from the time of other visit days. It is not acceptable to make all these visits on the same day, in order to meet the interviewee.

b) The respondent refuses to be interviewed. The availability and willingness of respondent to cooperate in the interview largely depend on the first impression you make during your first meeting. Introduce yourself and explain the purpose of the visit. Read the introduction to the questionnaire. You could focus on the confidentiality of information that is collected during this operation and the short duration of the interview. If the respondent is not willing to be interviewed, it could be that the present time is inconvenient. Ask if another time would be more convenient and make an appointment. If the person still refuses to be interviewed, enter Code '4' (REFUSED) as a result of the visit on the cover page and report it to your controller.

c) The respondent may be called away during the interview or would not like to answer any questions at the time of the visit. When an interview is incomplete, you must arrange to make an appointment to meet with the respondent as soon as possible to complete the interview. Make sure that you mention on the cover page of the questionnaire that interview is incomplete by ticking the code "5" (PARTIALLY COMPLETED) and specify the time of the next appointment agreed, you should also inform your supervisor of the problem.

d) The respondent is incapacitated. It could be that the respondent could not be interviewed because he/she is too sick, or mentally unable to understand the issues, or because he/she is deaf, etc. In these cases, record code 6 (INCAPACITATED) on the cover page of the questionnaire and on your Assignment Sheet.

The result of the final visit to contact an eligible respondent should also be noted in column (8) of your Assignment Sheet. It is very important that you record the visits correctly on the Assignment Sheet, since this form provides a summary of interviews for each EPC-LLIN 2016 sample household. These forms will be returned to the central office for verification at the end of the interviews, and will be used to calculate response rates.

### *C. Carry out follow-up visits*

Each household has been carefully selected; you must make every effort to conduct interviews with households that are assigned to you as well as the eligible persons who have been identified for section 06. It may however be possible that a household member is not available at the time of your first visit. In this case, you need to make at least three visits, at different times, to get an interview with a member of the household and at least three different visits to get one with the eligible person for individual interview.

Every day before starting work, you must examine the cover pages of your questionnaires to see if you do not have appointments for revisiting a household or an eligible respondent. If no appointments have been made, make your follow-up visit at a time different from the other time of the previous visit; for example, if the initial visits were made in the early afternoon, you should try to arrange your schedule so that you can make a follow-up visit in the morning or late in the afternoon. Scheduling follow-up visits at different times is important for reducing the rate of non-response (i.e., the number of cases in which you fail to contact a household or to conduct an interview)

### *D. Checking of filled questionnaires*

It is the responsibility of the interviewer to check each questionnaire at the end of each interview. This check is done before leaving the household to make sure that all appropriate questions were asked and the answers were properly recorded in their respective boxes. You are able to do only minor corrections, but in most cases, you should discuss once more with the respondent. You just explain to the interviewee that you have made mistakes and ask the question or questions again

Anything out of the ordinary should be explained in "comment" at the end of the questionnaire. These comments are very helpful to the supervisor for checking and verification of the questionnaire. They are also read in the office and used to solve problems that may be encountered during data entry and data processing.

*E. Return of questionnaires attributed or transmission of files*

At the end of each working day in the field, make sure you have completed the Household Questionnaire cover page for each household assigned to you, whether or not you have finished the interview. For all interviews you have completed, record the final result on your Assignment Sheet (AS).

*F. Data quality*

The supervisor/controller has the responsibility to verify the household questionnaires from a sample selected from the cluster when the team of interviewers is still in the cluster. Questionnaires verification rules are detailly presented in the team leader’s manual. It is particularly important that the questionnaires are fully checked and corrected at the beginning of data collection. The supervisor will discuss with each interviewer on the mistakes committed during data collection. It may sometimes be necessary to send back an interviewer to a respondeny to correct some errors.

**IV. GENERAL INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRES**

To gather the necessary information, you need to understand how to ask each question, what information we try to get in a question and how to handle problems that may arise during an interview. You should also know how to record properly the answers given by respondents and follow the specific instructions of the questionnaire. This part of the manual is designed to help you get acquainted with the survey questionnaire.

*A. Ask the questions*

It is very important that you ask each question exactly as it is written in the questionnaire. When you ask a question, be careful to speak slowly and clearly so that the respondent(s) has no difficulty hearing or understanding the question. Sometimes, you will be forced to repeat the question to make sure that the respondent has understood. In this case, do not paraphrase the question, repeat it as worded. If, after repeating the question, the respondent still does not understand, you may be obliged to ask it in other words. However, be very careful when you change the terms in order not to change the meaning of the original question.

In some cases, you may need to ask additional questions, (we call it stress) to get a complete response from the respondent. If this happens, make sure that your interventions are “neutral” and that they do not suggest any answer to the respondent. These interventions require both tact and skill and will be one of the most challenging aspects of your work as an interviewer.



*B. Record answers*

In this survey, there are four kinds of questions in the questionnaire: (1) questions with nmeric pre-coded answers, (2) Questions with pre-coded alphanumeric answers, (3) questions with no pre-coded answers. They are not coded questions, and (4) filters. These answers will be recorded by entry on computers or tablets

*1. Questions with numeric pre-coded answers*

The answers to these questions are listed in the questionnaire. To record the respondent's answer, you just simply need to circle the number (code) corresponding to the answer given. Be certain that each circle surrounds only a single number.

Example

401	Have you heard, seen or received messages BEFORE the campaign??	YES.....1 NO.....2	 
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2. Questions with alpha numeric pre-coded answers

If the answer codes are numbers, as in the above example, a single answer should be circled. On the contrary, if the answer codes are alphabetical letters (A, B, C, etc.), each category is considered a question.

Example

305	Why are there no mosquito nets that could be used in your household?	LACK OF MEANS	A
		NOT NECESSARY	B
		USE SOMETHING ELSE	C
		NOT ENOUGH MOSQUITO NETS	D
		DOESN'T LIKE	
		OTHER_____	
		DOESN'T KNOW	X Z

In some cases, the pre-coded question includes a category "OTHER". This category "OTHER", should be circled when the respondent's answer is different from all the coded answers provided to this question. Before using the category "OTHER", you need to ensure that the answer does not match with any of the listed categories. When you circle the code "OTHER" for a particular question, you should always include the respondent's answer in the blank space on which is inscribed SPECIFY.

417	Which means of transport did you use to get there?	ON FOOT	1
		BY VEHICLE	2
		BY MOTO BIKE	3
		BY CANOE	4
		BY BICYCLE	5
		OTHER... <i>Boudhisme</i> .....	⑥
		DOESN'T KNOW	8

3. Recording of answers for non-coded questions

The answers to some questions are not assigned a code; To record answers to these questions, you must write the respondent's answer in the space provided. There are several types of opened or non-coded questions. In some cases, you must write the answer as given by the respondent; the central office will encode afterwards.

- **Boxes not preceded by codes..** When the boxes are not preceded by the codes, you must enter information in all the boxes..

Example : For a person born in March 1987, you must enter the month and year of birth.

106	Date and month of birth ?	Month	<input type="text" value="0"/>	<input type="text" value="3"/>
		Year	<input type="text" value="1"/>	<input type="text" value="9"/>

- **Record the answers to opened questions as they are given**

There are questions whose answers will be written as they were given by the respondent. Try to transcribe exactly as they were given. Be careful if you want to summarize to keep their exact meaning. Keep the original version at the bottom of the page or on the back of the page; or add an explanatory comment at the bottom of the page or back of the page.

Example :

00	Name of the locality	<i>Fulani</i> .....	<input type="text"/>	<input type="text"/>
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4. *Tick the filters*

Filters require that you check the answer to a previous question, and then tick an "X" in a box. (See Section D.2 for description of filters)

C. *Correct errors*

It is very important that you record all the answers clearly. Regarding pre-coded questions, make sure you circle the code that corresponds to the correct answer. For semi-opened questions, the answer should be clearly written so that it can be easily read. If you made a mistake in recording the respondent's answer or if he/she changes the answer given, be sure to cancel the wrong answer and record the right one. Do not erase an answer, put two lines (bars) on the incorrect answer. In fact, this correction is rather done easily in the application that will be installed in your computers/tablets.

Here is an example of how to correct a mistake when using the questionnaire.

