Essentials for Excellence

Researching, Monitoring and Evaluating Strategic Communication for Behaviour and Social Change

with Special Reference to the Prevention and Control of Avian Influenza/Pandemic Influenza

2008

unicef

Essentials for Excellence, 2008:
Research, Monitoring and Evaluating Strategic Communication for Behaviour and Social Change with Special Reference to the Prevention and Control of Avian Influenza/Pandemic Influenza

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FOREWORD

The highly pathogenic avian influenza (bird flu) virus, which reemerged in Southeast Asia in 2003, is now endemic among wild birds and poultry in many parts of Asia, the Middle East and West Africa and sporadic human infections from these birds, with over 60% case fatality rate, continue to occur. The virus has expanded its geographical reach to include new countries, increasing the size of the population at risk. Each new human case gives the virus an opportunity to adapt to humans, with the possibility that a strain may develop that is fully transmissible between humans. This in turn may lead to a pandemic, potentially with high numbers of illnesses and deaths worldwide.

To prevent a flu pandemic, it is vital to control the disease in birds and to prevent human infections, reducing opportunities for animal-to-animal and animal-to-human transmission and thereby reduce the risk of a human pandemic virus. Strategic Communication for Behaviour and Social Change is a vital component of the Avian Influenza/Pandemic Influenza (AI/PI) global response, since preventive individual and collective behaviours are essential for containing the spread of the virus.

UNICEF has been at the forefront of ensuring effective Strategic Communication for preparedness and response to Avian Influenza/Pandemic Influenza in a number of countries. UNICEF's efforts are aimed at supporting national counterparts in developing and implementing behaviour change communication and social/community mobilization strategies. But how do we know if Strategic Communication is addressing the right AI/PI issues among the right people, at the right time, in the right way? And how do we know if strategic communication is actually making a difference to AI/PI preparedness and response efforts?

UNICEF staff attending an inter-regional AI/PI communication meeting in Bangkok, Thailand (August 2006), requested guidance on how to rapidly **research, monitor and evaluate** (RM&E) strategic communication in order to strengthen the organization's capacity to address these important questions. ***Essentials for Excellence*** was written in response to this request and since it first became available in November 2006, many of its ideas and tools have been put to use in several countries. This updated version reflects the lessons learned since then and new tools adapted from the field.

Essentials for Excellence is not comprehensive but it does equip you with sufficient know-how to be able to plan and manage useful RM&E for your AI/PI strategic communication. For those seeking further information, web-links and key references are included.

The guide is aimed at users who want straightforward answers to often quite complex questions (including sampling, research design and pre-testing) who need handy tips, and who are looking for practical rather than academic advice. To be of any use, the guide is highly dependent upon your

ability and willingness to adapt the suggestions offered to suit your circumstances and needs. This is also a useful basic reference for researching, monitoring and evaluating other Strategic Communication initiatives whether you are conducting an initial assessment for a child protection communication programme or a final evaluation of a hygiene promotion project.

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Last but not the least, thanks to the entire team at the UNICEF Pacific office for providing timely and efficient support during the course of the production.

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OVERVIEW

Strategic communication is an evidence-based, results-oriented blend of advocacy, social mobilization and behaviour change communication.

How do we know if strategic communication is addressing the right **Avian Influenza/Pandemic Influenza** (AI/PI) issues among the right people, at the right time, in the right way? And how do we do know if strategic communication is actually making a difference to AI/PI preparedness and response efforts?

UNICEF staff attending an inter-regional AI/PI communication meeting in Bangkok, Thailand (August 2006), requested guidance on how to **research, monitor and evaluate** (RM&E) strategic communication in order to strengthen the organization's capacity to address these important questions. Government partners have likewise requested assistance in this technical field. ***Essentials for Excellence*** has been produced in response to these requests and contains five modules on:

1. How research, monitoring and evaluation help AI/PI strategic communication.
2. How to conduct formative research at baseline.
3. How to assess immediate reactions to messages, materials and proposed behaviours.
4. How to monitor processes and early changes.
5. How to measure and report impact.

Two toolboxes that provide basic advice on data collection methods and on sampling are included. A final Annex offers examples of research instruments for local adaptation that have been used in the Asia-Pacific region.

1

HOW RESEARCH, MONITORING AND EVALUATION HELP AI/PI COMMUNICATION

1. How Research, Monitoring and Evaluation Help AI/PI Communication

Research, monitoring, and evaluation (RM&E) can help AI/PI strategic communication in several ways:

- Ensure programmes are tailored to achieve highest sustainable impact at lowest cost
- Offer forums for participation of various stakeholders
- Test and assess programme effectiveness
- Make a case to change programme inputs
- Justify continued financial/political support
- Answer stakeholder questions
- Provide feedback at all levels.

Table 1 outlines the types of research you need to guide and assess AI/PI strategic communication. Figure 1 illustrates how these research processes link together.

Table 1: Research in Strategic Communication Programmes

Type of research	Broad purpose of research	Main questions answered
1: Formative research (situation analysis, baseline measurement)	Examines current situation, develops objectives and baselines for subsequent measurement, and determines key concepts	Where are we now? Is strategic communication needed? Who needs it, why, how, when, and where?
2: Assessing immediate reactions (pre-testing)	Identifies essential design features	Will this work? How should strategic communication best be carried out?
3: Monitoring processes and early changes	Monitors inputs and outputs; assesses reach, quality, participant satisfaction, and early indications of behavioural, organizational and social change	How are we doing? To what extent are planned activities actually realized? How well is the information provided and dialogue supported? What early signs of progress can we detect?
4: Evaluating outcomes and impacts	Measures behavioural, organizational and social change results and determines contribution of strategic communication to these results	How did we do? What outcomes are observed? What do the outcomes mean? What difference did strategic communication make?

How much time should we invest in each type of research?

This depends on your country's requirements, the scale of the programme, resources and the timeframes you are working to. A crude estimate is:

- formative research at baseline takes between 1-2 months.
- assessing reactions to messages, materials and proposed behaviours takes 3-4 weeks.
- monitoring implementation, behaviours and most significant changes is conducted at various intervals for the duration of your strategic communication programme.
- outcome and impact evaluation each take between 1-2 months.

Figure 1: Linking Programme Goals, Results, Activities with Research, Monitoring and Evaluation

Level	Avian Influenza/pandemic influenza example	Research, Monitoring Evaluation
Programme Goal ↑	• Contribute to the prevention and containment of avian influenza and human influenza epidemics in XXX	Impact Evaluation Baseline, Ending, Time after Strategic Communication ended
Programme Results ↑	• Reduce morbidity and mortality and minimize social disruption associated with pandemic	Outcome Evaluation Baseline, Endline
Behavioural Results ↑	• Rural poultry farmers send reports of suspected bird cases immediately (within 24 hours) to the local veterinary authorities [one of several behavioural results]	Behavioural Monitoring, Significant Change Monitoring, Evaluation Baseline, During, End
Activities (inputs,outputs)	• Training of interpersonal communicators • Community radio bulletins • Training of farmer support groups • Local administrative mobilization • Point-of-service promotion at field stations • Mobilization of school students	Implementation Monitoring, Pre-testing During - As planned? Reach? Quality? Satisfaction? Participation? Readjusting?

Note: XXX refers to country. The upward arrows indicate the upward logical linkage. If implementation activities are carried out successfully, this should lead to achievement of behavioural results. In turn, if behavioural results are achieved, this should lead to achievement of programme results, and so on.

What if we have not planned for research, monitoring and evaluation?

RM&E are vital elements of all successful strategic communication programmes. It is never too late to do research. For example, even if you are in the materials production stage, it is still possible to conduct some formative research to determine quick baseline measures and to assess immediate reactions. You can also closely monitor implementation so that important re-adjustments can be made as you proceed. Likewise, if you have implemented a programme and did not establish any baseline measurements, it is still possible to evaluate outcomes and impact. Whatever planning or implementation stage you have reached, use this document to guide your RM&E requirements.

Who should conduct the RM&E?

Depending on your preferences as well as the resources and time available, these different types of research can be contracted to professional institutions (e.g. universities and research agencies) or conducted by reasonably well-trained government and non-government staff, undergraduate students, and even high school students. Your job is to ensure the highest quality of RM&E possible.

2

HOW TO CONDUCT FORMATIVE RESEARCH AT BASELINE

2. How to Conduct Formative Research at Baseline

Purpose of research stage:

- Examines current situation
- Develops planned results and baselines for subsequent measurement
- Determines key concepts.

Main questions answered:

- Where are we now?
- Is strategic communication needed?
- If so, who needs it, why, how, when, and where?

Quick definition

Formative research is conducted primarily at the start of a strategic communication initiative and includes all research that helps to formulate or inform the development of a new, or refinement of an existing strategy. Formative research explores the current status or situation before an intervention takes place ("baseline") by describing key focal issues, gaps in knowledge, and key resource- and non-resource-related constraints, community-felt needs, and what people are doing, thinking, and saying about focal issues, behaviours, technologies, and service staff. It allows you to understand characteristics of the participant groups who will be involved in the strategic communication initiative.

If designed well, formative research also assists future monitoring and evaluation efforts to assess progress against intended results set before a strategic communication programme is implemented. Assessment against "baseline" – in other words, "before intervention" – is achieved by using carefully selected indicators and data collection methods either while a programme is underway (monitoring: how are we doing?) or after a pre-determined period of time, known as an "endline", has elapsed (evaluation: how did we do?).

What to do

Formative research ranges from examining the findings of previous evaluations to analysis of secondary data relevant to communication to rapid appraisals of community organization to baseline Knowledge, Attitudes, and Practices (KAP) surveys. Pre-testing materials and messages and conducting participatory action research (PAR) projects to identify community-driven ways to adapt recommended behaviours to suit local contexts, are also considered formative research but for the purposes of ***Essentials for Excellence***, we have provided separate advice on these research processes.

There are four essential data collection tasks (LEAD) for formative research:

- **Listen to and observe** people to learn about their perceptions and grasp of the offered behaviours (your preliminary behavioural results), including their sense of the benefits, costs and convenience (time, effort, money) of the behaviours to their lives.

- **Explore** cultural, social, ecological, seasonal, gender-based, political, moral, legal, and spiritual factors that could influence the adoption of the proposed behaviours.
- **Ascertain** when, where and from what or whom participant groups would like to receive information and advice on these recommended behaviours.
- **Determine** a baseline measure (or measures) for each intended result against which you can later remeasure to determine if change has occurred.

To help you with your RM&E planning, we take a broad look at what methods might be most appropriate in Table 2.

Table 2: Minimum Method set for AI/PI Communication Formative Research

Task	Methods of most use *	Sampling	Sample size at baseline **
1. **Listen to and observe** people to learn about their perceptions and grasp of the offered behaviours, including their sense of the benefits, costs and convenience (time, effort, money) of the behaviours to their lives.	• **Semi-structured interview** using open-ended questions and including free listing, TOMA, paired comparison and DILO/MILO with participants relevant to your objectives (e.g., farmers, poultry butchers and sellers, care-givers, food stall owners, health workers, pharmacists, traditional healers, community leaders, religious leaders, and so on).	Non-random	• N=10-25 respondents per participant group. • Multiply by the number of distinct ethnic groups or geographic areas (if resources allow). • Maximum of 50-85 interviews in total will suffice just as long as they are spread across a small number of respondents from each of your specific participant groups referred to in the planned results.
	• **Unstructured observation** including brief participation in settings relevant to planned results (e.g., farm, market, household, food stores, clinic, pharmacy, rural and urban settlements).	Non-random	• Observation notes taken in N=10-25 of each setting. • Multiply by the number of distinct ethnic groups or geographic areas (if resources allow). • Maximum of N=50 settings observed in total will suffice just as long as they are spread across each of your specific strategic communication settings.
2. **Explore** cultural, social, ecological, seasonal, gender-based, political, moral, legal, and spiritual factors that could influence the adoption of the proposed behaviours.	• **Focus group discussion** using open-ended questions and participatory tools including seasonal calendars and vignettes	Non-random	• N=10-12 participants per group. • If visiting several different settings to complete Task 1, you could organize for N=2 focus groups in a small number of poultry farming communities and wet markets (men, women separate if necessary). • Maximum of 10 settings (=20 focus groups) just as long as they are spread across each of your specific strategic communication settings.

Table 2 Continued:

3. **Ascertain** when, where and from what or whom participant groups would like to receive information and advice on the proposed behaviours	• **Semi-structured interview** using open-ended questions about communication needs in relevant settings (as listed).	Non-random	• Same as per 1 above but only a minimum sub-set of 5-10 informants per participant group. • Keep maximum number of inter views on this topic to around N=40.
4. **Determine** a baseline measure (or measures) for each planned result against which you can later re-measure to determine if change has occurred.	• **Structured interview** using closed questions with relevant participants (as listed) – questioning developed using data from 1, 2 and 3 above and combining with existing AI/PI survey tools.	Random	• Depending on a set of parameters discussed in Toolbox 2, sample size could range from between N=100 to N=1000 participants.
	• **Structured observation** in relevant settings (as listed) using an itemized checklist based on data from task 1 and 2 above.	Random	• Depending on a set of parameters discussed in Toolbox 2, sample size could range from between N=100 to N=1000 settings or participants.

The methods listed in this table are described in Toolbox 1. Advice on sampling is provided in Toolbox 2. The final Annex provides examples of research instruments that have been field-tested across the Asia-Pacific region and can be adapted to your local context.

3

HOW TO ASSESS IMMEDIATE REACTIONS TO MESSAGES, MATERIALS AND PROPOSED BEHAVIOURS

3. How to Assess Immediate Reactions to Messages, Materials and Proposed Behaviours

Purpose of research stage:

• Identifies essential design features

Main questions answered:

• Will this work?

• How should strategic communication best be carried out?

Quick definition

Assessing immediate reactions to messages and materials such as brochures, booklets, print, radio or TV advertisements, audiotapes or videotapes, packaging of technical products, etc., is crucial before any strategy involving such resources is implemented on a wide-scale. Also known as "pre-testing", assessing immediate reactions cannot definitively determine what will work but it can help you avoid costly mistakes! Materials such as posters and leaflets, and messages broadcast via the mass media are especially important to assess before dissemination because they usually have to stand on their own or because there are few opportunities to explain what they mean. Assessing immediate reactions to messages, materials and proposed behaviours:

• determines whether messages are clear and compelling;

• identifies unintended messages and totally unpredictable responses and other aspects of materials that may require modification;

• helps you select from among a range of potential messages and materials;

• offers some insight into whether your messages and materials will generate the desired impact;

• provides evidence to support subsequent monitoring and evaluation that participant groups are paying attention to and comprehending the strategic communication.

What to do

Some questions for you and your research team to consider when planning an assessment of immediate reactions include:

• What is being assessed?