403	Have you heard, seen or received messages DURING the campaign?	YES.....1	
		NO .....2	→ 405

D. *Follow the instructions*

Note that the instructions to the interviewers are printed in uppercase, while questions you need to ask are in lowercase. You must pay attention to the skip and filters you find in the questionnaire

1. *Skip instructions*

It is very important not to ask a respondent questions that do not concern him/her. For example, one should not ask a woman who is not pregnant, for how many months she is pregnant. In cases where a particular response makes subsequent questions irrelevant, an instruction is written in the questionnaire for you to move to the next appropriate question. It is important that you follow the skip instructions carefully.

Example : If you circle code "1" to question 404, you must go to question 406. If you circle the code 2 to the same question, you will have to move to question 408

403	Have you heard, seen or received messages DURING the campaign?	YES.....1	
		NO .....2	→ 405

2. *Filters*

For proper sequencing of the questionnaire, you will sometimes be asked to verify the answer given by a respondent to a previous question, to record it again in another question, then to follow the different skip instructions. Such questions are called "filters" and are used to avoid that inappropriate questions that may embarrassing, are asked to a respondent. It is very important that you respect the instructions relative to the checking of a previous question. Do not rely on your memory.

324	GO BACK TO 306 FOR THE NEXT MOSQUITO NET <input type="checkbox"/>	IF THERE ARE NO OTHER MOSQUITO NETS <input type="checkbox"/> → Q400
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## V. THE HOUSEHOLD QUESTIONNAIRE

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The purpose of the household questionnaire is: to establish a list of all jure members of the household (usual residents) as well as their individual characteristics (sex, age, date of birth, education, etc.), to determine the socio –economic status, to evaluate the possession of mosquito nets in général from the 2015 distribution campaign of LLINs and their use. As such, the questionnaire has five sections: 0) Household identification; i) list of household members; ii) household characteristics; iii) protection against mosquitoes; iv) evaluation of the LLIN distribution campaign; v) mosquito nets used and preferences; vi) continuous use of mosquito nets. It is preceded by a cover page for the registration of data on the location of the household, the date and result of the interview

### *A. Identification of the household*

Before starting an interview, record the identification information (Section1).In this section, you must record the following identification information:

- Write the name of the village or town where you carry out the work ;
- Also enter the name of the household head you have to interview;
- Record the code pf the region
- Record the cluster number, structure number, the sequential number of the household in the cluster;
- Specify also if the place is rural or urban by entering '1' or '2' in the box;
- Then note if this place is a big city like Yaoundé, Douala, Garoua/Maroua/Bafoussam/Bamenda /Ngaoundere, any other city or if it is rural enter codes '1', '2', '3 ', '4 'or' 5 '

In the area named "INTERVIEWER'S VISITS", record your name, the number of visits you've made in the household, the date and result code at the end of the interview. The rest of the information will be completed after conducting the interview.

### *B. Filling of the household questionnaire*

To complete the Household Questionnaire, you will need to find a competent person. Any adult (15 or older) member of the household capable of providing the necessary information to fill the Household Questionnaire can be questioned. If an adult is not available, do not ask a young child, but rather interview the next household, and later return to the previous household. After you must have presented yourself and after explaining the purpose of your visit, you are ready to begin the interview.

In fact, you must ask questions to one person in the household to collect the information you need to fill the household questionnaire. However, if needed, consult other members of the household for specific information if necessary.

### CONSENT INFORMATION

You must obtain the respondent's consent for the survey before starting the interview. Read the consent form exactly as it is written. The purpose of the survey and the voluntary nature of household participation in the survey are specified on the form; after that, you can ask the respondent's cooperation.

After reading the text of the form and to testify that you read it to the respondent, you must sign and indicate the date in the spaces provided.

If the respondent refuses to be interviewed, circle '2', thank her / him and end the interview. Then write '5' (REFUSED) on the cover page.

### **THE HOUSEHOLD SHEET (LINE 1 to 25), Section 01**

Make sure to read the introductory sentence to inform the respondent that you are going to collect information on persons who usually live in the household and all the persons who spent the night before the day of the interview.



### COLUMN 1 : LINE NUMBER

In column 1, you will assign a number to each row of the household sheet. This is the line number used to identify each person listed in the table. It is unique for each household member, and serves to link the information collected in the Household Questionnaire to those collected in the individual questionnaire ‘person in charge’.

### COLUMN 2 : USUAL RESIDENTS AND VISITORS

When completing the questionnaire, you must foremost obtain a complete list of all persons who usually live in the household as well as visitors. The household head will always be listed first. In order to get a correct list, must know what we mean by a member of the household, and what we mean by visitor.

- **Membre du ménage** : A household may consist of an individual or a group of people who live and eat together generally. It is not similar to the concept of a family. The family includes only related persons, while the household includes people living together, whether related or not. For example, three unrelated men who live and eat together can not be regarded as a family, but they will be considered as the same household.

A household member is any person who usually lives in the household.

**Visitor** : A visitor is someone who is not a member of the household but who stayed in the household the night before the survey. If a person has stayed in the household the night before your visit, he/she will be listed on the household sheet.

At times, it is not easy to determine who to include in the household and who to exclude. Here are some examples:

- A woman cites her husband as household head, but he lives elsewhere. If the spouse does not usually live in the household you are interviewing, or that he did not spend the night preceding your visit in that household, he should not be part of the list.
- Sometimes people take their meals in a household and sleep in another. In this case, consider the person as a household member where he/she sleeps.
- A person who lives alone forms a household.
- A domestic servant is a household member if he/she usually lives in that household.

Anyone listed on the household sheet should be a permanent resident if the answer to the question in column 5 is yes, or a visitor if the answer to the question column 6 is yes.

As the respondent lists the names, put each name on a line in Column 2 of the Table. Start with the household head, followed by his/her spouse and their biological children. The household head is a person who is considered responsible of the household and resides there permanently. This person may be designated on the basis of age (oldest), sex (usually, but not necessarily of the male sex), economic status (person in charge of the household), or for other reasons. It is up to the respondent to determine who is the household head. There shouldn't be any any problem with that. If the respondent of the household questionnaire is not the household head, you can record him/her it in the second line of the table.

If the family name is the same for many persons, you can use abbreviations or dotted lines :

*Example :*

01	David	.....
02	Marie	"
03	Pierre	"

After recording the name, the relationship with the household head and the sex of the person must be registered respectively in column 3 and column 4 before recording the next household member.

### COLUMN 3 : RELATIONSHIP WITH THE HOUSEHOLD HEAD

Enter the code corresponding to how the person listed is related to the head of the household. Use the codes at the bottom page. Be particularly careful in doing this if the respondent is not the head of the household. Make sure that you record the relationship of each person to the household head, not the relationship to the respondent.

For example, if the respondent is the wife of the household head and she says that Sola is her brother, then Sola should be coded as '11' ('OTHER PARENT'), not as '08' ('Brother/Sister'), because Sola is a brother-in-law to the household head. If the household head is married to a woman who has a child from a previous marriage, that child's relationship to the head of the household should be coded as ('ADOPTED/FOSTER/STEPCHILD').

#### COLUMN 4 : Sex

Always confirm the sex of the person before encircling or entering in column 4 (Q104), do not rely on the name. You must ask if it is a man or a woman. Infact, there are several names or firstnames that could be given both to men and women.

#### COLUMN 5 ET 6 : RESIDENCE

Column 5 identifies permanent residents that is to say, persons who usually live in the household, while column 6 identifies the visitors. Is called a permanent resident or household member a person who usually lives in the household. Someone who doesn't usually live in the household but who stayed there the night preceding the interviewer's visit in the household is called a visitor. A resident member may not have spent the night prior to your visit in the household, but a visitor must have stayed in the household the night before the interview. Circle '1' for YES in Column 5, if the person is a permanent resident; and circle '1' for YES in Column 6 if a non-member spent the night preceding the interview.

If after asking these questions on residence, you realize that the person does not usually live in the household (notin column 5), and that he/she did not spend the previous night in the household (also no in column 6), you will need to remove that person from the household sheet. Indeed, this person is neither a household member nor a visitor. After you removing this person, you will have to automatically change the line numbers that you assigned to household members.

#### COLUMN 7 : DATE OF BIRTH

You must obtain the month and year of birth for each household member. The age is that of the last birthday celebrated.

#### COLUMN 8 : AGE

We want to have the age in complete years that is to say the age at the last birthday. If the interviewee gives his / her year of birth without specifying the date, ask if the birthday of **2016** has passed. If the answer is yes, (Name's) age is **2016** - year of birth). If the answer is no (Name's) age is equal to (**2016** - year of birth - 1)

For old people who do not know their age, ask questions related to some events such as their age when they had their first child, the age at the first marriage, at the Second World War, at the independence etc. Do as follows: "*How old were you when you had your first child*" or then "*How old were you when you first got married or when you got married* (if the interviewee got married only once)". From there you can calculate the interviewee's age. Write down the figure in the boxes provided for it

Table 1 of the next page will help you to calculate the ages from the year of birth. In the first column, you have the years of birth without the celebration of the birthday in **2016**, whereas in the second column the birthday is celebrated in **2016**. Column three gives the present age of the interviewee

Example : The interviewee states that he/she is born in 1965. Ask if he/she has celebrated his birthday in **2016**

- ◆ If the answer is yes, the age is (**2016** -1965 = 51) or you read 1965 in column 2 (birthday already celebrated in **2016**) and write down the corresponding age which is in column 3 (present age). The age is 51 years
- ◆ If the answer is no, his age is (**2016** - 1965 - 1 = 50) or you read 1965 in column 1 (not yet celebrated your birthday in **2016**) write down the corresponding age which is in column three (present age) the age is 50

Inscrivez 95 pour les personnes âgées de 95 ans et plus et 98 pour NSP. Record 95 for persons aged 95 years or more and 98 for Don't Know

**Table 2 : Coherence age-date of birth for PCS-LLIN 2016**

Year of birth		Present age	Year of birth		Present age
Birth day not yet passed in 2016 (Column 1)	Birth day already passed in 2016 (Column 2)	(Column 3)	Birth day not yet passed in 2016 (Column 1)	Birth day already passed in 2016 (Column 2)	(Column 3)
Doesn't know			Doesn't know		
2016	-	0	1965	1966	50
2015	-	0	1964	1965	51
2014	2015	1	1963	1964	52
2013	2014	2	1962	1963	53
2012	2013	3	1961	1962	54
2011	2012	4	1960	1961	55
2010	2011	5	1959	1960	56
2009	2010	6	1958	1959	57
2008	2009	7	1957	1958	58
2007	2008	8	1956	1957	59
2006	2007	9	1955	1956	60
2005	2006	10	1954	1955	61
2004	2005	11	1953	1954	62
2003	2004	12	1952	1953	63
2002	2003	13	1951	1952	64
2001	2002	14	1950	1951	65
2000	2001	15	1949	1950	66
1999	2000	16	1948	1949	67
1998	1999	17	1947	1948	68
1997	1998	18	1946	1947	69
1996	1997	19	1945	1946	70
1995	1996	20	1944	1945	71
1994	1995	21	1943	1944	72
1993	1994	22	1942	1943	73
1992	1993	23	1941	1942	74
1991	1992	24	1940	1941	75
1990	1991	25	1939	1940	76
1989	1990	26	1938	1939	77
1988	1989	27	1937	1938	78
1987	1988	28	1936	1937	79
1986	1987	29	1935	1936	80
1985	1986	30	1934	1935	81
1984	1985	31	1933	1934	82
1983	1984	32	1932	1933	83
1982	1983	33	1931	1932	84
1981	1982	34	1930	1931	85
1980	1981	35	1929	1930	86
1979	1980	36	1928	1929	87
1978	1979	37	1927	1928	88
1977	1978	38	1926	1927	89
1976	1977	39	1925	1926	90
1975	1976	40	1924	1925	91
1974	1975	41	1923	1924	92
1973	1974	42	1922	1923	93
1972	1973	43	1921	1922	94
1971	1972	44	1920	1921	95
1970	1971	45	1919	1920	96
1969	1970	46	1918	1919	97
1968	1969	47	1917	1918	98
1967	1968	48	1916	1917	99
1966	1967	49	1915	1916	100

#### COLUMN 9 : MARITAL STATUS

The information on marital status only concern persons aged 10 years or more. For anyone aged 10 years or more, ask the question in column (8). Enter '1' for those who are married or living together (in union), '2' for divorced / separated, '3' for widowers (widows) and 4 for those who have never been married or lived with a partner (single).

#### COLUMN 10 : THE SURVIVAL OF THE NATURAL MOTHER OF PERSONS AGED 0-17 YEARS

For persons aged 0 to 17 years, ask if the natural mother of the child is alive or not. If the mother is dead or the respondent does not know, go to column 12.

#### COLUMN 11 : PRESENCE OF THE NATURAL MOTHER IN THE HOUSEHOLD

For persons aged 0 to 17 years whose mother is alive in column 10, ask if she lives in this household. If the natural mother lives in the household, record her line number in column 11. Write 00 if the natural mother is alive but does not live in the household.

#### COLONNE 12 : SURVIVAL OF THE NATURAL FATHER

For persons aged 0 to 17 years IN column 7, ask if the natural father of the child is alive or not. If the father is dead or the respondent does not know, go to column 15.

#### COLUMN 13 : PRESENCE OF THE NATURAL FATHER IN THE HOUSEHOLD

For persons aged 0 to 17 years whose father is alive in column 10, ask if he lives in this household. If the natural father lives in the household, record his line number in column 11. Write 00 if the natural father is alive but does not live in the household

#### COLUMN 14 : PERSON IN CHARGE OF THE CHILD

For each child of 0 to 17, ask the name and line number of the adult parent responsible of that child. Write down this line number in the boxes provided.

#### COLUMN 15 : MOSQUITO NET

17. For each household member, ask if he/she slept under a mosquito net the night before your visit. If yes, record 1 in the box and go to column 17. If no, record 2 and go to column 16. If the interlocutor does not know whether a household member had slept the previous night under a mosquito net, ask the question the person concerned or to a household member susceptible to have the information and record the corresponding code. If 8, go to column 17.

#### COLUMN 16 : MOUSTIQUAIRE

For those who did not sleep under a mosquito net the night preceding your visit in column 15 (code 2), ask the reasons, and record the code corresponding to the answer given.

#### COLUMN (17)-(22) : EDUCATION

blanc. Information on the school attended only concern persons of 3 years or more. For those under 3 years, simply allow columns 17 and 18 blank.

The term "school" refers to any conventional school category, but does not include schools such as Biblical/Koranic schools, short training courses such as typing or sewing. On the contrary, should be included, technical or vocational training that follow the primary school cycle such as long courses in mechanics or secretarial work etc.

23. For anyone listed in the household table, aged 3 years or more, ask the question in Column 17. Circle '1' for person who went to school and '2' for those who went to school. If the person has never gone to school, go to column 23

If the person went to school, record the level and the highest grade successfully attended in Column 18. For this, use the codes at the bottom page of the questionnaire. First you will record the highest level of education attended, even if this level has not been completed. You will record the highest grade completed successfully at this level. For example, a man who has completed all classes of primary school will be recorded LEVEL 1 (for primary) and Class 6 (for completing the CM2 or class 6/7). A child who is currently in third year of thr primary school will be recorded as LEVEL 1, CLASS 2 (for the third year is not yet completed). A man who left in first year of secondary school

will be recorded LEVEL 2 CLASS 0 because the highest level achieved is the secondary level, but no class has been successfully completed at this level. Now suppose that the respondent knows her son went to primary school, but he does not know which class he/she reached. You will have to record LEVEL 1, CLASS 8 (DOESN'T KNOW). If the respondent does not know the highest level that his son has reached, you will record LEVEL 8 (DOESN'T KNOW) and you will leave the class blank.

For persons listed aged 3-24 years, attending school, ask the question in column (19). Ask if the person is currently attending (or attended at any time) school (school year 2015-2016) and circle '1' for YES and "2" for NO. If the person is currently attending (or attended at any time) school during the school year 2015-2016, record his/her level of education and the current class in column (20).