• Why is it being assessed?

• With whom does it need to be assessed? How many people should be involved in the assessment? How should they be selected?

• In what geographical locations does it need to be assessed?

• What setting or where exactly will the assessment take place?

• What interview methods will be used in the assessment?

• Who will conduct the assessment?

• When are the results needed?

• What are you going to do with the results?

Typical questions to ask members of participant groups are listed in Table 3. They are indicative only and should be adapted to suit local conditions and can be added to.

Table 3. General and Specific Questions to Assess Immediate Reactions to AI/PI Messages, Materials and Proposed Behaviours

Assessment criteria	What you are trying to find out and should write about in the report	Specific questions to ask in an interview or focus group discussion
Attraction/ Noticeability	Does the material create interest? Catch people's attention and jump out at participant groups? Does the material break through the clutter? Would they pick up the material or stop to read it?	• Just looking at the material/drawing (or picture), what do you think it says?
Strong and weak points	According to participant group members, what are the best things about the materials? What do people like most and least about it? If they had to change something, what would it be?	• In your opinion, was there anything in particular that was worth remembering about the message/s? • What, if anything, did you particularly like about the message/s? • Was there anything in the message that you particularly disliked? If yes, what?
Acceptability	Do the materials and messages fit within the participant group's values and culture? Are controversial or uncomfortable topics dealt with in a sensitive manner? Is there anything offensive or irritating in the material? Does it conflict with cultural norms (especially if translated insensitively into other languages)?	• Is there anything in this drawing (or picture) that would bother or offend people you know? • Is there anything in this statement that would bother or offend people you know?
Comprehension/ memorability	Is the material easy to understand? Do participant group members remember the messages and materials after they have been exposed once? Several times? Is there anything confusing in the material? Do participant group members understand the main points and secondary information? Do they understand every word being used? Are there difficult concepts that need clearer explanations?	• What was the main idea this message was trying to get across to you? • What does this message ask you to do? • What action, if any, is the message recommending that people take? • In your opinion, was there anything in the message that was confusing? • Which of these best describes the message/s? • Easy to understand • Hard to understand
Believability/ Credibility	Do participant group members think that the messages and materials are credible? Do they recognize and trust the perceived source of the messages and materials?	• In your opinion, was there anything in the message/s that was hard to believe? If yes, what? • Which of these words or phrases best describes how you feel about the message/s? • Believable • Not believable

Table 3 Continued:

Personal involvement/ relevance	Does the material seem to be directed at the reader personally? Do participant group members feel that the messages and materials were made for people like them? Can they use the information in their own lives?	• In your opinion, what type of person was this message/s talking to? Was it talking to: o Someone like me o Someone else, not me • Was it talking to: o All people o All people, but especially the intended participant group o Only the participant group • Which of the following words or phrases best describe how you feel about the materials, message/s? o Interesting o Not interesting o Informative o Not informative
Persuasion	Does the message persuade people to do something? After being exposed to the materials, did people increase their knowledge about the subject or change their attitudes or beliefs? Did it intend to adopt the behaviour change?	• Did you learn anything new about Avian Influenza/Pandemic Influenza from this material/message? If yes, what? • Would you do anything new about AI/PI after reading/hearing this material/ message? If yes, what?

Assessment criteria	**Specific questions to ask in an interview or focus group discussion**					
General	Listed below are several pairs of words or phrases with numbers 1 to 5 between them. I'd like you to indicate which number best describes how you feel about the material/ message. The higher the number the more you think the phrase on the right describes it. The lower the number the more you think the phrase on the left describes it. You could also pick any number in between. Please tell me which number best describes your reaction to the material/message:					
Practical	1	2	3	4	5	Not practical
Too short	1	2	3	4	5	Too long
Discouraging	1	2	3	4	5	Encouraging
Comforting	1	2	3	4	5	Harming
Well done	1	2	3	4	5	Poorly done
Not informative	1	2	3	4	5	Informative

Basic methods to apply these questions and examples of samples

(a) **Focus group discussions** with participant groups (e.g., farmers). 10 Focus Groups in randomly selected villages should be enough. 10-12 farmers per group (around 100 participants in total). Advantages include – can generate rich insights through dialogue.

Disadvantages include – difficult to quantify, need trained moderator, can be expensive.

(b) Intercept interviews of randomly selected individuals stopped (or "intercepted") e.g. at poultry markets. Interviewers are holding examples of materials and commence the interview. Say four markets, 50 people at four randomly selected markets or 25 people at eight randomly selected markets (total 200 interviews). Develop multiple choice questions based on examples given above (e.g., "Do you think the material is very believable, somewhat believable, not at all believable?"). Advantages include – easy way to collect data from large numbers of people quickly. Disadvantages include – presenting information in an artificial setting, not statistically representative of population even if intercepts are random (e.g., only collect views of farmers who reach markets).

(c) Natural exposure testing of randomly selected individuals stopped at places where the materials are actually being displayed (in real-life settings such as clinic walls, bus stops, shops, market stalls, schools, etc.). Interviewer waits for respondents to "walk past" material and then conducts interview (to check for noticeability, recall, etc.). Or interviewer conducts interviews "on site" where materials are on real display. 25 people randomly selected at eight randomly sites where materials are on display (total 200 interviews). Advantages include – easy way to collect data from large numbers of people quickly, materials are being assessed in real situations. Disadvantages include – even though materials are assessed in situations, can exaggerate people's attention and comprehension of the materials.

For the most credible results – select a combination of (a) plus either (b) or (c).

Interpreting and using assessment results

If you obtain 70% or above agreement on key questions among survey participants (i.e., % of respondents who answer "yes" or "strongly agree with statement" etc.), you can be fairly confident that you have reached consensus among the sample. If you obtain 70% or above agreement on positive results to key questions, you can be fairly confident that your materials/messages are appropriate for the sampled population.

4

HOW TO MONITOR PROCESSES AND EARLY CHANGES

4. How to Monitor Processes and Early Changes

Purpose of research stage:

- Monitors inputs and outputs
- Assesses reach, quality, participant satisfaction
- Captures early indications of behavioural, organizational and social change

Main questions answered:

- How are we doing?
- To what extent are planned activities actually realized?
- How well is the information provided and dialogue supported?
- What early signs of progress can we detect?

Quick definition

Monitoring is continuous and aims to provide management and other stakeholders of an ongoing programme with early indications of progress or lack thereof in the achievement of objectives. Continual and careful monitoring of relevant indicators and processes generates information for evaluation and, more importantly, for corrections that may be needed as a strategic communication initiative unfolds.

What to do

There are four main forms of monitoring. Implementation monitoring and process evaluation are crucial. Behavioural monitoring and Most Significant Change monitoring are highly recommended.

- **Implementation monitoring** compares what is supposed to be happening with what is actually happening by tracking planned inputs and outputs, usually through a basic monitoring system such as a logical framework, workplan or timetable.

- **Process evaluation** examines how well activities are being carried out according to parameters such as reach, quality, participant satisfaction, and levels of stakeholder participation. Process evaluation allows for ongoing refinements in strategy.

- **Behavioural monitoring** measures intermediate behavioural results of programme activities involving selected participants. Behavioural monitoring helps to explain what is happening as a result of outputs such as training and how they link to longer-term changes as envisaged by programme results.

- **Most Significant Change monitoring** allows for the systematic collection and participatory analysis of stories of change from the viewpoint of participants. Stories may be positive or negative and may include changes in: an individual's behaviour; group attitude; a community's or organization's capacity; a policy; social conditions; and so on.[1]

[1] Davies, R. and Dart, J. (2005) The Most Significant Change 'MSC' Technique: A Guide to Its Use. Available at: http://www.mande.co.uk/docs/MSCGuide.pdf

Table 4 outlines the key questions asked in each form of monitoring, how, with whom or where these questions are asked, and suggested sample sizes.

Table 4. Questions, Methods and Samples for Monitoring AI/PI Communication Programmes

Form of monitoring	Key questions	Who What Where	Method See Toolbox 1 for advice	When	Sampling and sample size See Toolbox 2 for advice
Implementation	• Are inputs being implemented as planned? (timeliness, quantity) • Are outputs being delivered as planned? (timeliness, quantity) • Are activities (inputs/outputs) within budget?	• Refer to Strategic Communication Plan, budget and associated reports	• Examine plan's logical framework, implementation or workplan, timetable and budget • Analyze periodic reports from stakeholders (if available)	• Monthly, bimonthly, quarterly	• Sampling not usually needed • Well-organized document storage and retrieval system is vital
Process	• Is the message/activity (e.g., training) reaching the people for whom it was designed? • Are all aspects of the activity of good quality? • What kind of participation is occurring in the programme? • To what extent is the direction of the activity changing in response to the needs of the participants?	• Those involved in delivering and participating in activities: • Health workers, agricultural extension officers, volunteers, care-givers, poultry farmers, wet market butchers, food sellers, school teachers, household heads, religious leaders, community leaders, policy makers, etc. • Data collection takes place at farms, markets, clinics, schools, pharmacies, etc.	• Intercept interviews • Focus group discussions • Semi-structured interviews	• Every quarter or six months	• Non-random – 25, 50, 100, 200 respondents depending on resources
Behavioural	• As a result of the communication activities (including training) what are participant groups doing now?		• Structured interview (questionnaire) • Structured observation (with checklist) • Government records (agricultural, health) if available	• One month after training or launch of campaign (if feasible) • Every six months thereafter (linked to outcome evaluation)	• Non-random for behaviour of trained workers – 25, 50, 100, 200 respondents depending on resources • Random for behaviour of those visited by trained workers or reached by other communication activities (radio, etc.) – depending on a set of parameters discussed in Toolbox 2, sample size could range from between N=100 to N=400 participants • Random sample of agricultural/health records (reported cases etc.)
Most Significant Change	• In your opinion, what is the most significant (or important) change that has occurred in the last few months since AI/PI communication activities started in this setting?		• Semi-structured interviews	• Every six months	• Can be random number of settings and participants whom you know have been reached by AI/PI communication • Suggest 2 stories collected per selected setting – rural farm, wet market, clinic, village, urban neighbourhood, pharmacy, government office etc. • Maximum of N=50 settings spread across your specific strategic communication settings providing 2 stories each for subsequent discussion and analysis

5

HOW TO MEASURE AND REPORT IMPACT

5. How to Measure and Report Impact

Purpose of research stage:

- Measures behavioural, organizational and social change results
- Determines contribution of strategic communication to these results

Main questions answered:

- How did we do?
- What results are observed?
- What do the results mean?
- What difference did strategic communication make?

Quick definition

Evaluation is a periodic exercise that attempts to comprehensively and objectively assess progress towards and the achievement of a programme's results or goals. Unlike monitoring, evaluation is usually resource intensive because it should be comprehensive in its scope, using many different forms of data collection and analysis. Ideally, evaluations should measure progress made against an initial baseline situation. There are several research designs that can help you determine the contribution that strategic communication has made if changes are detected in an endline evaluation compared to a baseline. External evaluators who bring a certain degree of objectivity should join the evaluation exercise.

What to do

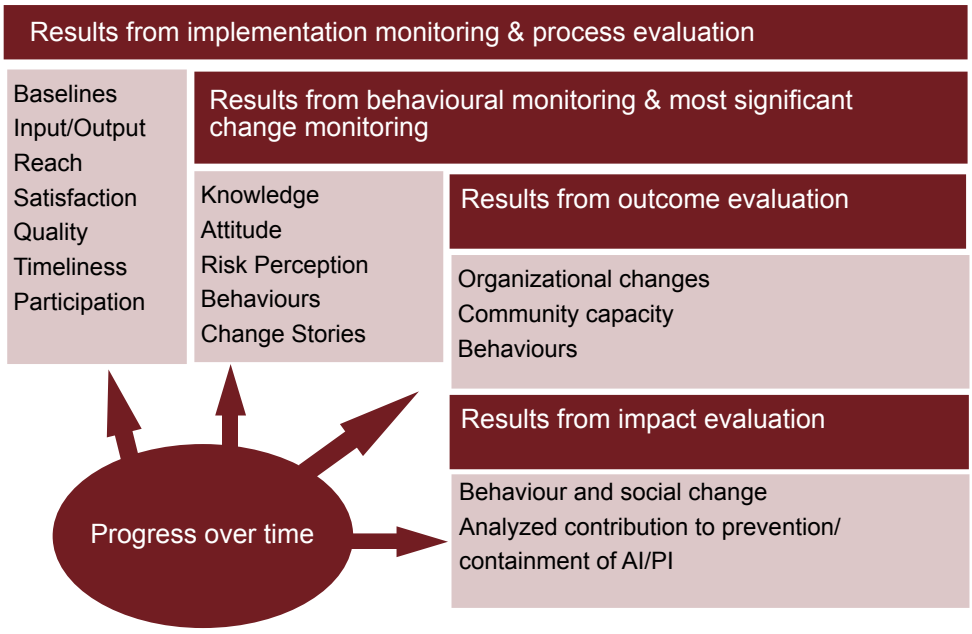
There are at least two types of evaluation.

- **Outcome evaluation** focuses on whether strategic communication results, usually stated in terms of behavioural or social changes, have been achieved within a given time period; and
- **Impact evaluation** assesses the sustainability of changes identified in outcome evaluations some time after a programme has ended, determines whether its overall goal has been achieved, and analyzes the contribution strategic communication has made to this achievement.

At the very minimum, you want an evaluation that allows you to know that AI/PI communication is actually making a difference and that this difference is contributing to AI/PI preparedness and response. This type of research needs time, careful planning, investment of resources, and ideally should be conducted by a skilled evaluator or evaluation team.

Results may be documented through baseline analyses, formative research studies, tracking surveys, implementation monitoring reports, and process evaluations. Signs of behavioural, organization and social change may also arise from behavioural monitoring, most significant change monitoring, and outcome evaluations (Figure 2).

Figure 2. Types of Results



When trying to measure the link between your communication outputs (mass media, face-to-face communication, print, etc.) and results, you must solve two main problems:

- First, you must assess whether the planned results of your AI/PI strategic communication have been achieved using the methods and samples listed in Table 2 and elaborated upon in Tool boxes 1 and 2. You should also have strong evidence that messages, materials and proposed behaviours were well-received (Table 3), and that the programme has been implemented as planned, participants have been reached, are satisfied, and so on (Table 4).

- Second, you must determine what contribution strategic communication has made to the outcomes/impacts. How much of the success (or failure) can be associated with strategic communication? Was the contribution worth the investment? Perhaps something else was influencing the observed changes such as an ongoing rural water, hygiene, and sanitation programme. Perhaps without AI/PI strategic communication, the observed changes would have occurred anyway, or would have occurred at a lower level or at a slower pace. In short, you need to assess your AI/PI strategic communication against an explicit "counterfactual" – what happens when AI/PI strategic communication is **not** in place.