If someone is not currently attending (or did not attend at any time) school (school year 2015-2016), go to column (21) and ask the question whether the person attended school at any time during the previous school year (2014-2015) and circle '1' for YES and "2" for NO

Si une personne a fréquenté l'école durant l'année scolaire précédente (2014-2015), enregistrez son niveau d'études et la classe fréquentée dans la colonne (22). Si la personne n'a pas fréquenté l'école durant l'année scolaire précédente (2014-2015), laissez la colonne (22) en blanc et passez à la colonne (23). If a person went to school during the previous school year (2014-2015), record his/her level of education and the class attended in column (22). If the person did not attend school during the previous school year (2014-2015), allow column (22) empty and go to column (23)

#### COLUMN 23 : PREGANT WOMEN

For women aged 10 years or more in column 7, ask if they are pregnant. In case they are, circle their line numbers in column 23. These women are eligible to respond to the individual questionnaire. Remember that the eligibility of pregnant women does not depend on the residential status (household member or visitor). Only age determines eligibility.

### **HOUSEHOLD CHARACTERISTICS : SECTION 2 (Q201-222)**

After asking questions of the Household sheet for each household member, you will ask questions Q201 to Q222, concerning some housing characteristics and ownership of certain durable goods.

#### Q201: DRINKING WATER SOURCES

The purpose of this question is to assess the quality of drinking water consumed by the household. If the water comes from several sources, check to determine the main drinking water source used by the household. If the supply source varies by season, record the source used at the time of the interview.

<b>Definitions of drinking water sources (Codes of Q. 201)</b>	
<i>Modalities</i>	<i>Definitions</i>
<b>Pipe into dwelling</b>	Tube connected with internal plumbing to one or more taps for example in the kitchen or bathroom. It's sometimes called the house connection or internal connection.
<b>Pipe into compound</b>	Tube connected to a tap, out of the house, in the yard or in the plot. Sometimes it is called connection in the yard.
<b>Public tap/Stand pipe</b>	Public water point from which the community gets water. The public water point is still known as the public tap or public fountain. A public water point may have one or more taps.
<b>Tubewell or Borehole</b>	A hole dug deep that reaches groundwater. The water comes out from a borehole through a pump that is supplied by human power, animal power or solar power, etc
<b>Dug well</b>	The well can be protected against running water through a casing high above the ground and a platform that diverts helps to divert water away from the well. It may also be covered to prevent the secretions of birds and animals from entering. The above two conditions must be observed for a dug well to be considered as secured.
<b>Spring water</b>	A protected spring or not. The spring can be protected from dirt, birds, animals with a built casing typically made of bricks, masonry, concrete around the spring so that water flows directly from the casing to the tube/pipe without getting exposed to the external pollution. Unprotected springs have not got casing.
<b>Rain water</b>	Water collected from the surfaces by an underground catchment or at the level of the roof and kept in a container, reservoir or tank.
<b>Tanker truck</b>	Water is obtained from someone who uses a truck to transport water to the community. This person does not sell water to households.
<b>Cart with small tank/Barrel</b>	Water is obtained from someone who transports it in the community using a cart and sells it. The means used in transporting the cart is motorized or not (such as donkey)
<b>Surface water</b>	Water located on the land surface::It includes river, dike, lake, pond, stream and irrigation canals.

### Q202 : WATERS SOURCES USED FOR OTHER PURPOSES

Question Q.202 aims to identify the water supply source used by the household for purposes other than cooking and hand washing. Ask the respondent and circle the code corresponding to the answer given and follow the skip instructions.

### Q203 : LOCATION OF WATER SUPPLY SOURCE

Q203 aims to know whether the water supply source is in the lodging, in the yard or elsewhere. Ask the question and circle the code corresponding to the respondent's answer.

### Q204 : TIME FOR WATER ACCESS

This question is to determine the time in minutes (round trip) to fetch water at the water point. Be careful not to include waiting times due to congestion at the water point. Ask the question and WRITER down the respondent's answer in minutes.

### Q205 : WATER TREATMENT

The question aims to know whether the household does something to make the water safer for drinking. Ask the question and circle the code corresponding to the respondent's answer.

### Q206: CONSOMMATION TYPES OF TREATMENT OF WATER BEFORE CONSUMPTION

If the respondent declares that something is done to make water safer for drinking (code '1' circled in Q.205), ask Q.206 to find out what is usually done. Several answers are possible and you need to record everything the respondent says.

### Q207 : TOILETS

The purpose of this question is to obtain, as well as with question 201, a measure of the quality of the household's health system, because water supply and the health system are important for the control of certain disease and health improvement. Are found below, codes of answers to question 207.

<b>Definitions of the different types of toilets (Codes of Q. 207)</b>	
<b><i>Modalities</i></b>	<b><i>Definition</i></b>
<b>Flush/pour flush toilet</b>	A flushing toilet has a tank that automatically recharges when you flush to evacuate faeces. It has water permanently in its lower part in a ring that has a U shape, which prevents the passage of flies and odours. A toilet with manual flushing differs from a flushing toilet in that it uses water, poured using hands in order to flush (no tank is used).
<b>Pit/ Latrines</b>	The faeces are directly deposited into a pit without the need of water to flush.
<ul style="list-style-type: none"><li>• Ventilated improved pit latrines (LAA/VIP)</li></ul>	These are latrines with a pit, having an evacuation channel (usually a pipe) above the latrine other than the hole itself. The open end of the pipe is covered with netting against flies and the inside of this device is maintained dark.
<ul style="list-style-type: none"><li>• Pit latrine with slab</li></ul>	Latrine with slab or a platform strongly supported on all side, high above the ground to prevent water from entering and to facilitate cleaning.
<b>Compsting toilets</b>	Composting toilets are toilets in which excrement and a carbon-rich material (vegetable waste, grass, straw, sawdust/wood chips, ash) are mixed and maintained under certain conditions to produce a safe compost.
<b>Hanging toilets/latrines</b>	These are toilets built over the sea, a river or other water point in which faeces fall directly.
<b>Toilet pot (bucket/Sanitary tube)</b>	This refers to the use of a bucket or other container for collection of faeces, which is periodically removed and emptied.
<b>No toilets/ nature</b>	Includes excrement thrown directly in nature with other trashes of the dustbin, defecation in the bush, in the farm or in the ditch, and defecation in water (drainage canal, beach, river , stream or sea)
<b>Other</b>	All other toilets not listed above

### Q208 : USE OF COMMON TOILETS

Q.208 indicates whether the household shares the toilets with one or more other households. It helps to to measure the level of hygienic condition in the household.

### Q209 : NUMBER OF HOUSEHOLDS USING THE SAME TOILETS

Cette question vise à connaitre le nombre de ménages y compris le ménage enquêté qui utilisent les

mêmes toilettes. Posez la question et inscrire le nombre, si moins de 10 inscrire le nombre et si 10 ou plus inscrire 95 et 98 pour la réponse Ne sait pas. This question aims to know the number of households who use the same toilet, including the interviewed household. Ask the question and enter the number. If less than 10 record the number, if 10 or more record 95 and 98 if doesn't know.

#### Q210 : LOCATION OF TOILETS

Question Q210 aims to know whether the household toilets are located in the lodging, in the yard or elsewhere. Ask the question and circle the code corresponding to the respondent's answer.

#### Q211 : NUMBER OF ROOMS USED FOR SLEEPING

This is not just bedrooms, but also any other room (kitchen, parlour, store, ...) usually used for sleeping.

Example : You interview a household of 4 persons (household head, spouse and two children) living in a studio apartment (bedroom and parlour). If children usually spend the night on a mattress in the parlour, the total number of rooms in the lodging is 2 and the number of rooms used for sleeping in this household is 2. You should be contented with the interviewer's declaration.

#### Q211A : NUMBER OF PLACES USED FOR SLEEPING

The number of places used to sleep here refers to the number of "beds" used FOR sleeping. If for example in a room, people sleep on two beds and others on the ground, the number of places used for sleeping is 3. It shouldn't be mistaken with the number of rooms used for sleeping. For example, if the children sleep in the parlour in two places and adults sleep in two rooms, so the number of rooms (Q211) is 3 while the number of places (Q211A) is 4.

#### Q212: MAIN MATERIAL OF THE FLOOR

This is not a question to be asked to the respondent, because usually, you will have to observe what kind of material the floor is made of. However, if you are not sure, ask the question. If there are more than one type of material, record the main material. That is the material that covers the largest portion of the floor.