The best way to solve the second problem is to use a carefully designed evaluation. For example, comparing outcomes among groups of rural farmers exposed to the AI/PI communication with outcomes among groups of rural farmers not exposed.

One of the strongest evaluation designs is to randomly assign participants to either intervention or non-intervention ("control") groups and then compare the same indicators in each group. For example, an immunization programme in Ethiopia set out to reduce vaccination dropout rates by applying stickers with a picture of a child receiving a vaccination and a next appointment date to the inside of household doors to remind mothers of the need to vaccinate their children. Over a period of time, the evaluation showed that the dropout rate was 55% lower (p=0.01) among mothers who randomly received the sticker (the intervention group) than among those who did not receive the sticker (the control group)[2].

When random assignment to intervention and non-intervention groups is not possible, another credible way is to "match" those exposed to the AI/PI communication with those who are not exposed using a set of characteristics ("variables") such as ethnicity, socio-economic status, religion, geographic location, and so on. If you have "before and after" measures, this strengthens the design. If you have no baseline, you can still compare between matched intervention and non-intervention groups after the strategic communication programme has been launched, although your evidence-base is a little weaker. To illustrate, this time taking an example from reproductive health, an evaluation of the Pakistan government's Lady Health Worker Programme was conducted in 2000-2001. It was not possible to randomly assign women to an intervention group (those visited by Lady Health Workers) and an non-intervention group (not visited), so the evaluators had to interview a large number of women and then compare contraceptive use among those who said they were visited by Lady Health Workers with those who said they were not visited. During analysis, various household and individual variables were matched and controlled to ensure findings from both groups could be compared. The evaluation showed that women visited regularly by community-based female workers (Lady Health Workers) were significantly more likely (p=0.03) to use a modern reversible method of family planning than women not served by the programme[3].

Although somewhat complex and resource intensive, a relatively new evaluation approach known as Propensity Score Matching (PSM) is also very useful, especially if your programme has invested heavily in mass media and therefore "exposure" cannot be controlled. Even without a baseline and when you cannot assign groups to intervention or non-intervention before a programme is launched, data on outcomes, exposure status and other variables can be collected during an evaluation (using questionnaires, observation checklists, etc.). Through multivariate logistic regression, it is then possible to determine the relationship between outcomes and relative exposure status ("propensity to be exposed") to reveal relationships between levels of exposure and behavioural, knowledge, and attitudinal outcomes[4].

[2] Berhane, Y and Pickering, J. (1993) Are reminder stickers effective in reducing immunization drop-out rates in Addis Ababa, Ethiopia? Journal of Tropical Medicine and Hygiene, 96(3): 139-145. After Waisbord, S. and Larson, H. (2005) Why invest in Communication for Immunization: Evidence and Lessons Learned. A joint publication of the Health Communication Partnership based at Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (Baltimore) and the United Nations Children's Fund (New York). Available at: http://www.hcpartnership.org/Publications/CommunicationforImmunization.pdf

[3] Douthwaite, M. and Ward, P. (2005) Increasing contraceptive use in rural Pakistan: an evaluation of the Lady Health Worker Programme. Health Policy and Planning, 20(2):117-123. Available at: http://heapol.oxfordjournals.org/cgi/reprint/20/2/117?ijkey=36XboqJ5UxBzY&keytype=ref

[4] Do, M.P. and Kincaid, D.L. (2006) Impact of an Entertainment-Education Television Drama on Health Knowledge and Behavior in Bangladesh: An Application of Propensity Score Matching. Journal of Health Communication, 11(3): 301-325. See also http://www.jhuccp.org/pubs/ci/20/20.pdf

When you have no possibility of comparing between intervention and non-intervention groups (and PSM is beyond your programme's technical capabilities), then the next best option is to collect a baseline amongst the intended intervention group before your AI/PI strategic communication commences and then re-measure the same indicators 12 or 24 months after implementation has commenced. This design is a lot less resource intensive than those above, but the evidence that any observed changes between baseline and endline are the direct result of the AI/PI strategic communication is not as strong because you have no idea what would have happened without your programme (you do not have any "non-intervention" comparisons). Nevertheless, results obtained through this design can still be suggestive of strategic communication's contribution. For example, a dengue fever prevention programme in Fiji was evaluated in 2001. When filled with rainwater, old automobile tyres left around people's homes are a major breeding place for dengue-transmitting mosquitoes. A structured observation survey on tyre management was conducted in 100 randomly selected households in two different urban centres before the national strategic communication campaign (September 2000). Eighty-two of these households were revisited two months after the national campaign ended (July 2001). The number of tyres in the yard were counted and assessed as to whether they had been modified in any way. While the total number of tyres did not change, there was a significant shift in their usage. Before the campaign, 34% of the total tyres were 'well managed' (i.e. filled to the top with soil, punctured with holes or stored under cover). This percentage had significantly increased (p=0.001) to 61% when the survey was repeated at the end of the campaign.[5]

The final option is when you have no possibility of comparing between intervention and non-intervention groups, PSM is beyond your programme's technical capabilities, and you did not conduct a baseline before the AI/PI strategic communication programme was launched. In this case, you can conduct an evaluation against a set of indicators 12 or 24 months after implementation has commenced. While a lot less resource intensive than all the above designs, the evidence that your AI/PI strategic communication has contributed to any outcomes recorded in the evaluation will likely be very weak because you have no pre-intervention measures and no idea what would have happened without your programme (you do not have any "non-intervention" comparisons).

Tips on contribution analysis

If the last two designs are the only options available to you, here are some tips on how to analyze the contribution of your AI/PI strategic communication:

1. Make sure you have strong evidence from your pre-testing assessments that messages, materials and proposed behaviours were noticed, accepted, remembered, believed, etc. by participants (Table 3), and from your monitoring that the programme has been implemented as planned, participants have been reached, are satisfied, and so on (Table 4). You will need this evidence when linking inputs/outputs to outcomes.

[5] Bera, A., Koroivueta, J., Stewart, T. And Parks, W. (2004) The value of social science research during implementation of dengue fever prevention and control activities in Fiji. Dengue Bulletin, 28(Supplement): 26-29. Available at: http://www.searo.who.int/en/Section10/Section332/Section1947_9782.htm

2. List the outcomes as reported in the evaluation and propose linkages between these outcomes and actual inputs/outputs.
3. Consider plausible alternatives. You need to be realistic about the results you are reporting and acknowledge that many factors are at play beyond specific strategic communication activities. With stakeholders, explore and discuss plausible alternatives that might explain the proposed linkages between inputs/outputs and associated outcomes.
4. Provide evidence that discounts these alternatives. If there is little evidence that counters other plausible explanations, then you have to conclude that you cannot be sure what contribution strategic communication has made. This unfortunate conclusion, however, is not usually arrived at if you have gathered additional, relevant evidence. For example, your AI/PI strategic communication might have been based on a previously proven theory and/or field experiences elsewhere, in which case, the associations between the inputs/outputs and outcomes are supported by other examples. Other supporting evidence may be found not from specific indicators, but from programme reports, meeting minutes, national surveys, or stories from the field (Table 4).
5. If debates over contribution remain and you yourself are not sure whether other factors are at play, then defer to the need for a more sophisticated evaluation design.[6]

In sum, even in the absence of a baseline and comparison groups, if you have: (a) a sound monitoring system; (b) conducted a reasonably comprehensive evaluation; and (c) have considered plausible alternatives (contribution analysis), your evaluation report should be able to show:

- Outcomes appeared at an appropriate time after your efforts began;
- Outcomes faded when your efforts stopped;
- Only those outcomes appeared that you should have affected;
- Outcomes appeared only where or when the programme was active;
- The biggest outcomes appeared where or when you did the most;
- There are no plausible alternatives that could account for the outcomes or if there are, you have recognized these other explanations and objectively accounted for them in your conclusion.

Evaluation report format

A standard format for organizing a research study or evaluation report is shown in Box 1.

Here are some basic questions that you can use to develop and/or judge an evaluation report:

1. Is the evaluation design clearly stated? For example, qualitative only/quantitative only, qualitative and quantitative combined, “Single Group Before and After Design”, and so on.
2. Are ethical principles respected and is the process for informed consent described? Was ethical clearance obtained?
3. Is the rationale for the data collection methods and types of information collected with each method clearly presented?

6 For further information on Contribution Analysis, go to: http://www.oag-bvg.gc.ca/internet/docs/99dp1_e.pdf and http://www.oag-bvg.gc.ca/internet/English/oag-bvg_e_10189.html

4. Are samples (number, age, gender, ethnicity, location etc.) and sampling procedures (random, non-random) clearly described and justified?
5. Is there an explanation of the evaluation's limitations (sample size, bias, design)?
6. Does the report draw on a variety of data collection methods to answer key questions? For example: interviews; focus group discussions; questionnaires; observations; participatory techniques etc.
7. Are data analysis processes clearly described? For example, the statistical software package used together with statistical tests applied (if appropriate), thematic analysis for qualitative data etc.
8. Are a variety of data displays used and each explained? For example: descriptive statistics – frequencies, %, averages; bar graphs; pie charts; cross-tabulations; quotes; stories (Most Significant Change Stories); photographs; maps; and diagrams
9. Has the wider community been invited to give feedback on the evaluation findings and is evidence of this feedback included in the report?
10. Are results timely, useful, applicable, and logical linked to recommendations presented in the report?
11. Have plausible alternatives to explain observed changes been presented and objectively discussed?
12. Have clear recommendations for future action been made (short-term, medium-term, long- term)?

A "no" to any of these questions should prompt you to make or request that relevant modifications be made to the report. A "yes" to all these questions does not mean that you have a top quality evaluation in your hands, but at least it should be reasonably sound!

BOX 1: STANDARD FORMAT FOR AN EVALUATION REPORT

Executive Summary
1. Introduction
Background
Statement of purpose and questions
2. Methodology
Sample, sampling, methods
3. Results
Sample characteristics, results by research question or discovered theme or baseline/ evaluation requirement; data displays (graphs, tables, quotes, etc.)
4. Discussion and conclusion
5. Recommendations for action
Annexes
Including examples of consent forms used, interview guide, questionnaire, background statistics, budget acquittals.

TOOLBOX 1:
BASIC ADVICE ON DATA COLLECTION METHODS

Table 5: Quick Summary of Methods of most use

Method	Key features	Data generated	When best to use
Semi-structured interview	Interview with purposeful selected key informants informally guided by pre-determined, usually open-ended questions. Can include other tools such as Free-listing, Top of the Mind Analysis, Paired Comparisons, etc.	**Qualitative: stories and quotes**	• Formative research at baseline • Monitoring • Evaluation
Unstructured observation	Wide-ranging observations of activities and behaviours gathered through participating in selected settings or at opportune moments.	**Qualitative: descriptions of events and processes**	• Formative research at baseline • Monitoring • Evaluation
Focus group discussion	Moderated discussion with representatives of participant groups guided by some pre-determined questions. Can include participatory tools such as seasonal calendars and vignettes.	**Qualitative: stories and quotes** **Quantitative: opinions and judgements if using some participatory tools**	• Formative research at baseline • Monitoring • Evaluation
Structured interview (questionnaire)	Interview with usually representative samples of respondents systematically guided by pre-determined, usually closed questions.	**Quantitative: numbers, percentages, frequencies, etc.**	• Formative research at baseline • Sometimes during monitoring • Evaluation
Structured observation	Narrowly-focused observations of activities and behaviours gathered through using a pre-defined checklist.	**Quantitative: numbers, percentages, frequencies, etc.**	• Formative research at baseline • Sometimes during monitoring • Evaluation

Semi-structured interview

When to use: At baseline as well as during monitoring and evaluation.

With whom: Conducted with “key informants” such as rural poultry farmers, wet market butchers and poultry sellers, child care-givers, food store owners, government officials, local health service personnel, traditional healers, community leaders (elected or self-appointed), religious leaders, and members of non-governmental organizations. Always collect background information of respondents so that you can characterize the people interviewed and describe these details in the final report.

How sampled: Non-randomly. Around 10-25 respondents per participant group – rural poultry farmers, wet market butchers and poultry sellers, child care-givers, food store owners, government officials, local health service personnel, traditional healers, community leaders, religious leaders, and members of non-governmental organizations. Maximum of 50-85 interviews in total will suffice just as long as they are spread across a small number of respondents from each of your specific participant groups referred to in your objectives.

What to ask: Open-ended questions with clever use of probes and prompts are used to elicit a wide variety of detailed responses on topics of interest. For example:

- *How can you tell when your poultry are "healthy"?* [local word/s for "health"]
- *How can you tell if one of your birds gets sick?*
- *How do you keep poultry free of disease?*
- *How can you tell if you or your child has "flu"?* [local word/s for human flu]
- *What do you do at home when you get "flu"?*
- *How can "flu" spread between people?*

Useful tools to include in method

Free listing – A specific question is mentioned by the interviewer and the respondent is asked to explain what comes freely to mind. For example:

- *Tell me the common diseases poultry suffer from in this area* [asked of a poultry farmer or wet market butcher].
- *What are local names for "flu" in people around here?* [asked of a child care-giver, traditional healer, nurse, or local shop-keeper selling medicines].
- *What cures do people have to manage their flu here?* [asked of a child care-giver, traditional healer, nurse, or local shop-keeper selling medicines].

TOMA (Top of the Mind Analysis) – explores people's perceptions and immediate associations with a specific issue.[7] It involves asking informants what three things come to mind when you say a particular word. TOMA could work this way:

- Interviewer: *I'm going to say one word in a moment and I'd like you to tell me the first thing that comes into your head.* [Pause…] *Bird flu* [local term preferably].
- The respondent then thinks and replies with a word or phrase triggered by the mention of "bird flu". [Interviewer records this word].
- Interviewer: *Ok, what's the next thing that comes into your head?… Ok, what's the next thing that comes into your head?*

Paired comparison – allows you to explore the reasons informants give for doing one thing instead of another. So for example, to determine why people choose to treat flu at home instead of going to

[7] For further information on TOMA, DILO and MILO see: http://www.who.int/malaria/docs/communication_en.pdf

a local clinic, you ask:

- *If your child has flu, for what reasons would you choose to treat at home instead of going to a clinic?*

And then reverse the comparison:

- *If your child has flu, for what reasons would you choose to go to a clinic instead of treating at home?*

Or for example, to examine reasons why a poultry butcher might wash his hands, you ask:

- *If you have just cut up a bird, for what reasons would you wash your hands instead moving on to the next bird?*
- *If you have just cut up a bird, for what reasons would you move on to the next bird instead of washing your hands?*

DILO (Day In the Life Of) – is used to explore the situation and daily context in which a recommended behaviour is being urged. This tricky but rewarding tool puts the participant/informant right at the centre of the formative research by looking at a day in their life. You ask them to list their daily activities from the time they get up to the time they go to sleep. DILO helps you to identify contact points and barriers to the behaviour being proposed. For example, a DILO analysis of a few poultry butchers working in a wet market may reveal that most simply do not have the time to wash their hands between butchering birds. Or a DILO analysis of child care-givers in an urban slum may reveal an enormous number of daily contacts between care-givers and others. This would indicate that in order for social distancing during an influenza pandemic to be effective the whole local community must adopt the preventive measure – appealing to individual families is unlikely to work.

MILO (Moment in the Life of) – is a modification of DILO and takes you to the precise moment participants are expected to carry out the recommended behaviour. You ask what exactly they may be thinking at that point in time, what is motivating them at that point and what would help them in that moment to say 'Yes' to the recommended behaviour. For example, you are interviewing a child care-giver and you say:

- *Imagine one of your child has fallen very sick with a flu-like illness that you hear could kill her. It is evening time. At that moment, what might go through your mind? What advice would you like to hear at this point and from whom?*

Or you are interviewing a food store manager and you say:

- *Imagine a health worker is inspecting your kitchen and tells you that the area where you prepare ducks for cooking needs to be moved right away from the other food preparation areas. At that moment, what might go through your mind? What could the health worker say to help you decide what to do?*

Other: Another interest may be to interview participant groups relevant to your objectives to discover their information needs and communication preferences. Interview questions might include:

- *What are your main concerns about [local terms for avian influenza/human influenza]?*
- *What kind of information do you need or would you like?*
- *How frequently would you like to be informed and updated on the matter?*
- *Where do you obtain most of your information at present?*
- *How do you want the information to be given to you?*
- *How do you want us to communicate with you?*
- *Do you know whether there is any particular group that requires special information?*
- *Do you know whether a different language or dialect is spoken in the community?*

Unstructured observation (with some participation)

When to use: At baseline as well as during monitoring and evaluation.

Where to observe: In settings relevant to your objectives (e.g., farm, market, household, food stores, clinic, pharmacy, rural and urban settlements). Taking the time simply "to be there", to participate in local activities, to walk around a setting observing activities and asking questions at opportune moments, may yield important information. Unstructured observation is broadly focused, giving you a total view of the setting in which behaviours (or proposed behaviours) are taking place, literally at a glance.

How sampled: Non-randomly. Observation notes taken in N=10-25 of each type of setting. Multiply by the number of distinct ethnic groups or geographic areas (if resources allow). Maximum of N=50 settings observed in total will suffice just as long as they are spread across each of your specific strategic communication settings.

What to observe: questions you might be seeking answers through unstructured observation include:

- Are poultry being caged in any farms?
- How are live poultry stored in livestock markets and at wet markets?
- Where does poultry butchering take place at wet markets? Are there facilities for market workers to wash their hands with soap and water?
- Do cooks wash their hands with soap and water after handling raw poultry meat and before preparing other meals?
- When people sneeze and cough, do they cover their mouths in any way?
- Are masks being worn for any reasons?

Other: All that is required for this method is a notebook, pen/pencil and observational skills. Data are collected in the form of detailed descriptions. Correlation and/or lack of correlation between what people say they do and what they actually do may sometimes be revealed through such

observations. For example, you might spot hand-washing taking place (or not) before food is prepared at a road-side café. This information may not correspond with what you were told by the stall owner.

Focus group discussion

When to use: At baseline as well as during monitoring and evaluation.

With whom: Representatives of participant groups are usually sufficient for each discussion. For example, small groups of rural poultry farmers, wet market butchers and poultry sellers, child care-givers, food store owners, government officials, local health service personnel, traditional healers, community leaders, religious leaders, and members of non-governmental organizations. Always collect background information of respondents so that you can characterize the people interviewed and describe these details in the final report.

How sampled: Six to twelve representatives per participant group. Selection is non-random and should ensure groups are homogeneous in nature. If visiting several different settings to complete semi-structured interviews, you could organize for two focus groups in a small number of poultry farming communities, wet markets, clinics, etc. (separate men and women if necessary). Maximum of 10 different settings (=20 focus groups) just as long as they are spread across each of your specific strategic communication settings.

What to ask: Skilled facilitation of discussions is extremely important. Open-ended questions with clever use of probes and prompts are used to elicit a wide variety of detailed responses on topics of interest. For example, exploration of flu management might include these questions:

- *What are the common diseases in this community?*
- *What is the most important disease?*
- *What about "flu" [use local terms obtained from earlier free-listing]?*
- *Who is responsible for looking after children in this community?*
- *Who usually first detects illness in children?*
- *Who decides what should be done about the illness? We are interested to know everyone who gets involved in this process*
- *If a child gets "flu", what treatments are given here? What's the first treatment usually given? Who decides?*
- *Under what circumstances (if any) would you send a child with "flu"* [local term] *to a* _____ [name one by one the different treatment options available in the community]?

You can also ask the same questions as used in semi-structured interviews (above).

Useful tools to include in method

Seasonal calendar – allows participants to illustrate seasonal changes in subjects of interest, e.g., poultry health, poultry production and sales, labour availability, flu, communication resources, differing activities of local men, women and children. Months, religious events, seasons and other local climactic events, etc., are used to illustrate time periods. Issues of interest are then discussed (sometimes using stones, sticks, or marks on paper in relation to these periods). Discussions usually highlight periods of maximum stress, constraints (no time or resources available) or the best time when new initiatives could be undertaken.

Vignette – is a more sophisticated version of MILO in which group participants are presented with short, culturally realistic stories (vignettes) to debate and describe what they think might have happened or could happen. Vignettes can be used in one-to-one interviews and in group discussions. The human characters in each hypothetical situation are usually given static and dynamic dimensions – static dimensions describing some biographical categories (e.g., age, religion, educational level, economic status); and dynamic dimensions depicting a few social circumstances and behavioural attributes. The dimensions are determined after initial research and reflect locally important issues associated with the AI/PI topic being explored. One character or family is usually placed in a problem situation. An example of a vignette is provided below:

Siboun is a rice farmer. He lives in a village on the outskirts of a large city with his family of five children. His youngest daughter, Tia, looks after the family's poultry. As soon as he returns home after a few days away at the market, Siboun's wife tells him that Tia fell ill yesterday with a high fever, chills, and a sore throat. Siboun has heard about bird flu at the market. They have some medicines at home and some money to pay for transport. What do you think Siboun and his wife will do? Who will they speak to first for some advice?

Structured interview (questionnaire survey)

When to use: At baseline and evaluation (endline).

With whom: Representative samples of rural poultry farmers, wet market butchers and poultry sellers, food store owners and child care-givers. Always collect background information of respondents so that you can characterize the people interviewed and describe these details in the final report.

How sampled: Random. Sample size could range from between N=100 to N=1000 participants.

What to ask: All of the following questions would be written onto the survey form with several pre-defined answers including the correct answer. (see Annex for more examples)

Surveying poultry farmers

- *In the last month, have you found a dead bird? If so, what did you do?*
- *If you found a dead bird, who do you report it to?*
- *If you discovered that some of your birds were sick, how do you access the government compensation scheme?*
- *Has anyone in your family fallen sick with a high fever, chills, sore throat, and cough in the last month after contact with sick birds? If so, what did you do immediately?*
- *If you or one of your family members were to fall sick with a high fever, chills, sore throat, and cough after contact with sick birds, what would you do immediately?*
- *Have you handled any birds in the last 24 hours/week? If so, what did you do to your hands after touching the birds?*
- *What do you do to ensure sick or dead birds are disposed of safely?*
- *If someone has sick or dead birds, what should they do to ensure they are disposed of safely?*
- *What do you do to your poultry cages before entering the market?*
- *What do you do to your poultry cages when leaving the market?*
- *If someone is bringing live birds in cages or empty cages into a poultry market, what should they do with these cages before entering the market?*
- *If someone is leaving a poultry market with live birds in cages or empty cages, what should they do with these cages before leaving the market?*
- *What do you do to your vehicle (bicycle/motorbike/car/truck etc.) before entering the poultry market?*
- *What do you do to your vehicle (bicycle/motorbike/car/truck etc.) when leaving the poultry market?*
- *If someone is arriving at a poultry market in a vehicle (bicycle/motorbike/car/ truck etc.), what should they do to the vehicle before entering the market?*
- *If someone is leaving from a poultry market in a vehicle (bicycle/motorbike/car/ truck etc.), what should they do to the vehicle before leaving the market?*
- *After returning from a market or from another poultry farm, what do you do to your clothes/foot wear before entering your farm?*
- *If someone is returning from a market or from another poultry farm, what should they do to their clothes/footwear before entering the farm?* [Same questions for vehicles (bicycle/motor bike/car/truck etc.) and cages]
- *After you return from the market, what do you do to keep new and unsold birds away from your existing flocks for a period of time?*
- *If someone comes back from a market with new or unsold birds, what should they do with these birds before mixing them existing flocks?*
- *What do you do to keep your birds away from wild birds and their faeces?*
- *If someone is keeping poultry, what should they do to keep them away from wild birds and their faeces?*
- *What do you do to keep birds away from your domestic living areas (cooking, sleeping, etc.)?*
- *If someone is keeping poultry, what should they do to keep them away from wild birds and their faeces?*

- *What do you do to keep different bird species separated from each other?*
- *If someone is keeping poultry, what should they do to keep them separated by species?*
- *What do you do to keep poultry away from children?*
- *If someone has poultry, what should they do to keep them away from children?*
- *What do you do to ensure you handle poultry safely?*
- *If someone has poultry, what should they do to ensure they handle them safely?*

[same question for preparing, cooking, and consuming poultry]

Surveying poultry butchers/food stall owners

- *What do you do to clean your hands before preparing food containing poultry meat?*
- *What do you do to clean your hands after preparing food containing poultry meat*
- *If someone handles birds, what should they frequently do to clean their hands?*
- *If someone has just been handling raw poultry meat, what should they do to clean their hands before they start to prepare food?*
- *If someone has just been handling raw poultry meat when preparing food, what should they do to clean their hands after preparing the food?*
- *After cutting up birds, what do you do frequently to the cutting surface and immediate floor area?*
- *What do you do frequently to cages/areas where your poultry are kept?*
- *If someone is cutting up birds, what should they do frequently to the cutting surface and immediate floor area?*
- *If someone is keeping poultry in fenced areas/cages, what should they do frequently to cages/areas?*
- *What do organizers of this poultry/wet market do to ensure that it is cleaned throughout on a regular basis?*
- *What should be done at poultry/wet markets on a regular basis to ensure that it is cleaned throughout?*

Surveying child care-givers (flu hygiene behaviour and social distancing)

- *What do you do to keep poultry away from children?*
- *If someone has poultry, what should they do to keep them away from children?*
- *Has anyone in your family fallen sick with a high fever, chills, sore throat, and cough in the last month? If so, what did you do?*

[report to clinic + minimize contact with others if sick through voluntary home-based quarantining; keep physical distance (>1m) from all contacts; avoid touching patients or if sick, touching others; wash hands often; wear masks; cover coughs and sneezes; dispose of tissues safely; and clean of possibly contaminated surfaces – reporting to clinics may not be feasible in a pandemic situation].

- *If you or one of your family members were to fall sick with a high fever, chills, sore throat, and cough, what would you do?*
- *A pandemic is occurring. What are you doing to prevent you and your family from catching the virus from others?*

[avoid crowded places; minimize social mixing of children; limit social contact to a small set of people who do not intermix with others].

- *If an influenza pandemic occurs, what should you do to prevent you and your family from catching the virus from others?*

Other: As well as taking measures of reported AI/PI behaviours and knowledge of these behaviours at strategic points (baseline, after 6 months of implementation etc), assessing current levels of perceived risk and benefit associated with certain behaviours and then re-measuring these levels might be providing important proxy indicators of change. For example, using Likert scales, respondents are asked first for their perceptions of the risks involved in a set of behavioural statements related to your objectives:

For each of the following statements, please indicate how risky you perceive each situation. Provide a rating from 1 to 5, using the following scale:

1	2	3	4	5
Not at all risky		Moderately risky		Extremely risky

[Statement examples only]

- *When finding sick/dead birds you do not report this*
- *When a child has a fever, chill, sore throat, and cough after coming into contact with a sick bird, you leave the child at home for a few days to see what will happen*
- *You don't wash your hands after touching birds and before and after food preparation*
- *You don't wash your bird cages on entry or exit of markets and on return to your farm*
- *You don't wash the vehicle you are traveling on entry or exit to markets*
- *You don't wash the poultry butchering area*
- *You allow your domestic birds to come into contact with wild birds and their faeces*
- *You allow poultry to share living areas with your family*
- *You consume sick/dead birds*
- *When sick with flu-like illness, you allow others to come into close contact with you, you don't cover your coughs and sneezes, and leave used tissues lying around*
- *If a major outbreak of dangerous flu occurs, you still visit crowded places, allow children to play with many other children, and visit many of your friends.*

Next respondents could be asked to indicate the benefits they believe are obtained from a set of behaviours related to your objectives:

For each of the following statements, please indicate the benefits you would obtain from each situation. Provide a rating from 1 to 5, using the following scale:

1	2	3	4	5
No benefits at all		Moderate benefits		Great benefitsrisky

[Statement examples only]

- *When finding sick/dead birds you report this immediately to local authorities*
- *When a child has a fever, chill, sore throat, and cough after coming into contact with a sick bird, you take the child immediately to your local clinic*
- *You wash your hands after touching birds and before and after food preparation*
- *You wash your bird cages on entry or exit of markets and on return to your farm*
- *You wash the vehicle you are traveling on entry or exit to markets*
- *You wash the poultry butchering area as often as you can*
- *You prevent your domestic birds coming into contact with wild birds and their faeces*
- *You stop poultry sharing your house's living areas with your family*
- *You dispose of sick/dead birds safely*
- *When sick with flu-like illness, you do not allow others to come into close contact with you, you cover your coughs and sneezes, and dispose of used tissues*
- *If a major outbreak of dangerous flu occurs, you do not visit crowded places, you do not allow children to play with other children, and only visit a few friends and only these friends.*

Structured observation

When to use: At baseline and evaluation (endline).

Where to observe: In settings relevant to your objectives (e.g., farm, market, household, food stores, clinic, pharmacy, rural and urban settlements).

How sampled: Randomly. Sample size could range from between N=100 to N=1000 settings or participants.

What to observe: Table 6 lists the ways in which structured observations can be used to generate quantitative data for various AI/PI behavioural outcomes.