#### Q213: MAIN MATERIAL OF THE ROOF

Just like for the floor, it will be through observation. However, it is not always easy to see the roof. You can see a partion and not the whole roof. If you are not sure, ask the respondent. If the respondent lives in an apartment, get to a good distance to watch the roof. If there are more than one type of material, record the main material. That is the one which covers the largest partion of the roof.

#### Q214: MAIN MATERIAL OF THE WALLS

It is not a question you should ask the respondent, but this is done through observation. Generally, you can identify the type of material the walls are made of. However, if you are not sure ask the question. If there are more than one type of material, record the main material. That is the one which covers the largest partion of the walls.

#### Q215: TYPES OF WINDOWS

As with the previous three questions, you will identify and note the type of material windows are made of. However, if it is not easy to observe the windows or you observe only part without being able to observe completely due to the presence of curtains, ask the interviewee. Similarly, if you are not sure on the type of material, ask the interviewee. As in previous cases, if more than one types of window, record the main material.

#### Q216:POSSESSION OF DURABLE GOODSPOSSESS

Answers to questions on the possession of some goods will be used to provide an approximate measure of socioeconomic status of the household. List each item and circle the code corresponding to the answer given. If the respondent declares that a household item such as the radio is broken, find out how long it has been broken, and if it will be repaired. If it appears that the object has a temporary breakdown (for a period not exceeding 6 months), circle '1' for YES; otherwise, circle '2' for NO. Make sure to circle either '1' or '2' for each good. Do not allow the spaces blank

### Q217 : POSSESSION OF TRANSPORT MEANS /OF WATCH

As another approximate measure of socioeconomic status, we equally ask whether any member of the household owns a bicycle or motorcycle, a cart, a car or a truck, or a watch. A small child's bicycle is a toy and should not be recorded here. As watch, we refer to any device which is used exclusively to indicate time. This concept therefore assimilates clocks and alarm clocks to watches. Do not count as watches, mobile phones, radios and other devices that accessorially indicate time.

### Q 218 : POSSESSION OF CATTLE, HERDS AND POULTRY

In these questions we ask whether the household has cattle, dairy cows or bulls, horses, donkeys or mules, goats, sheep, pigs and chickens. Record the number of animals in each category listed to the household in the boxes provided. These are animals that are raised in the household environment and are used primarily for consumption or for domestic work or farm work. Poultry includes chickens, ducks, guinea fowl etc

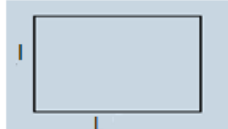
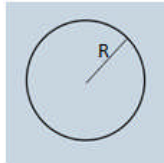
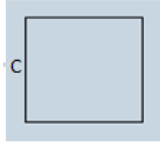
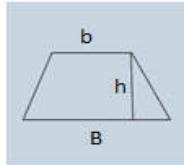
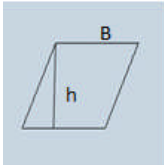
### Q219 : POSSESSION OF AGRICULTURAL LAND:

Through this, it is a matter of knowing whether at least one household member has land that could be used for cultivation. Ask the question and circle the respondent's answer.

### Q220 : SURFACE AREA OF AGRICULTURAL LANDS:

Ask the respondent to estimate the total size of the agricultural land. You must help the respondent. For this purpose, you can use the shape of the land and use formulae to determine the area. Although the area is first calculated in m<sup>2</sup>, you will have to convert the value in hectares (ha) before recording in the boxes, while respecting the rounding rules.

$$1\text{ha} = 10\,000\text{ m}^2$$

<b>Formula</b>	<b>Geometric shape</b>
Area of a lodging with a rectangular shape (In m <sup>2</sup> ) : <b>S=L x l</b> L=Length (in m) l=Width (in m)	RECTANGLE 
Area of a lodging with a circular shape (in m <sup>2</sup> ) : <b>S=RxRx3,14</b> R=radius (in m)	CIRCLE 
Area of a lodging with a square shape (in m <sup>2</sup> ) : <b>S=CxC</b> C=Side (in m)	SQUARE 
Area of a lodging with a trapezium shape (in m <sup>2</sup> ) : <b>S=(B + b) x h x 0,5</b> B=longest parallel side(in m) b=smallest parallel side(in m) h=Height(in m)	TRAPEZIUM 
Area of a lodging with a parallelogram shape (in m <sup>2</sup> ) : <b>S=B x h</b> B=Base (in m <sup>2</sup> ) h=Height (in m <sup>2</sup> )	PARALLELOGRAM 



#### Q221 : PRESENCE OF NON HARNESSED WATER WAY :

A non harnessed water way (stream, river, swamp area, lake) and a puddle of water are suitable reproductive places for the pathogen that causes malaria. The presence of such places in the immediate vicinity of the household (less than 100m) increases the risk of being in contact with the mosquito.

#### Q222 : PRESENCE OF UNCLEARED FARM :

Just as the non harnessed water way, an uncleared farm is a place of refuge for mosquitos during the day. The existence of such a place in the vicinity of the household is a disease spread factor.

### **PROTECTION AGAINST MOSQUITOES : SECTION 3 (Q301-324)**

It is recognized that regular use Long lasting insecticide treated nets (LLINs) helps reduce the incidence of malaria and malaria related deaths, particularly among children under five and pregnant women. Therefore, many countries have developed programs that encourage the use of LLINs. In addition, some households make use of wire nettings and/or protective curtains to prevent mosquitoes from entering the house. Others spray the inside walls of their homes against mosquitoes. Questions 301-324 are meant to collect information on the use of mosquito nets by household members and visitors the night preceding the interview and on the measures taken by households to protect their homes against mosquitoes.

#### QUESTIONS 301 AND 302 : MECHANICAL PROTECTION

With these questions, it is to see if households have placed devices (wire nettings) around openings to get protected against mosquitoes. In question Q.301, we want to know if the windows of the lodging are provided with wire nettings that prevent mosquitoes from getting into the rooms. Q.302 concerns the doors. Ask the questions, record the respondent's answer and follow the skip instructions.

#### QUESTION 303 : USE OF MOSQUITO NETS FOR SLEEPING

By this question, we seek to know if the household has a mosquito net that is used for sleeping. Mosquito nets which are stored in cupboard and other bags are not taken into account here. Those considered here must necessarily be used for sleeping. If there are no nets used for sleeping, go to question Q312.

#### QUESTION 304 : NUMBER OF MOSQUITO NETS FOR THE HOUSEHOLD

We would like to know by this question the number of mosquito nets that are used by the household for sleeping. Note especially that these nets should be used at the time of the survey. If at least one net, go to Q306. If 00, ask Q305.

#### QUESTIONS 305 : REASON FOR NOT USING A MOSQUITO NET FOR SLEEPING

This question is for households with have no mosquito net, that is to say 00 in Q304. This is the main reason for which the household has no mosquito net used for sleeping. Record the answer and go to Q305.

#### QUESTIONS 306-324 : INFORMATION ON EACH MOSQUITO NET

For each net, we want to know the duration of possession by the household, the brand / type, whether the net was soaked or dipped and if anyone slept under the mosquito net the night preceding the interview. If the household has more than three nets, use a new Household Questionnaire while rearranging the numbering of the mosquito nets. Then fill the information for each of these nets. Return to the first Household Questionnaire to complete the interview

Ask the respondent to show you each household nets. It could happen that respondents refuse to let you into their room for personal reasons. In this case, try to insist as much as possible, but if they do not authorize you to see the mosquito net, indicate on the questionnaire 'NOT SEEN' by circling the code '2' for the respective net. For those that you must have seen seen, you will have to circle the code '1'. To distinguish each household nets and to avoid confusion with the respondent, you must use phrases such as, "Now let's talk about the first net ...". After administering all the all the

necessary questions on the first net, go to the next and then continue with the other until you asked the question for all nets mentioned in Q.304.

QUESTION 306 : OBSERVE THE MOSQUITO NET

Ask to see each of the nets owned by the household. Follow the general instructions given above.