Table 6: Quantitative indicators for AI/PI behavioural outcomes and ways to measure them using structured observations

Suggested indicator	How structured observation could be conducted	Calculating the indicator
• % who wash hands appropriately after touching birds and before and after food preparation ***'Appropriately' and 'safely' would need to be defined locally***	Demonstration of appropriate hand-washing (using soap/ash and water and rubbing hands vigorously together three times) – demonstration requested of randomly selected participants interviewed in questionnaire survey	**Numerator = Number of respondents demonstrating appropriate hand-washing behaviour x 100** **Denominator = All respondents requested to demonstrate hand-washing**
	Spot observation of hand-washing in markets and households (visited for structured interview purposes)	**Spot observation cannot be used to calculate % but can be used to validate interview data**
• % washing cages on entry or exit of markets and farms	Observer positioned at randomly selected entry/exit point. In two randomly selected 20 minute periods at the known peak time for arrival to/departure from market, observer counts how many farmers wash all their cages	**Numerator = Number of farmers observed to wash all his/her cages x 100** **Denominator = All farmers observed who should wash their cages during periods of observation**

Table 6 Continued:

• % washing vehicles on entry or exit to markets through troughs	Observer positioned at randomly selected entry/exit point. In two randomly selected 20 minute periods at the known peak time for arrival to/departure from market, observer counts how many vehicles are washed	**Numerator = Number of drivers/farmers observed to wash vehicle x 100 Denominator = All drivers/ farmers observed who should wash their vehicles during periods of observation**
• % washing clothes/ footwear, vehicles and cages	Spot observation of washing clothes/footwear, vehicles and cages in markets and households (visited for structured interview purposes)	**Spot observation cannot be used to calculate % but can be used to validate interview data**
• % cleaning and washing area appropriately	Demonstration of appropriate butchering area cleaning (using water and disinfectant)	**Numerator = Number of respondents demonstrating appropriate area cleaning x 100 Denominator = All respondents requested to demonstrate area cleaning**
• % markets with regular market closure for intensive cleaning	Observer visits randomly selected markets on days when the market managers have communicated that the market will be closed for intensive cleaning	**Numerator = Number of markets visited that were closed for intensive cleaning x 100 Denominator = All markets visited that were supposed to be closed for intensive cleaning (as communicated by local manager)**
• % farms reporting separation of new and unsold birds and their faeces by physical barriers from any contact with flocks for 14 days	Observer visits randomly selected farms in randomly selected rural village/urban settlement and counts how many have evidence of physical barriers	**Numerator = Number of farms visited that have evidence of physical barriers Denominator = All farms visited**
• % farms with domestic birds separated by physical barriers from any contact with wild birds and their faeces	Observer visits randomly selected farms in randomly selected rural village/urban settlement and counts how many have evidence of physical barriers between domestic birds and wild birds and their faeces	**Numerator = Number of farms visited that have evidence of physical barriers Denominator = All farms visited**
• % farms with poultry separated from living areas	Spot observation of poultry entering living areas in households (visited for structured interview purposes)	**Spot observation cannot be used to calculate % but can be used to validate interview data**
• % farms with poultry separated by species	Observer visits randomly selected farms in randomly selected rural village/urban settlement and counts how many have evidence of physical barriers between species	**Numerator = Number of farms visited that have evidence of physical barriers Denominator = All farms visited**
• % farms where children do not have contact with poultry	Spot observation of children in contact with poultry on farms (visited for structured interview purposes)	**Spot observation cannot be used to calculate % but can be used to validate interview data**

Table 6 Continued:

• % of people who report that poultry is handled, prepared, and consumed safely	Spot observations of poultry handling and poultry food preparation at food preparation sites (visited for structured interview purposes).	**Spot observation cannot be used to calculate % but can be used to validate interview data**
• % of people who report safely disposing sick/dead birds	Observer visits randomly selected disposal sites (as communicated by local farmers) and counts how many of these sites are safe (definition of "safe" will need to be agreed upon by national authorities)	**Numerator = Number of disposal sites visited that are safe x 100 Denominator = All disposal sites visited**
• % of people who engage in flu hygiene behaviour if they or household members fall sick with flu-like illness	Spot observations of a set of hygiene behaviours among families with a member sick with flu-like illness (visited for structured interview) – may not be possible in a pandemic	**Spot observation cannot be used to calculate % but can be used to validate interview data**
• % of people who practice social distancing during a pandemic	Spot observations of known crowded places to verify if people are avoiding them – may not be possible in a pandemic	**Spot observation cannot be used to calculate % but can be used to validate interview data**

TOOLBOX 2:
BASIC ADVICE ON SAMPLES

Box 2 explains some key terms used in sampling discussions.

BOX 2: DEFINING KEY TERMS USED IN SAMPLING

- **Sample:** A sub-set of a whole.

- **Sampling unit or element:** The person or site from whom/where you will collect data. An "element" could be a farmer, a parent, a service provider, market, farm, clinic, and so on.

- **Cluster:** An aggregated group of elements from which you will collect data. A cluster could be a village, a wet market, a school, a health facility, a farmers group, a set of farms and markets, a district, a province, and so on.

- **Sampling frame:** A comprehensive list of all relevant elements or clusters (the "whole") that is used to select a sample.

There are two approaches to sampling: (1) Random (also known as Probability); and (2) Non-random (also known as Non-Probability). Determining the right sampling approach depends on:

- What can be done with available time and resources;
- The size of your programme;
- Your RM&E objectives (what you want to find out);
- The research questions you plan to explore or the indicators you want to measure;
- What will be useful;
- The data sources you plan to collect information from;
- The data collection methods you intend to use;
- What is at stake and what will have credibility in the eyes of stakeholders.

Table 7 highlights the main advantages and disadvantages of random and non-random sampling respectively.

Table 7: Advantages and disadvantages of sampling approaches

Sampling approach	Advantages	Disadvantages
Random	• Less prone to bias • Allows estimation of magnitude of sampling error, from which you can determine the statistical significance of changes/differences in indicators	**• Requires that you have a list of all sample elements** **• More time-consuming** **• More costly** **• No advantage when small numbers of elements are to be chosen**

Non-random	• More flexible • Less costly • Less time-consuming • Judgmentally representative samples may be preferred when small numbers of elements are to be chosen	**• Greater risk of bias** **• May not be possible to generalize to program target population** **• Subjectivity can make it difficult to measure changes in indicators over time** **• No way to assess precision or reliability of data** **Greater risk of bias** **• May not be possible to generalize to program target population** **• Subjectivity can make it difficult to measure changes in indicators over time** **•No way to assess precision or reliability of data**

Source: Adapted from Adamchak, S., Bond, K., MacLaren, L. et al (2000) A Guide to Monitoring and Evaluating Adolescent Reproductive Health Programs. FOCUS on Young Adults. Tool Series 5, June. Pathfinder International in partnership with The Futures Group International and Tulane University School of Public Health and Tropical Medicine. Available at:

http://www.pathfind.org/pf/pubs/focus/guidesandtools/PDF/Part%20II.pdf

Random sampling methods

Methods of random sampling you are likely to need are illustrated below with AI/PI examples.

Simple random sampling – elements are chosen at random so that each element has an equal chance of selection. For example, your research team is visiting a wet market and wants to interview poultry sellers. The names of all poultry sellers working at the market are written on pieces of paper and a number (see "How do we calculate sample size?" below) of names are drawn from a hat at random. The names that are selected are the sellers your team interviews. Or you want to survey flu hygiene behaviours among child care-givers living in high rise buildings in an urban area. You know from a census recently conducted in the city that there are 10,000 families with young children living in such accommodation. Luckily the census provides you with their addresses. You have determined from your sample size calculation (see below) that you need to select 400 families with children under five years for your questionnaire. You assign each of the 10,000 families a number (1 to 10,000). Then using a random numbers table from a statistics textbook or from a computer programme, you generate 400 numbers. Each number represents a family. You then go back to your original list of 10,000 families, pick the 400 corresponding to the random numbers, locate the addresses of these selected families, and proceed with your survey visits.

Systematic sampling – the sample is ordered, the first member or element of the sample is chosen at random using a random numbers table, then the other members are selected at a fixed interval from the population (e.g., every 10th element) until you reach the desired sample size. For example, you are standing at the entrance to a wet market and want to measure the reach of your recently launched radio programme on avian influenza. You want to quickly interview ("Have you

heard…?") 100 randomly selected visitors to the market. From your random numbers table you pick the number 20. You wait for the 20th visitor to pass through the entry gate to the market. You then quickly interview this visitor and then interview every 10th visitor from that point. Or you are visiting a rural village where there are many backyard poultry farmers. You want to systematically observe how the farmers are keeping their poultry and in particular, if and how they are separating ducks from chickens. From your sample size calculation, you have determined you need to observe 10 backyards. There are 30 such backyards in the village. With some villagers' help, you have drawn a map of the village and have identified all 30 houses with backyard farms. You stand at a point the villagers consider to be the centre of the village. You spin an empty glass bottle on the ground. The bottle stops spinning. Its top is pointing towards one of the houses with poultry – a random selection. You start with this house and make your observations. You then calculate "K", your ideal sampling interval. K = the universe of backyards (in this village it is 30) divided by the desired sample size (in this case 10). So you work out you need to observe every third backyard farm highlighted on your village map. With this knowledge, you start to walk in a clockwise direction (around the central point where you span the bottle), and following your map, you stop at the every third house with backyard poultry you reach along the way. You continue until you have completed your 10 structured observations.

Stratified sampling – is used when you want to ensure that there are enough elements with certain characteristics in your sample. With this method the population to be sampled is divided into homogeneous groups based on characteristics you consider important to the research questions being asked or indicators being measured. For example, child care-givers living in villages that have been visited by community volunteers trained to communicate about flu hygiene behaviour and child care-givers living in villages that have not been visited by community volunteers. A simple random or systematic sample of child care-givers is then chosen from each set of villages and interviewed about their flu hygiene knowledge, attitudes and practices (KAP). Data analysis would examine if there were differences in KAP between the two samples of care-givers.

Cluster sampling – arguably one of the most popular random sampling methods for RM&E of strategic communication. First, a simple random sample of clusters is chosen from a sampling frame. Then a simple random sample of individuals within each cluster is selected. For example, as part of your baseline analysis, you have decided to conduct exit interviews of patients suffering from flu-like symptoms attending outpatients at major urban hospitals to determine how rapidly they have responded to the symptoms. Your strategic communication is going to focus on this issue and try to increase the time between onset of symptoms and presentation at health facilities. You have decided your sampling frame is towns with a population over 50,000 and at least one major hospital. From your sample size calculation, you have determined you need to conduct 300 exit interviews. You randomly select 30 towns (clusters) from your overall sampling frame of 100 towns fitting the selection criterion (over 50,000 people, one hospital). At each of your 30 urban hospitals

you visit, you conduct 10 exit interviews (within each cluster), starting each round of interviews by choosing a random number (for example, the fourth patient leaving outpatients fitting the "have flu" criterion) and then interview every 5th patient fitting the "have flu" criterion until you reach your cluster of 10 (here we have combined cluster sampling with some systematic sampling in the final level of respondent selection).

Multi-stage sampling – this is like cluster sampling, but with several stages of sampling and sub-sampling; perhaps best described as "clusters within clusters". This method is usually used in large-scale population surveys. For example, you have decided to conduct a questionnaire survey focused on home-based flu hygiene behaviour and attitudes towards social distancing. You suspect that urban/rural residency has an important influence on these two issues. Your sampling frame is families with children under five years of age. 50% of such families are classified as urban and 50% as rural. From your sample calculations, you determine that you need baseline measures from at least 300 families but you want to take account of the possible influence of residency. So to ensure a representative sample of families living in rural areas and urban areas is selected, you recalculate that you need 300 from each sub-sample (urban and rural) proportionate to size. You then randomly select 30 towns and survey 10 randomly selected families with children under five in each of the 30 selected towns. You also randomly select 30 rural villages and survey 10 randomly selected families in each of the 30 selected villages. The families might be randomly selected using either simple random or systematic random methods as described earlier.

Calculating the size of random samples

Quick tip. **Use an experienced statistician or epidemiologist to help you calculate sizes for random samples!**

Random sample sizes are calculated using various formulae that take into account criteria such as:

- proportion (P) of those carrying out the behaviour of interest;
- levels of significance (p) – the probability that a result is due to chance alone;
- power of statistical tests being applied;
- confidence level – how certain you can be that the true value of the indicator you are measuring lies within specific confidence intervals in the wider population.

The good news is that levels of significance, power, and confidence intervals are pre-set within the formulas you are most likely to use or be recommended to use by a statistician.

For most of the random sample size calculations, you need to give the statistician two pieces of information in order for him/her to use the appropriate formula and calculate sample size accordingly:

1. The value of P – the proportion of those carrying out the behaviour of interest or, if measuring knowledge, the proportion of those with the correct knowledge on the issue of interest. If you

have to make a "guestimate", you should lean toward assigning P a value of .50 (50% of people are carrying out the behaviour). This offers you some insurance that the sample size chosen will be sufficient to satisfy the measurement objectives of your survey, even if your guestimate is erroneous.

2. Whether you are trying:
    - to measure an indicator at a given point in time – useful if you have no baseline measure and no comparison group;
    - to compare indicators between a population exposed to your AI/PI campaign (intervention group) and a population not exposed to your campaign (nonintervention group) at a given point in time – useful if you have pre-planned such an evaluation design;
    - to compare indicators at different points in time – useful if you have a baseline measure and want to re-measure.

Quick tip. **For most monitoring exercises, you rarely need scientifically calculated sample sizes. A random or non-random sample of 25, 50 or 100 respondents (easy to calculate %!) may be sufficient to keep reasonable track of such issues as reach, quality, satisfaction and participation.**

Methods of non-random sampling

There are many non-random sampling methods and the choice largely depends on the use you will make of the data collected. In all non-random sampling methods relatively small numbers of information-rich cases are purposively sought and studied in depth. Non-random sampling is especially useful when your team want to select cases that will quickly maximize your understanding of wider social processes and behaviours. Data are collected and interpreted as the sampling evolves. This "rolling" data analysis allows: identification and exploration of new directions for research/evaluation; testing of ideas and hypotheses by finding cases that contradict each other; examination and follow up of deviant cases to gain further understanding; and selecting critical cases (places, events or individuals which demonstrate particularly important characteristics) for in-depth study. All non-random sampling methods require a fair degree of familiarity with the study population that is usually not necessary when random sampling is utilized.

Methods of non-random sampling you are likely to need are illustrated below with some AI/PI examples.

Extreme case – you select elements which manifest extremes of the phenomenon of interest. For example: very active communicators and non-active communicators; farmers who separate their new poultry from existing flocks and farmers who do not separate their poultry; poultry meat butchers you observe who frequently wash their hands with soap and water and butchers you observe who never wash their hands; local leaders who have helped their community prepare a pandemic influenza emergency response plan and similar leaders who have not. This sampling method is useful when selecting people for semi-structured interviews and when you want to learn from highly unusual cases.

Homogeneous – similar to random stratified sampling in that you aim to select elements from a particular sub-group or strata with a characteristic of interest to the RM&E (e.g., markets where birds are adequately caged and separated, nurses who have undergone pandemic influenza communication training, pharmacists and traditional healers who treat flu-like illnesses, etc.). But instead of random selection from within the strata, you purposively select elements based on their levels of knowledge (local experts) or because they are typical of the strata (wider population group). You cannot generalize your RM&E findings from this non-random sample method to the wider population since elements have not been randomly chosen. This sampling method is useful when selecting participants for semi-structured interviews when you want to reduce variation and simplify analysis (you are dealing with data from people or situations that are reasonably similar) or when selecting participants for focus group discussions where you want people to have similar backgrounds.

Snowball or chain sampling – one or more participants are asked to identify others who share some characteristic in common. As new people are identified so the snowball or chain gets "bigger". For example, you visit a village and find a backyard farmer who, unlike others, cages his poultry. At the end of your interview in which you have recorded his views on avian influenza and caging poultry, you ask him if he knows of other farmers who also cage their poultry. He gives you a couple of names. You visit both these farmers and after interviewing them, you ask if they also know other farmers who do the same, and so on. Snowballing may produce a biased sample as it relies on existing social networks but bias may be limited if initial cases are not themselves a homogeneous sample (e.g., the first farmers interviewed at the beginning of several "snowballs" live in different parts of the country). It is especially useful when researching a "hidden" topic such as farmers who acknowledge some of their poultry have died recently but have not reported these deaths to local authorities. You interview these farmers and ask them if they know of other farmers who may have lost poultry recently and so on.

Calculating the size of non-random samples

> ***Quick tip.*** **Use an experienced sociologist or anthropologist to help you determine sizes for non-random samples!**

There are no formulae to calculate non-random sample sizes. Non-random sample size depends on your resources, what is at stake, the methods you are using, and so on. There are normally trade-offs between depth and breadth that also take into account the limitations of time and money. Larger samples offer a potentially wider range of cases; smaller samples usually allow you time to build rapport with participants, ask more in-depth questions, and collect detailed data.
Remember – qualitative RM&E aims to select information-rich cases and does not claim to be statistically representative.

Whatever your strategy for determining non-random sample size, a rationale will be needed and must be explained in the final report. Options include:

- **Sample to the point of redundancy** – the total number of sample elements from which you collect data is determined by the point at which you reach "data saturation" – or no new insights are forthcoming and you are satisfied that all sources of potential variation have been examined.
- **Determine the sample size and scope in advance** – your RM&E team may find it useful to set target sample sizes (see Table 2). Setting target sample sizes can help you plan for and keep track of resources and activities. Here, a basic rule of thumb is to conduct at least three semi-structured interviews, unstructured observations, and focus group discussions in each setting you are visiting. For very important issues, a target of up to 25 semi-structured interviews with different respondents usually provides enough insight into the total range of opinions, attitudes, and reported practices.
- **Emergent sampling design** – start out and add to the sample as fieldwork progresses – a combination of the previous two. You begin with a target sample size for various settings and participants but as data analysis unfolds, so new issues, questions and RM&E needs arise. If resources allow, you therefore add to the initial targets, usually stopping when you reach data saturation on each emerging issue.

ANNEX

SAMPLES OF RESEARCH INSTRUMENTS FROM THE ASIA-PACIFIC

Sample 1. Child Care-giver survey
Sample 2. School Children survey
Sample 3. Domestic/Backyard Poultry Farmers survey
Sample 4. Obervation Checklist for Household
Sample 5. Observation Checklist for Poultry Farm
Sample 6. Observation Checklist for Poultry Market
Sample 7. Stakeholder Interview Guide Process Evaluation

SAMPLE 1

AI/PI Communication Research Monitoring and Evaluation: Child Care-giver survey

Consent Form & Information Sheet

Hello, my name is <state name>. I am visiting you today to ask the person who looks after the children in the household to help us in an important study for UNICEF. We are surveying a number of people in the village.

Let me first tell you what the study is about. UNICEF has been working with the government of **** for some time to improve the health of children in ******. It is now doing a new study on poultry and people's health.**

What I would like to do is to first ask for your permission to carry out this interview. I will then ask you some simple questions about poultry keeping and health. Taking part is entirely voluntary. It will take about 20-30 minutes. The results will come out in a report but no-one will know what you told us today because it will be added to all the other interviews. We will not publish your name, or release the answers you give us to anyone else. Your answers will be combined with everyone else's so no-one can tell who said what.

Are there any questions you would like to ask about the study or the survey?
<write in topics asked>

If you are willing to take part I have to get you to sign below to show you understand and agree.

This document is to certify that I, <write in name> _____ hereby freely agree to take part in this study and that:

- **The research project and my role in it have been fully explained to me by the interviewer**
- **I have been given a chance to ask questions about the study and the survey, and I am happy with the answers I have been given.**
- **I understand that my name is not recorded on the form.**
- **My answers will not be shown or given to anyone outside the research team.**
- **I understand that taking part in this research project is voluntary and that I am free to stop the interview at any time.**

Date: _____ **Signature:** _____

I, the undersigned, have fully explained the investigation to the interviewee.

Date: _____

Signature of researcher: _____

Village (1) _____ Island (2) _____

Questionnaire No: (3) _____ Country (4) _____

Household composition

1 How many people live regularly in your household? WRITE NUMBER _____ (5)

2 Which age groups do they fall into?

Years	Male	Female	Total
0-4	(6)	(7)	(8)
5-9	(9)	(10)	(11)
10-14	(12)	(13)	(14)
15-19	(15)	(16)	(17)
20-29	(18)	(19)	(20)
30-39	(21)	(22)	(23)
40-49	(24)	(25)	(26)
50-59	(27)	(28)	(29)
60 and over	(30)	(31)	(32)

Household stock

3 Do you keep any pigs, chickens or ducks?

- No [go to question 6 on next page]
- Yes (33)

4 How many pigs, chickens or ducks do you have?

Animal	Number	
Pigs		(34)
Chickens		(35)
Ducks		(36)

5 Where are the chickens kept during the day and night

<WRITE IN "1" FOR MAIN LOCATION, "2" FOR SECONDARY IF USED >

Birds kept	Day	Night
Free range outdoors	(37)	(38)
Outdoors in a partially enclosed area (top open)	(39)	(40)
Outdoors in a completely enclosed area (top, sides and bottom)	(41)	(42)
Completely indoors	(43)	(44)
Other	(45)	(46)

OBSERVATION: Confirmed?

☐ Yes

☐ No (47)

6 In the last month, have any poultry entered your living areas (cooking, sleeping, etc.)?

☐ No

☐ Yes (48)

7 How risky to your health do you think it is to let poultry walk around in your living areas? Do you think it would be….

☐ No risk at all

☐ Some risk

☐ Very risky

☐ Don't know (49)

<GO TO QUESTION 10 IF DOES NOT KEEP CHICKENS OR DUCKS (SEE QU3)>

8 Who in the household does the following tasks?

<WRITE IN "1" FOR MAIN PERSON AND "2" FOR OTHER(S) FOR EACH TASK>

Task	Male child	Female child	Male adult	Female adult	No-one	
Feeding chickens/ducks						(50)
Cleaning cages or roosts						(51)
Disposing of dead birds						(52)
Killing chickens/ducks						(53)

Cleaning innards						(54)
Plucking						(55)
Cooking						(56)
Collecting eggs						(57)
Washing eggs						(58)

9 Do you usually wear footwear when you are looking after the chickens and/or ducks?
<only one answer possible>

- ☐ No, (go to question 11)
- ☐ Yes

10 What footwear do you usually wear when you are looking after the chickens and/or ducks?
<only one answer possible>

- ☐ Sandals/ open sandals (use local term)
- ☐ Boots/shoes
- ☐ Other <write in> (59)

11 Have you done any of the following in the last month?
<ASK EACH ONE, TICK FOR YES>

- ☐ Bought or been given live poultry (60)
- ☐ Sold or given away live poultry (61)
- ☐ Bought or been given freshly-slaughtered (uncooked) chicken (62)
- ☐ Sold or given away freshly-slaughtered (uncooked) chicken (63)
- ☐ Seen your neighbour's poultry mixing with your poultry (64)
- ☐ Seen wild birds mixing with your poultry (65)
- ☐ Had any of your poultry go missing (66)
- ☐ Had any of your poultry die from sickness (if had not, go to Question 15) (67)

12 What did you do with the bird that died from sickness?
<ONLY ONE ANSWER>

- ☐ Buried it
- ☐ Burned it
- ☐ Fed to household animals
- ☐ Cooked it for food
- ☐ Gave it away
- ☐ Put in rubbish collection
- ☐ Other <WRITE IN> _____ (68)

13 Did you report the bird dying from sickness to anyone?

☐ No [go to question 15]

☐ Yes (69)

14 To whom did you report the dead bird?

<WRITE IN> _____ (70)

Hand washing

15 How many times a day do you usually wash your hands? WRITE NUMBER _____ (71)

16 Before or after what activities do you usually wash your hands?

<AFTER EACH RESPONSE ASK: "Any other time?">

☐ Before eating (72)

☐ After working outside (73)

☐ Before going to bed (74)

☐ After coughing (75)

☐ After using the toilet (76)

☐ After sneezing or coughing (77)

☐ After tasks with chickens and/or ducks (78)

☐ Other <WRITE IN OTHER TIMES HERE> _____ (79)

17 How do you usually wash your hands? <TICK ONLY ONE>

☐ With water only (80)

☐ With water and soap (81)

☐ With water and disinfectant (82)

☐ Other <WRITE IN THE OTHER WAY HERE> _____ (83)

18 How regularly do you wash your hands straight after contact with chickens or ducks?

<only one answer possible>

☐ Every time

☐ Most times

☐ Some times

☐ Rarely

☐ Never (84)

OBSERVATION: Can you see ready access to soap and water for hand washing?

☐ Yes

☐ No (85)

Cooking poultry

19 About how many times did you or someone in your family cook chicken or duck for food in the last month?

- ☐ None
- ☐ Don't know
- ☐ <WRITE IN NUMBER> _____ (86)

20 What ways do you usually cook poultry?
<AFTER EACH RESPONSE ASK: "Anything else?">

- ☐ Grilled (87)
- ☐ Roasted (88)
- ☐ Boiled (89)
- ☐ Umum (use local term) (90)
- ☐ Other <WRITE IN> _____ (91)

21 How do you tell when poultry is cooked?
WRITE IN _____ (92)

22 How risky to your health do you think it is to eat cooked poultry when the meat is still pink?

- ☐ No risk at all
- ☐ Some risk
- ☐ Very risky
- ☐ Don't know (93)

23 If birds carry an illness that you can catch from them, what are some of the things you can do when preparing and cooking poultry to reduce your risk of getting sick? <RECORD ORDER OF RESPONSE (1, 2, 3 etc). AFTER EACH RESPONSE ASK: "Anything else?">

- ☐ Wear gloves (94)
- ☐ Boil entire bird with feathers on (95)
- ☐ Wash hands with soap and water after preparation (96)
- ☐ Separate raw meat from cooked meat (97)
- ☐ Use different chopping boards for raw and cooked food (98)
- ☐ Wash the area where poultry meat is prepared (99)
- ☐ Don't know (100)
- ☐ Other <WRITE IN> _____ (101)

24 Did you or someone in your family cook eggs for food in the last month?

- ☐ No
- ☐ Yes
- ☐ Don't know (102)

24 Did you or someone in your family cook eggs for food in the last month?

- ☐ No
- ☐ Yes
- ☐ Don't know (102)

25 What ways do you typically cook eggs?

<AFTER EACH RESPONSE ASK: "Anything else?">

- ☐ Boiled (103)
- ☐ Fried (104)
- ☐ Scrambled (105)
- ☐ Omelette (106)
- ☐ Don't know (107)
- ☐ Other <WRITE IN> _____ (108)

26 If you boil eggs, do you usually have them soft-boiled or cook them till they are hard?

- ☐ Soft- boiled
- ☐ Hard-boiled (109)

27 What are some of the things you can do when preparing eggs to reduce the risk of getting sick from any illnesses carried by the birds?

<AFTER EACH RESPONSE ASK: "Anything else?">

- ☐ Wash eggs with soap (110)
- ☐ Boil until completely solid (111)
- ☐ Don't know (112)
- ☐ Other <WRITE IN> _____ (113)

Human flu

28 What are the signs when someone has the flu?

<AFTER EACH RESPONSE ASK: "Anything else?">

- High temperature/fever (114)
- Chills (115)
- Sore throat (116)
- Coughs and sneezes (117)
- Don't know <WHEN FIRST RESPONSE> (118)
- Other <WRITE IN> _____ (119)

29 How does flu pass from one person to another?
<AFTER EACH RESPONSE ASK: “Anything else?”>

- ☐ By coughs and sneezes (120)
- ☐ By contact with surfaces someone has sneezed or coughed on (121)
- ☐ Don’t know <WHEN FIRST RESPONSE> (122)
- ☐ Other <WRITE IN> _____ (123)

30 Has a child or anyone in your family fallen sick with a high fever, chills, sore throat, and cough in the last month?

- ☐ No [go to question 32]
- ☐ Yes (124)

31 If yes, what did you do immediately?
<RECORD ORDER OF RESPONSE “1” FOR FIRST, “2” FOR SECOND, ETC. AFTER EACH RESPONSE ASK: “Anything else?”>

- ☐ Nothing, just waited for a few days (125)
- ☐ Saw a doctor or nurse (126)
- ☐ Took medicine bought without seeing a doctor or nurse (127)
- ☐ Used traditional or herbal medicine (128)
- ☐ Saw traditional health practitioner (129)
- ☐ Minimised contact between sick family member and others (130)
- ☐ Made sure sick family member kept physical distance (> 1 m) from everyone (131)
- ☐ Made sure sick family member covered coughs and sneezes (132)
- ☐ Disposed of tissues safely (133)
- ☐ Cleaned all contaminated surfaces (134)
- ☐ Don’t know <WHEN FIRST RESPONSE> (135)
- ☐ Other <WRITE IN> _____ (136)

32 If you or one of your family falls sick with high fever, chills, sore throat, and cough, what would you do immediately?
<RECORD ORDER, AFTER EACH RESPONSE ASK: “Anything else?”>

- ☐ Nothing, just wait for a few days (137)
- ☐ See a doctor or nurse (138)
- ☐ Take medicine bought without seeing a doctor or nurse (139)
- ☐ Use traditional/herbal medicine (140)
- ☐ See traditional health practitioner (141)
- ☐ Minimise contact between sick family member and others (142)
- ☐ Make sure sick family member kept physical distance (> 1 m) from everyone (143)
- ☐ Make sure sick family member covered coughs and sneezes (144)

- ☐ Dispose of tissues safely (145)
- ☐ Clean all contaminated surfaces (146)
- ☐ Don't know <WHEN FIRST RESPONSE> (147)
- ☐ Other <WRITE IN> _____ (148)

33 When you are sick with a flu-like illness, how risky for others do you think it would be if you: did nothing, just waited for a few days? Do you think it would be…

- ☐ No risk at all
- ☐ Some risk
- ☐ Very risky
- ☐ Don't know (149)

don't cover your coughs and sneezes? Do you think it would be…

- ☐ No risk at all
- ☐ Some risk
- ☐ Very risky
- ☐ Don't know (150)

34 When you are sick with a flu-like illness, how beneficial would if be if you:

stayed home till you were better? Do you think it would be…

- ☐ No benefit at all
- ☐ Some benefit
- ☐ Big benefit
- ☐ Don't know (151)

stopped other people coming close (under 1 metre) to you? Do you think it would be…

- ☐ No benefit at all
- ☐ Some benefit
- ☐ Big benefit
- ☐ Don't know (152)

Flu following contact with dead/sick birds

35 Has a child or anyone in your family fallen sick with a high fever in the last month after contact with sick or dead birds?