QUESTION 307 : AGE OF THE MOSQUITO NET

By this question, we want to know the duration elapsed since the acquisition of the net in months. If the net was acquired more than three years ago (36 MONTHS OR MORE), circle '95'. If the duration is less than a month, record '00' in the two boxes provided under MONTHS. If DOESN'T KNOW, circle '98'.

QUESTION 308 : BRAND/ TYPE OF MOSQUITO NET

Through this question, we want to grasp the brand of the net. It is often observable at the corner of the net. Observe and record the corresponding brand of the net

There are different types and brands of mosquito nets. Some require regular treatment with insecticide while others are already treated and require no treatment for 6 to 12 months (pretreated) or 36 months (permanent type). Some malaria control programs have marketing programs for nets; They promote specific brands of treated nets. During the training you will be shown nets that are available in the country. You should be able to identify by observation, the brands and types of nets owned by households

In Q308, you will have to circle the code corresponding to the brand/type of mosquito net either by observation or by asking the respondent. If in Q.308 the brand / type mentioned falls within the category of LLINs (code '11', '12', '13', '14', '15' or '16' circled), go to Q.311; otherwise, continue with Q309.

QUESTIONS 309-310 : TREATMENT OF THE MOSQUITO NET WITH INSECTICIDE

Note that you shouldn't ask these three questions (309 and 310) to the respondent if the brand/type of net is 'PERMANENT' (code '11', '12', '13', '14', '15' or '16' circled in Q.308). When the net is of 'ORDINARY' brand/ type (code '18'), ask whether the net was soaked or dipped in a liquid that repels mosquitoes at the time of acquisition (Q.309). Make sure that the respondent understands that you do not simply mean "washing the net." Furthermore, you will ask the respondent if since its acquisition, the net was soaked or dipped in a liquid insecticide (Q.309) and when it was lastly done (Q.310). Record the respondent's answer for each of these questions and follow the skip instructions

QUESTION 311 : ACQUISITION MODE OF THE MOSQUITO NET

Ask the respondent for each net in the household, how he/she acquired it(Q. 311). If the source of the acquisition is not among the responses (codes '1-5') given, circle '6' and ask question Q312.

QUESTION 312 : PLACE WHERE THE MOSQUITO NET WAS ACQUIRED

This question is asked only when the answer given in question Q311 is 6. Ask the question and specify the place where the mosquito net was obtained.

QUESTION 313 : IS THE MOSQUITO NET CURRENTLY HANGED

Observe the mosquito net and select the corresponding code. If it is not possible to observe the net, ask the interviewee.

QUESTION 314 : WAS THE MOSQUITO NET HANGED LAST NIGHT

Ask the respondent if the net was hanged last night. If yes, go to Q.317. If not, go to Q.315. If the respondent answers that he/she does not know, ask the household member who sleeps in the room where the mosquito net is usually used. **IF there are no members to pronounce themselves on this question, observe the net in the room where it is usually used and circle the corresponding code.**

QUESTION 315 : STATE OF THE NET

Through this question, we need to assess the state of the net. We want to know whether it has holes or it whether it is torn. Observe the net and record the code corresponding to the situation observed.

#### QUESTION 316-317 : WASHING OF THE MOSQUITO NET

These two questions aim to know whether the net has been washed and if yes, how many times it has been washed. Ask the questions and record the answers

#### QUESTION 318-320 : WASHING AND DRYING METHODS OF THE NET

These questions are help to determine the type of detergent that was lastly used, the type of water used and the drying place of the net. Ask the questions and record the answers of the respondent

#### QUESTION 321 : USE OF THE MOSQUITO NET

This question helps to know if during the last night, someone in the household used a mosquito net to sleep. Ask the question and circle the respondent's answer of the respondent.

#### QUESTION 322 : FOR WHICH REASON NOBODY SLEPT UNDER UNDER THE MOSQUITO NET LAST NIGHT

This question is asked when the answer to the Q321 is 2 or 8. This is about the main reason. Ask the question and record the respondent's answer.

#### QUESTIONS 323: WHO SLEPT UNDER THE NET LAST NIGHT

These questions allow us to link each specific net to (the) person (s) who slept under the night preceding the interview. If more than four people slept under one net the night before the interview, record only the first four persons (Q.323) mentioned by the respondent. For each person mentioned, record their name and line number from the table household.

#### QUESTION 324 : INSTRUCTIONS TO MOVE TO THE NEXT NET

This is not a question to be asked to the respondent, but an instruction that you must follow. If the household has more than one net, go back to Q306 for the next net. Otherwise, go to Q.400.

### **SECTION 4 : EVALUATION OF THE DISTRIBUTION CAMPAIGN**

The Government of Cameroon through the Ministry of Public Health carried out in 2011, free distribution of LLINs through out the national territory. The questions that follow will help to evaluate this distribution campaign, especially in terms of sensitization and its unfolding, as well as gather information on the appreciation of households relative to the operation. As a reminder, this distribution was done in three phases, the first targeted the East, Northwest, South and Southwest regions (July-November 2015); the second, those of the Adamawa, Far North and North regions (November 2015-January 2016), and the third those of the Centre, Littoral and West regions (currently going)

#### **QUESTION 400 : During the month of.....2015, did you hear, see or receive messages on the distribution campaign of long lasting insecticide treated nets or LLIN?**

This is for the respondent to answer yes or no. This question is to know whether the household has been informed of the LLIN distribution campaign. Coder and 1 = 2 = NO. If not, go to Q407

#### **QUESTION 401 : Through which means did you hear, see or receive these message before the campaign?**

This question aims to know whether the household has been informed of the LLIN distribution campaign before the start of the campaign itself. If not go to Q403

#### **QUESTION 402 : Through which means did you hear, see or receive these messages?**

This question is asked only to households that were aware of the campaign before its start. It he to grasp the channels through which households have been informed. The different modalities are alphabetical codes and onlt circle the codesof modalities listed by respondent

#### **QUESTION 403 : Did you hear, see or receive messages DURING this distribution?**

This question aims to know whether the household has been informed of the LLIN distribution campaign as it unfolded. If not go to Q405

**QUESTION 404 : Through which means did you hear, see or receive these messages?**

This question is asked only to households that were aware of the distribution campaign during its unfolding. Like in Q403, it grasp the channels through which households have been informed. Circle the codes of all the modalities listed by the respondent.

**QUESTION 405 : Did you hear, see or receive messages After this distribution**

This question aims to know whether the household has been informed of the LLIN distribution campaign after its unfolding. If not go to Q408.

**QUESTION 406 :Through which means did you hear, see or receive these messages?**

This question is asked only to households that were aware of the distribution campaign after its completion. Like in Q404, it grasp the channels through which households have been informed. Circle the codes of all the modalities listed by the respondent.

**QUESTION 407 : Which messages did you hear, see or receive?**

In this question, we want to grasp the content of the messages heard, seen or received. It applies to households that have been informed of the distribution campaign regardless of the period (before, during or after). Circle the codes for all the messages liste by the respondent.

**QUESTION 408 : Was your household enumerated during the recent distribution campaign of mosquito nets (2015-2016)?**

One of the stages of the LLIN distribution campaign was to enumerate all households. This enumeration consited in writing a number on each household's lodging. Ask the question and save the corresponding code.

**QUESTION 409 : Why was your household not enumerated during this campaign?**

Record the main reason why the household was not enumerated during the distribution campaign.

**QUESTION 410 : DID YOUR HOUSEHOLD RECEIVE A TICKET FOR FREE MOSQUITO NETS?**

This question aims to know whether the household received a ticket for the free distribution of mosquito nets during the campaign. Circle the answer of the respondent. If code 2 go to Q412, if code 8 and go to Q415.

**QUESTION 411 : Who received the ticket?**

Record the name and line number of the person who received the ticket during enumeration and circle code 1. If the person no longer lives in the household, choose the code 2.

**QUESTION 412 : Why did your household not receive the ticket?** Encercler la réponse de l'enquêté.

This question aims to to know the main reason why the household did not receive a ticket. Circle the answer of the respondent.

**QUESTION 413 :Did someone go to the distribution point of mosquito nets to exchange the tickets?**

This question helps to know whether the households that received the ticket went to the distribution point of mosquito nets to be served or not.