- ☐ No [go to question 37]
- ☐ Yes (153)

36 If yes, what did you do immediately?

< RECORD ORDER OF RESPONSE. AFTER EACH RESPONSE ASK: "Anything else?">

Nothing, just waited for a few days (154)

- ☐ Saw a doctor or nurse (155)
- ☐ Took medicine bought without visiting a doctor or nurse (156)
- ☐ Saw a traditional health practitioner (157)
- ☐ Used traditional/herbal medicine (158)
- ☐ Don't know <WHEN FIRST RESPONSE> (159)
- ☐ Other <WRITE IN> _____ (160)

37 If you or one of your family falls sick with high fever after contact with sick or dead birds, what would you do immediately? <RECORD ORDER OF RESPONSE (1, 2, 3 etc.) AFTER EACH RESPONSE ASK: "Anything else?">

- ☐ Nothing, just wait for a few days (161)
- ☐ See a doctor or nurse (162)
- ☐ Take medicine bought without visiting a doctor or nurse (163)
- ☐ Visit a traditional medicine practitioner (164)
- ☐ Use traditional/herbal medicine (165)
- ☐ Don't know <WHEN FIRST RESPONSE> (166)
- ☐ Other <WRITE IN> _____ (167)

38 When a child has a fever after coming into contact with a sick/dead bird, how risky do you think it would be if you leave the child at home for a few days to see what happens.

Would it be…

- ☐ No risk at all
- ☐ Some risk
- ☐ Very risky
- ☐ Don't know (168)

Major flu outbreak

39 If many people are becoming sick from a dangerous flu, what are you going to do to prevent you and your family catching this flu from others? <RECORD ORDER OF RESPONSE (1, 2, 3 etc). AFTER EACH RESPONSE ASK: "Anything else?">

- ☐ Nothing, just wait for a few days (169)
- ☐ Avoid crowded places (170)
- ☐ Wash hands frequently (171)
- ☐ Stop my children playing with other children (172)
- ☐ Only visit a small number of friends and family who do not visit others (173)
- ☐ Other <WRITE IN> _____ (174)

40 How risky would be if many people are becoming sick from a dangerous flu if you:

still visit crowded places

- ☐ No risk at all
- ☐ Some risk
- ☐ Very risky
- ☐ Don't know (175)

allow your children to play with poultry?

- ☐ No risk at all
- ☐ Some risk
- ☐ Very risky
- ☐ Don't know (176)

allow your children to play with many other children

- ☐ No risk at all
- ☐ Some risk
- ☐ Very risky
- ☐ Don't know (177)

41 If many people are becoming sick from a dangerous flu….

(a) would you still visit many of your friends and family?

- ☐ Don't know (go to 41b)
- ☐ No (go to 41b)
- ☐ Yes (178)

Would you still do this if the government advised against it?

- ☐ Don't know
- ☐ No
- ☐ Yes (179)

(b) would you still go to church?

- ☐ Don't know (go to 41c)
- ☐ No (go to 41c)
- ☐ Yes (180)

Would you still do this if the government advised against it?

- ☐ Don't know
- ☐ No
- ☐ Yes (181)

(c) would you still send your children to school?

- ☐ Don't know (go to question 0)
- ☐ No (go to question 0)
- ☐ Yes (182)

Would you still do this if the government advised against it?

- ☐ Don't know
- ☐ No
- ☐ Yes (183)

42 How could you protect your children from a dangerous flu passed on from poultry?
<RECORD ORDER OF RESPONSE (1, 2, 3 etc.). AFTER EACH RESPONSE ASK: "Anything else?">

- ☐ Keep children away from poultry (184)
- ☐ Teach them not to play with or near poultry (185)
- ☐ Teach them to wash their hands with soap (186)
- ☐ Don't know (187)
- ☐ Other <WRITE IN> _____ (188)

43 Who could you trust if you wanted to find out more about how to protect yourself from a dangerous flu that could be passed on from poultry to people ?

- ☐ Health professional (189)
- ☐ Traditional healer (190)
- ☐ NGO <ASK WHICH ONE AND WRITE IN> (191)
- ☐ Other <WRITE IN> _____ (192)

44 Have you received any information about keeping healthy from a health worker in the last three months?

- ☐ No [go to question 47]
- ☐ Yes (193)

45 What was the information about?
WRITE IN _____
_____ (194)

46 What have you done in response to this information?
WRITE IN _____
_____ (195)

47 Have you heard of "Bird Flu", also called "Avian Influenza"?

- ☐ No [go to question 49]
- ☐ Yes (196)

48 <IF YES> What can you tell me about “Bird Flu”?
<AFTER EACH RESPONSE ASK: “Anything else?”>

_____ (197)
_____ (198)
_____ (199)
_____ (200)
_____ (201)
_____

Personal profile

49 Tick box to record respondent’s gender

☐ Female
☐ Male (202)

50 In which of the following age groups are you?
<IF NO RESPONSE, MAKE AN ESTIMATE>

☐ 10-19 years
☐ 20-29 years
☐ 30-39 years
☐ 40-49 years
☐ 50-59 years
☐ 60 years and over (203)

51 How many years of schooling/education did you have?
<WRITE NUMBER> _____ (204)

52 What is your religion? <WRITE IN> _____ (205)

53 What is your ethnic group? <ONLY ASK IF NOT APPARENTLY I-KIRIBATI>

(206)

54 What is the job/occupation of the main breadwinner in the household?
<WRITE IN> _____ (207)

TELL THEM ABOUT AVIAN INFLUENZA/HAND OVER FLYER

THANK FOR PARTICIPATION

SAMPLE 2

AI/PI Communication Research, Monitoring and Evaluation: School children survey

Consent Form & Information Sheet

Your school has agreed to take part in an important study for the UNICEF which could help the long term health of people in xxxxx.

UNICEF has been working with the government of xxxxx for some time to improve the health of children in xxxxx. It is now doing a new study on poultry and people's health.

What you are asked to do is answer some simple questions about poultry keeping and health. Taking part is entirely voluntary. If you don't want to fill it in, that's ok. If you do it will take about 5-10 minutes. Your teacher can help you if you have any questions about filling in the form.

The results will come out in a report but no-one will know what you told us today because it will be added to all the other surveys. We will not publish your name, or release the individual information you give us to anyone else.

If you are willing to take part write your name on the line below and then sign at the bottom of this page to show you that understand and agree.

This document is to certify that I, hereby freely agree to take part in this study and that:

- The research project and my role in it have been fully explained to me by the teacher
- I have been given a chance to ask questions about the study and the survey, and I am happy with the answers I have been given.
- I understand that my name is not recorded on the form.
- My answers will not be shown or given to anyone outside the research team.
- I understand that taking part in this research project is voluntary and that I am free to stop the interview at any time.

Date: _____

Signature: _____

School _____ (208) Island _____ (209)

Questionnaire No: _____ (210) Country _____ (211)

Your household

55 How many people live regularly in your household? <WRITE NUMBER> _____ (212)

56 Which age groups do they fall into? <WRITE THE NUMBERS IN THE BOXES>

Years	Male	Female
0-14	(213)	(214)
15 and over	(215)	(216)

Household stock

57 Does your family keep any pigs, chickens or ducks? <TICK ONE>

☐ No [go to question 62]

☐ Yes (217)

58 How many pigs, chickens or ducks do you have?
<WRITE THE NUMBERS IN THE BOXES>

Animal	Number	
Pigs		(218)
Chickens		(219)
Ducks		(220)

59 Do you help with looking after your chickens or ducks? <TICK ONE>

☐ No [go to question 62]

☐ Yes (221)

60 Which of these tasks do you do, or help with? <TICK BOX FOR EACH ONE YOU DO>

☐ Feeding chickens/ducks (222)

☐ Cleaning cages or roosts (223)

☐ Disposing of dead birds (224)

☐ Slaughtering chickens/ducks (225)

☐ Cleaning innards (226)

☐ Plucking feathers (227)

☐ Cooking (228)

☐ Collecting eggs (229)

☐ Washing eggs (230)

61 What do you usually wear on your feet when you are looking after the chickens and ducks <TICK ONLY ONE >

- ☐ Nothing, go barefoot
- ☐ Sandals/open sandals
- ☐ Other <WRITE IN> _____ (231)

62 Have you come into direct contact with any chickens or ducks in the last week? <TICK "YES" IF YOU HAVE TOUCHED A BIRD OR BIRD DROPPINGS WITH YOUR HANDS OR FEET >

- ☐ No [go to question 64]
- ☐ Yes (232)

63 IF Yes, where did this happen? <TICK BOX FOR EACH ONE YOU HAD DIRECT CONTACT>

- ☐ In our house when a duck or chicken came inside (233)
- ☐ At school (234)
- ☐ While playing outside (235)
- ☐ When helping my family care for our chickens and/or ducks (236)
- ☐ When helping to get a chicken or duck ready to cook (237)

Washing hands

64 Tick the box which shows the times when you almost always wash your hands during the day <TICK EACH ONE YOU ALMOST ALWAYS DO>

- ☐ Only when they are dirty (238)
- ☐ After eating (239)
- ☐ After playing outside (240)
- ☐ Before going to bed (241)
- ☐ Before eating (242)
- ☐ After coughing (243)
- ☐ After playing with chickens or ducks (244)
- ☐ After using the toilet (245)
- ☐ After sneezing (246)
- ☐ After tasks with chickens and/or ducks (247)
- ☐ Other <WRITE IN OTHER TIMES HERE> _____ (248)

65 How do you usually wash your hands? <TICK ONLY ONE>

- ☐ With water only (249)
- ☐ With water and soap (250)
- ☐ With water and disinfectant (251)
- ☐ Other <WRITE IN THE OTHER WAY HERE> _____ (252)

Human flu

66 Have you been sick with a high fever, chills, sore throat, and cough in the last month?

- ☐ No [go to question 69]
- ☐ Yes (253)

67 What did your parents and you do while you were sick?
<TICK EACH ONE THAT WAS DONE>

- ☐ Nothing, just waited for a few days (254)
- ☐ You saw a doctor or nurse (255)
- ☐ Took medicine bought without seeing a doctor or nurse (256)
- ☐ Gave you traditional or herbal medicine (257)
- ☐ You saw traditional healer (258)
- ☐ Kept you away from the rest of your family, friends and others (259)
- ☐ Made sure you kept at least a metre from everyone (260)
- ☐ Made sure you covered up your coughs and sneezes (261)
- ☐ Don't know (262)
- ☐ Other <WRITE IN> _____ (263)

68 What do you do when you sneeze or cough? <TICK ONLY ONE>

- ☐ Nothing
- ☐ Cover mouth or nose with hand
- ☐ Cover mouth or nose with arm
- ☐ Use a tissue or handkerchief
- ☐ Other <WRITE IN> _____ (264)

Major flu outbreak

69 If many people are becoming sick from a very bad flu that people said came from poultry, what could you do to protect yourself? <TICK WHETHER YOU THINK EACH ONE OF THESE STATEMENTS IS TRUE, NOT TRUE, OR DON'T KNOW>

What you could do	True	Not true	Don't know	
Not eat chicken or duck				(265)
Not touch chickens or ducks				(266)
Not play with or near chickens or ducks				(267)
Wash your hands with soap/disinfectant after touching chickens or ducks				(268)
Stay away from chicken or duck droppings				(269)
Wear a mask over your face when near chickens or ducks				(270)

Stay away from people who have the flu				(271)
Burn dead chickens				(272)
Keep chickens and ducks away from living areas at home				(273)
Report sick or dead chickens and ducks				(274)
Stop going to church				(275)
Stop going to school				(276)

70 How risky do you think it would be if many people are becoming sick from a very bad flu from poultry if you:

did not wash you hands after handling chickens or ducks?

- ☐ No risk at all
- ☐ Some risk
- ☐ Big risk
- ☐ Don't know (277)

did not report it when you found a sick/ dead chicken or duck?

- ☐ No risk at all
- ☐ Some risk
- ☐ Big risk
- ☐ Don't know (278)

visited many of your friends and family?

- ☐ No risk at all
- ☐ Some risk
- ☐ Big risk
- ☐ Don't know (279)

71 Have you heard of "Bird Flu"?

- ☐ No [that is the last question you need to answer]
- ☐ Yes

72 <IF YES> Write down what you know about "Bird Flu"?

_____ (280)

_____ (281)

_____ (282)

THANK YOU

SAMPLE 3

AI/PI Communication Research Monitoring and Evaluation: Domestic/Backyard Poultry Farmers Survey

Consent Form & Information Sheet

Hello, my name is <state name>. I am visiting you today to ask the person who looks after the children in the household to help us in an important study for UNICEF. We are surveying a number of people in the village.

Let me first tell you what the study is about. UNICEF has been working with the government of **** for some time to improve the health of children in ******. It is now doing a new study on poultry and people's health.**

What I would like to do is to first ask for your permission to carry out this interview. I will then ask you some simple questions about poultry keeping and health. Taking part is entirely voluntary. It will take about 20-30 minutes. The results will come out in a report but no-one will know what you told us today because it will be added to all the other interviews. We will not publish your name, or release the answers you give us to anyone else. Your answers will be combined with everyone else's so no-one can tell who said what.

Are there any questions you would like to ask about the study or the survey?
<write in topics asked>

If you are willing to take part I have to get you to sign below to show you understand and agree.