**QUESTION 414 : REASON FOR NOT EXCHANGING TICKET FOR MOSQUITO NET**

To all the households for which code 2 has been circled in question Q.413, ask the main reason why nobody went to exchange the ticket at the mosquito net distribution point. Circle the code corresponding to the respondent's answer.

**QUESTION 415 : Who went to exchange the tickets at the distribution point of mosquito nets?**

Through this question, we want to know the person who went to exchange the ticket at the mosquito net distribution point. If it's a household member code 1 and write down the serial number of the person in both boxes below. If there have been several visits by one or more persons, take the last person who went to the mosquito net distribution point.

*Questions Q416 Q424 must be asked to the person identified in Q415 if he/she is household member.*

**QUESTION 416 : How long did you take from your household to the distribution point during the campaign?**

This question is to evaluate the accessibility of households to the distribution point through the time taken to get there. The interviewer should circle the code corresponding to the respondent's answer.

**QUESTION 417 : Which means of transport did you use to get there?**

This is the main means of transport used by the household to get to the distribution point. Circle only one answer.

**QUESTION 418 : DID YOU SPEND FOR TRANSPORTATION TO GET TO THE DISTRIBUTION POINT?**

This question wants to identify households that spent on transportation to get to the distribution point. Circle the code corresponding to the respondent's answer.

**QUESTION 419 : IF YES, HOW MUCH DID YOU SPEND TO GET TO THE DISTRIBUTION POINT?**

This question is to know the amount spent by the household to go to the distribution point and back. Record the corresponding amount in the box provided.

**QUESTION 420 : YOU GOT TO THE DISTRIBUTION PLACE, HOW LONG DID YOU WAIT BEFORE GETTING THE MOSQUITO NET?**

This question wants to know the time taken by the member of the household to get to the distribution point in order to collect the net. Circle the code corresponding to the respondent's answer.

**QUESTION 421 : DID YOU RECEIVE LLIN IN THIS HOUSEHOLD DURING THIS CAMPAIGN?**

This question helps to identify households that actually received LLINs. Note that it is meant for all households, even if they were not enumerated or did not receive tickets. If code 1 circled, go to Q423 and if 8 go to section 5.

**QUESTION 422 : WHY DID YOU NOT RECEIVE LLIN DURING THIS CAMPAIGN?**

This question is for households that did not receive LLINs. It will therefore help to know the main reason for not receiving LLINs. The answer is unique, circle the corresponding code.

**QUESTION 423 : How many LLIN did your household receive during this campaign?**

This question grasps the number of LLINs received by the household during the distribution campaign. Record this number in the boxes provided.

**QUESTION 424 : WHERE WERE THIS/THESE LLIN OBTAINED?**

This question is to know the place where nets have been obtained. Circle the code corresponding to the respondent's answer.

**QUESTION 425 : AFTER RECEIVING THE MOSQUITO NET(S) DURING THE CAMPAIGN, WHEN DID YOU HANG IT(THEM) FOR THE FIRST TIME?**

This question helps to evaluate the time taken between the reception of mosquito nets and their installation. Circle the code corresponding to the respondent's answer. If code 5, go to Q427.

**QUESTION 426 : HOW MANY MOSQUITO NETS RECEIVED FROM THE CAMPAIGN HAVE YOU ALREADY HANGED?**

This question aims to know the number of LLIN nets received during the campaign which are already installed.

**QUESTION 427 : DID YOU FACE DIFFICULTIES TO HANG THE MOSQUITO NETS IN YOUR HOUSEHOLD?**

This question is to know if the household had difficulties in hanging the nets. Ask the question and circle the code corresponding to the respondent's answer.

**QUESTION 428 : WHAT WAS THE MAIN PROBLEM?**

This question is for households that have difficulties to hang their nets and it equally helps to identify

the possible problem encountered. Ask the question and circle the code corresponding to the respondent's answer

**QUESTION 429 : HOW MANY PERSONS WERE LIVING IN YOUR HOUSEHOLD DURING THE DISTRIBUTION CAMPAIGN OF LLIN?**

This question enables to estimate the number of persons living in the household during the LLIN distribution campaign.

**QUESTION 430 : HOW MANY MOSQUITO NETS DID YOUR HOUSEHOLD HAVE BEFORE THIS CAMPAIGN?**

This question wants to grasp the number of nets possessed by the household before the campaign.

**SECTION 5. MOSQUITO NET USED AND PREFERENCES**

This section deals with the use of mosquito net that do not serve any more for sleeping, preference in terms of texture, color, shape and size of households relative to mosquito nets.

**QUESTION 500 : Do you presently own a mosquito net which is no more used for sleeping?**

Ask if the household currently has a net which is not used by the for sleeping. It should be noted these are nets that were originally used by the household for sleeping and whose current use is different. Record the code corresponding to the answer given. If code 2 "no", go to Q504.

**QUESTION 501 : How many mosquito nets do you own presently which are no more used for sleeping?**

This question enables to grasp the number of nets owned by the households that are no longer used for sleeping.

**QUESTION 502 : What do you do of the mosquito net you are no more using for sleeping?**

**What do you do of the last used mosquito net which is no more used for sleeping?**

This question concerns the use made by the household of the mosquito nets that are no longer used for sleeping. Adapt the question based on the answer given in Q501. If the household declared in Q501 that it has one mosquito net that is not used for sleeping, ask the current use made of this net. On the contrary, if the same household declared having several mosquito net that no longer used for sleeping in Q501, , ask the use made of the last mosquito net not for sleeping.

**QUESTION 503 : Would you have preferred keeping the mosquito net for other uses other than sleeping, or hand it to local officials to get rid of it?**

**Would you have preferred keeping the last used mosquito net for other uses other than sleeping, or hand it to local officials to get rid of it?**

This question helps to know whether the household needed local support to get rid of the net. Adapt the question according to the answer given in Q501 and record the code corresponding to the answer given.

**QUESTION 504 : Did you own a mosquito net which you do not have any more?**

It is to know whether the household had owned a mosquito net, whatever the use, but which is not owned today by the household. If no, go to Q506A

**QUESTION 505 :The last time you got rid of your last mosquito net, any more what did you do of it?**

This question is for households that owned a mosquito net and does not possess it today. It grasps the way through which households get rid of mosquito nets.

**QUESTION 506A : Some persons prefer some types of mosquito nets for sleeping, that is some shapes, colors or textures. Do you have a preference?**

This question introduces household preferences on nets. Ask the question as it is worded, by insisting on the characteristics that will be tackled later. If the respondent says no or is indifferent, go to Q506F

QUESTION 506B : Which shape of mosquito net do you prefer for sleeping?

Preference discussed here concerns the forms of mosquito nets. Ask the question and record the code corresponding to the respondent's answer.

QUESTION 506C : Which type of texture of mosquito net do you prefer for sleeping?

Preference discussed here concerns the texture of mosquito nets. Ask the question and record the code corresponding to the respondent's answer.

QUESTION 506D : Which color of mosquito net do you prefer for sleeping?

Preference discussed here concerns the net color. Ask the question and record the code corresponding to the respondent's answer.

QUESTION 506E : Which size of mosquito net do you prefer for sleeping? Which size of mosquito net do you prefer for sleeping?

Preference discussed here concerns the size of the nets. Ask the question and record the code corresponding to the respondent's answer.

QUESTION 506F : In many villages, some persons use mosquito nets for other purpose other than for sleeping, for example as curtains or fishing net. Is it done with new mosquito nets, old mosquito nets or with both?

Ask the question and record the code corresponding to the respondent's answer.

## **SECTION 6. CONTINUOUS USE OF MOSQUITO NETS**

The effective fight against malaria passes through continuous use of LLIN, that is through out the year. This section helps to appreciate the use of LLINs by households throughout the year. It is administered to a member of the household selected at random using the Kish table.

Selection of eligible person for the section

- 1- *There is only a person aged 18 years or more in the household*  
This person will be selected for the section
  
- 2- *There are more than one eligible person in the household*
  - a) Take the last digit of the household sequential number in the sample ;
  - b) Select the row whose content of the first cell corresponds to that number ;
  - c) Check the total number of eligible person in Q22a of section 00 ;
  - d) Select the column whose content of the first cell corresponds to that number;
  - e) Find the box that corresponds to the intersection of the row and the column identified and circle that number;
  - f) This number corresponds to the person who will be selected for Section 16: the 1st, 2nd, 3rd etc.
  - g) InQ22B of section 00, register the name and line number of this person.

Example:

The sequential number of the household in the sample is 08: select line 8

There are six eligible persons in this household, select the column 6.

The box at the intersection of the line "8" and column 6 is 1: the 1<sup>st</sup> eligible person listed in the household table will be selected.

If the serial numbers of the 6 eligibles persons in the household are '02', '04', '05', '06', '07' and '08', the person selected is the first listed , that is the person with serial number '02' in the household.

Last digit of the household sequential number in the sample	Total number of eligible persons in the household									
	1	2	3	4	5	6	7	8	9	10+
0	1	2	2	3	5	5	3	6	8	9
1	1	1	3	4	1	6	4	7	9	10
2	1	2	1	1	2	1	5	8	1	1
3	1	1	2	2	3	2	6	1	2	2
4	1	2	3	3	4	3	7	2	3	3
5	1	1	1	4	5	4	1	3	4	4
6	1	2	2	1	1	5	2	4	5	5
7	1	1	3	2	2	6	3	5	6	6
8	1	2	1	3	3	1	4	6	7	7
9	1	1	2	4	4	2	5	7	8	8

### QUESTION 310 : MONTH OF CONTINUOUS USE OF MOSQUITO NETS

This is about asking the respondent, the months where nets are used for sleeping. These are the months when the nets are usually used every day for sleeping. Many answers are possible. If all year or Doesn't Know, go to Q313.

### QUESTIONS 311 REASON FOR THE NON USE OF MOSQUITO NET FOR SLEEPING THROUGH OUT THE YEAR

This question is meant for households that have not answered "through out the year" or "DK" in Q310. In this question, it is the main reason why the nets are not used continuously throughout the year for sleeping. Record the answer and go to Q313.

### *C. Get back to the front page (cover page)*

After completing the household sheet, get back to the front page (cover page) of the Household Questionnaire.

### INTERVIEWER'S VISITS

After contacting the household, you will have to write down the result of your visit. The spaces below (2) and (3) are meant to record the results of each additional visit you have to carry out in case you are unable to meet the household during your first visit. Remember that you must carry out at least three visits, in order to try as much as possible, to interview the household.

### CODES FOR SURVEY RESULT

The result of your final visit is recorded on the Household Questionnaire cover page. You could make several attempts to contact and interview the household, but it could happen that after three visits in the household (at different times), it might be impossible to conduct the interview. In this case, you record the results of the third visit (last visit) as the final result of the survey.

The various result codes are described below:

After contacting the household, you will need to write the result of your visit on the line "**RESULT**", in column 1, if you there was only one visit, in columns 1 and 2 if there were two visits, and in the columns 1, 2 and 3 if there were three visits. The spaces below (2) and (3) are meant to record the results of each additional visit you have to carry out in case you are unable to meet the household during your first visit. Remember that you must carry out at least three visits, in order to try as much as possible, to interview the household.



## RÉSULT CODES

Listed below are some examples on how to record the result codes :

- ▶ Code 1 COMPLETED. Record this code if you have completed the interview in the household.
- ▶ Code 2 NO HOUSEHOLD MEMBER OR NO COMPETENT RESPONDENT AT HOME AT THE TIME OF VISIT. This code must be used in cases where the lodging is occupied, and no one is present at home. If no one is present at the time of the visit, or if you just find a child or an adult who is ill, deaf or mentally deranged, enter Code '2' as a result of the visit. Try to find out from neighbours or children when an adult will be present and enter this information in the record of visits.
- ▶ Code 3 ENTIRE HOUSEHOLD ABSENT FOR EXTENDED PERIOD OF TIME. This code must be used in cases where no one is present at home and where neighbours declare that the household will not return until several days or weeks. Enter Code '3' as the result of this visit. The neighbours may be mistaken, you should carry out follow-up visits to check that no one is back. In case nobody is present at home and that you can not determine if they are absent for a few hours or a few weeks, record code '2'.
- ▶ Code 4 DIFERRED. If the household has been contacted and a subsequent interview was scheduled, because, during your visit, the household was busy, planto return to the household and record code code '4' on the household sheet as the result of this visit. If by some exceptional circumstances, the interview is never done, you will enter code '4' as the final result.
- ▶ Code 5 REFUSED. The impression you make at the first contact with the household members is very important. Take care to introduce yourself and explain the purpose of the survey. Insist on the fact that the interview takes only a short time and that the information is confidential. If the person with whom you speak first is not willing to cooperate, ask to speak with another member of the household such as the household head. Also suggest coming back at another more convenient time. If the person still refuses to cooperate, record Code '5' and notify the problem to your controller.
- ▶ Code 6 DWELLING VACCANT OR ADDRESS NOT A DWELLING. In some cases, the structure number assigned to you does not correspond to a dwelling unit, that is, it is empty with no furniture. This is what we call “vacant dwelling,” and you should record ‘06’. Sometimes, you could also realise that the structure is not a dwelling unit. It may be a shop, a church, a school, or some other type of facility that is not used as a living area. After ensuring that there are no residential units at the back or above the premises, record ‘06’ as the result for the visit. Do not forget to notify the situation to your controller.
- ▶ Code 7 DWELLING DESTROYED If the dwelling was burned down or was demolished in some other manner, record ‘06’.
- ▶ Code 8 DWELLING NOT FOUND. Search carefully, ask the inhabitants of the area if they know the address or name of the household head. If you are still unable to locate the structure, you should record Code '8' as the result of the visit in that household.
- ▶ Code 9 OTHER. It may be that you have not interviewed a household and that the reason does not appear in the categories listed above. For example, a cluster entirely flooded and inaccessible or a household isolated because of a disease could enter the category "**OTHER**".

## FINAL VISIT

After the last visit in a household, you must complete the boxes under the heading "**FINAL VISIT.**" The date that you completed the interview in the household is recorded in the boxes **DAY, MONTH and YEAR**. Write down your code in the boxes entitled **INTERVIEWER'S CODE**.

Record the result of the final visit in the **RESULT** box. Enter the total number of visits you have carried out for the Household Survey in the box **TOTAL NUMBER OF VISITS**.

## TOTAL NUMBER OF PERSONS IN THE HOUSEHOLD, TOTAL NUMBER OF ELIGIBLE PERSONS

After completing the household interview, you will have to record the total number of persons listed in the table in the boxes labeled TOTAL IN THE HOUSEHOLD. You will equally record (in the boxes labeled TOTAL ELIGIBLE PERSONS) the total number of pregnant women and those in charge of the household who are eligible for the interview through individual questionnaire. Finally in the boxes labeled. LINE N° OF THE RESPONDENT FOR THE HOUSEHOLD QUESTIONNAIRE, record the line number of the person who was your interlocutor.

### BOTTOM OF THE COVER PAGE.

Au bas de la page de couverture, le chef d'équipe écrira son nom et la date à laquelle il a contrôlé le questionnaire. Le superviseur écrira lui aussi son nom et la date à laquelle le questionnaire a été vérifié. Le contrôle de bureau et la saisie des données ne seront effectués qu'au bureau central, et un espace est prévu pour que le contrôleur au bureau et la personne assurant la saisie enregistrent leur nom. At the bottom of the cover page, the team leader will write his/her name and the date the questionnaire was checked. The supervisor will equally fill his/her name and the date the questionnaire was checked. Office control and data entry will be done only at the central office, and spaces are provided for the office controller and the data entry clerk to fill their names.

### INTERVIEWER'S OBSERVATIONS

After checking your questionnaire and thanked the respondent, write down all comments on the last page. You can make comments on persons you interviewed, on specific questions in the questionnaire, or on any other aspect of the interview. If during the interview, you observed anything unusual on which you wish to draw the supervisor's or the verifier's attention, write it down here. Even if the interview was conducted successfully, a small comment by interview will be important during data processing and data analyses. For example, if a respondent attended school in a foreign country that has a different classification system for primary and secondary levels, write it here. If you did not complete the interview for any reason, or if non pre-coded responses require further explanations, use the space provided to give a full explanation. These comments will be particularly useful to the verifier, the supervisor and the staff in charge of data processing in order to interpret the information in the questionnaire

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### *Interviewer's observations*

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