This document is to certify that I, <write in name> _____
hereby freely agree to take part in this study and that:

- **The research project and my role in it have been fully explained to me by the interviewer**
- **I have been given a chance to ask questions about the study and the survey, and I am happy with the answers I have been given.**
- **I understand that my name is not recorded on the form.**
- **My answers will not be shown or given to anyone outside the research team.**
- **I understand that taking part in this research project is voluntary and that I am free to stop the interview at any time.**

Date: _____ Signature: _____

(Non-commercial i.e. < 50 BIRDS)

POSITION: OWNER LEASE HOLDER ☐ HIRED WORKER ☐

SECTION A. SEPARATE

1. DO YOU KEEP ANY OF THE FOLLOWING?_____

LIVESTOCK	YES	NO	How many?
CHICKENS			
DUCKS			
TURKEYS			
GOATS			
PIGS			
CATTLE			
DOGS			
CATS			

2. DO YOUR POULTRY COME INTO CONTACT WITH ANY OF THESE OTHER ANIMALS?

YES ☐ NO ☐

If Yes, which Animals? _____

3. DO YOU THINK THERE IS A RISK THAT CONTACT BETWEEN POULTRY AND OTHER ANIMALS CAN CAUSE DISEASE IN POULTRY?

NO RISK ☐ SOME RISK ☐ BIG RISK ☐

4. HOW OFTEN DO WILD BIRDS COME INTO CONTACT WITH THE POULTRY YOUR FARM?

DIALY ☐ SEASONALLY ☐ RARELY ☐ NEVER ☐

* Observation Point: What birds can you see close to the poultry stock? _____

_____

_____

5. DO YOU THINK THESE BIRDS CAN BE A SOURCE OF ILLNESS TO YOUR CHICKENS OR DUCKS?

YES ☐ NO ☐ Comment? _____

6. HOW FAR IS YOUR HOUSE FROM YOUR POULTRY AT NIGHT?

ALONGSIDE ☐ < 10 MTRS ☐ > 10 MTRS ☐ >100 MTRS ☐

7. WHERE DO YOU KEEP YOUR POULTRY?

(Tick the response and confirm by observation).

	CHICKENS	DUCKS
FREE-RANGE OUTDOORS	☐	☐
ENCLOSED PEN WITH NO ROOF OUTDOORS	☐	☐
ENCLOSED PEN WITH ROOF OUTDOORS	☐	☐
COMPLETELY INDOORS	☐	☐

* Observation Point: CONFIRMED YES ☐ NO ☐

8. HOW RISKY DO YOU THINK IT IS TO KEEP BIRDS OF DIFFERENT SPECIES IN THE SAME CAGE?

NO RISK ☐ SOME RISK ☐ BIG RISK ☐

9. WHEN YOU GET NEW STOCK WHERE DO YOU KEEP THEM?

MIX WITH OTHERS ☐

SEPARATE CAGES ☐

If you answered 'separate cages', how long do you keep them separate from your other stock?

NUMBER OF DAYS _____

10. DO YOU SELL POULTRY IN THE MARKET?

YES ☐ NO ☐

If Yes and you bring unsold stock back home, where do you keep them?

MIX WITH OTHERS ☐

SEPARATE CAGES ☐

11. DO YOU LET YOUR POULTRY TO COME INTO THE 'HOME COMPOUND' AREA?

YES ☐ NO ☐

12. DO CHILDREN PLAY WITH POULTRY?

YES ☐ NO ☐

13. DO YOU THINK THERE IS ANY RISK THAT A CHILD CAN BECOME ILL AFTER PLAYING WITH POULTRY?

NO RISK ☐ SOME RISK ☐ BIG RISK ☐

14. CAN YOU DESCRIBE WHAT POULTRY LOOK WHEN THEY ARE SICK?

Record the respondent's answer. _____

_____

_____

_____

_____

_____

_____

15. WHAT DO YOU DO WHEN YOU NOTICE A SICK BIRD IN YOUR STOCK?

NOTHING ☐ KILL AND EAT ☐ KILL AND DISPOSE ☐

KILL AND SELL ☐ PUT IN SEPARATE CAGE ☐

16. WHAT DO YOU DO WHEN POULTRY DIES?

COOK AND EAT ☐ GIVE TO ANIMALS ☐

THROW IN RIVER OR SEA ☐ BURN ☐

BURY ☐ THROW IN BUSH ☐

COUNCIL COLLECTION ☐ FARM DUMP ☐

* Observation Point: Can you see any dead poultry around the farm? Where?

SECTION B. WASH

17. WHO IS INVOLVED IN THE FOLLOWING POULTRY RAISING ROLES IN YOUR FAMILY?

(Place a tick in the appropriate boxes).

POULTRY RAISING ACTIVITY	ADULT MALE	ADULT FEMALE	CHILDREN	NON- FAMILY PERSON
Collecting eggs				
Feeding				
Catching				
Watering				
Killing				
Plucking.				
Cutting				
Cooking				
Selling				
Washing				
Disposing dead				

* Observation Point: How many adults can you see with the poultry? _____

How many children can you see with the poultry? _____

18. HOW OFTEN DO YOU WASH YOUR HANDS AFTER KILLING AND CLEANING POULTRY?

ALWAYS ☐ SOMETIMES ☐ RARELY ☐ NEVER ☐

19. HOW RISKY IS IT IF THE CUTTING AND DEFEATHERING AREA IS NOT CLEANED AND REMAINS DIRTY FOR SEVERAL DAYS?

NO RISK ☐ SOME RISK ☐ BIG RISK ☐

20. DO YOU THINK THERE IS A HEALTH RISK IN HANDLING DEAD POULTRY?

NO RISK ☐ SOME RISK ☐ BIG RISK ☐

21. AT WHAT POINTS DURING THE DAY DO YOU NORMALLY WASH YOUR HANDS?

Activity	What do you wash them with?
After going to toilet	
Before preparing food	
Before Cooking	
Before feeding children	
Other	

22. HOW RISKY TO YOUR HEALTH DO YOU THINK IT IS TO NOT WASH YOUR HANDS AFTER TOUCHING POULTRY AND BEFORE PREPARING OR EATING FOOD?

NO RISK ☐ SOME RISK ☐ BIG RISK ☐

23. HOW OFTEN DO YOU WASH YOUR HANDS AFTER BURYING OR DISPOSING OF DEAD POULTRY?

ALWAYS ☐ SOMETIMES ☐ RARELY ☐ NEVER ☐

If you do wash your hands - What do you wash them with?

WITH SOAP AND WATER ☐

WITH WATER ONLY ☐

WITH WATER AND ASH ☐

WATER AND DISINFECTANT ☐

Other _____

24. IS SOAP ALWAYS AVAILABLE HERE?

ALWAYS ☐ SOMETIMES ☐ RARELY ☐ NEVER ☐

25. WHY IS SOAP IMPORTANT IN WASHING?

BETTER THAN WATER ALONE ☐ KILLS GERMS ☐

Other _____

26. WHY IS DISINFECTANT IMPORTANT IN WASHING?

KILLS GERMS ☐ CLEANS WOUNDS ☐

OTHER _____

27. WHICH DISINFECTANTS WILL YOU USE TODAY?

_____

_____

_____

SECTION C. REPORT

28. DO YOU REPORT TO ANYONE WHEN POULTRY DIES OF SICKNESS?

YES ☐ NO ☐

If you answered Yes. Who do you report it to?

DEPT AGRICULTURE STAFF ☐

ANIMAL HEALTH WORKER

OTHER _____

How long after the deaths did you report it?

IMMEDIATELY ☐

A DAY OR TWO ☐

WITHIN A WEEK ☐

WITHIN A MONTH ☐

If you answered NO, Why don't you report it?

DIDN'T KNOW I HAD TO ☐

NOT REQUIRED TO ☐

DON'T KNOW WHERE ☐

OTHER _____

_____

HAVE YOU EVER HAD A LOT OF YOUR CHICKENS OR DUCKS DIE IN THE SAME WEEK FOR NO APPARENT REASON?

YES ☐ NO ☐

If Yes, How did you explain it? _____

BAD OMEN	☐	CURSE	☐
NEIGHBOUR'S ACT	☐	ACT OF GOD	☐
POULTRY DISEASE	☐	BROKEN TABOO	☐
BAD LUCK	☐	BAD WEATHER	☐
BAD BREED	☐	POISON FOOD	☐

SECTION D. FLU-WISE

30. WHEN WORKING WITH POULTRY DO YOU OR YOUR FAMILY DO ANY OF THE THINGS BELOW? (Place a tick ☐ in the left column for the respondent's answer).

	Response	Observation
WEAR HOME CLOTHES	☐	☐
GO BAREFOOT	☐	☐
WEAR GLOVES/PLASTIC	☐	☐
WEAR A FACEMASK	☐	☐
WEAR GOGGLES	☐	☐
WEAR BOOTS	☐	☐
WEAR COVERALLS	☐	☐

* Observation point: place a tick ☐ in the box on the right above if you can see these things (and clothes are clean) and a cross X if you can't.

31. ARE COVERALLS NORMALLY LEFT IN THE WORKPLACE OVERNIGHT?

YES ☐ NO ☐

32. DO YOU ALLOW CHILDREN WITH 'THE FLU' OR 'A COLD' TO GO NEAR THE POULTRY?

YES ☐ NO ☐ Comment? _____

33. WHEN YOU ARE SICK WITH 'THE FLU' OR 'A COLD' DO YOU KEEP WORKING WITH YOUR POULTRY?

YES ☐ NO ☐ Comment? _____

34. DO YOU THINK THERE IS ANY RISK THAT HUMANS CAN CATCH BIRD DISEASES?

NO RISK ☐ SOME RISK ☐ BIG RISK ☐

35. IF THERE IS A SERIOUS OUTBREAK OF HUMAN INFLUENZA WILL IT BE ACCEPTABLE TO YOU IF THE GOVERNMENT ISSUES RESTRICTIONS ON THE MOVEMENT OF PEOPLE?

YES ☐ NO ☐ Comment? _____

36. COULD YOU ACCEPT IT IF YOU WERE UNABLE TO DO ANY OF THE FOLLOWING THINGS FOR A PERIOD OF WEEKS?

GO TO CHURCH

CAN'T ACCEPT ☐ HARD TO ☐ CAN TRY ☐ MUST ACCEPT ☐

SEND CHILDEN TO SCHOOL

CAN'T ACCEPT ☐ HARD TO ☐ CAN TRY ☐ MUST ACCEPT ☐

VISIT FAMILY IN OTHER AREAS

CAN'T ACCEPT ☐ HARD TO ☐ CAN TRY ☐ MUST ACCEPT ☐

SELL YOUR STOCK

CAN'T ACCEPT ☐ HARD TO ☐ CAN TRY ☐ MUST ACCEPT ☐

37. HOW ACCEPTABLE WOULD IT BE TO YOU IF YOU WERE ADVISED BY HEALTH STAFF TO WEAR A FACE MASK WHEN YOU TALK TO PEOPLE?

CAN'T ACCEPT ☐ HARD TO ☐ CAN TRY ☐ MUST ACCEPT ☐

SECTION E. FLU CARE

38. HOW IS 'THE FLU' TRANSMITTED FROM ONE PERSON TO ANOTHER?

Tick any that the respondent mentions

COUGHING ☐ SNEEZING ☐ HANDSHAKE ☐ SHARING UTENSILS ☐

SHARING TOWELS ☐ KISSING ☐ EATING TOGETHER ☐

OTHER _____

39. HOW CAN YOU TELL IF ONE OF YOUR FAMILY MEMBERS HAS 'THE FLU'?

Tick any that the respondent mentions

FEVER ☐ SNEEZING ☐ RUNNING NOSE ☐ COUGHING ☐

SORE THOAT ☐ MUSCLE ACHES AND PAINS ☐

OTHER _____

40. IF A FAMILY MEMBER IS VERY SICK WHAT DO YOU DO?

HOME CARE ☐ TAKE TO HEALTH CENTRE ☐

41. HOW DO YOU TREAT 'THE FLU' AT HOME?

Tick any that the respondent mentions

BED REST ☐ GIVE DRINKS ☐ PAIN KILLER ☐

KEEP EATING ☐ FRESH AIR ☐

OTHER _____

42. HOW DO YOU THINK 'THE FLU' SPREADS FROM ONE PERSON TO ANOTHER?

COUGHING ☐ SNEEZING ☐ SPITTING IN PUBLIC ☐

HAND to HAND ☐ ON SURFACES ☐

OTHER _____

43. IS PHYSICAL CONTACT WITH PEOPLE WHEN THEY ARE SICK AN IMPORTANT PART OF FAMILY HOME CARE?

YES ☐ NO ☐ Comment? _____

44. DO YOU THINK THERE IS MUCH RISK OF YOU CATCHING 'THE FLU' BY TOUCHING A SICK PERSON WHEN THEY HAVE 'THE FLU'?

NO RISK ☐ SOME RISK ☐ BIG RISK ☐

* Information Point.

1. The signs of HUMAN influenza are fever, shivering, headache, muscle aches and pains, sore throat, dry cough and running nose.
2. The treatment is bed rest until fever has passed, pain killers, maintaining nutrition and fluid balance and ventilating rooms.
3. Prevent transmission by covering coughs and sneezes (not with hands) by not spitting in public and by washing hands and common surfaces often.

SECTION F. COOK

45. HOW OFTEN IS POULTRY EATEN AT HOME?

DAILY ☐ 3-4 TIMES A WEEK ☐ 1-2 TIMES A WEEK ☐

46. WHO EATS POULTRY MOST FREQUENTLY IN YOUR HOME?

MALE ADULTS ☐ FEMALES ADULTS ☐

CHILDREN ☐ GUESTS ☐

47. WHEN YOU PREPARE POULTRY TO COOK IN YOUR KITCHEN DO YOU?

	YES	NO
Wear gloves	☐	☐
Boil entire bird with feathers on	☐	☐
Separate raw meat from cooked	☐	☐
Use different chopping boards for raw and cooked food	☐	☐
Use different knife for raw and cooked food	☐	☐
Wash the area where poultry meat is prepared	☐	☐
Wash hands with soap and water after preparation	☐	☐

Other _____

48. DO YOU THINK THERE IS ANY RISK OF SICKNESS BY EATING POUTRY MEAT WHEN IT IS STILL PINK?

NO RISK ☐ SOME RISK ☐ BIG RISK ☐

49. DO YOU EAT YOUR OWN FARM EGGS?

YES ☐ NO ☐

If Yes, how do you normally cook them?

Hard boiled ☐ Scrambled ☐ Soft boiled ☐

Fried ☐ Poached ☐ Added to cooking ☐

Other _____

50. WHEN YOU ARE PREPARING AND COOKING EGGS DO YOU?

Wash new eggs with soap ☐

Eat them raw ☐

Boil them for 3-4 minutes ☐

Boil until completely solid ☐

Other _____

SECTION G. MEDIA

51. DO YOU HAVE MAINS ELECTRICITY SUPPLY, YOUR OWN SUPPLY OR NO ELECTRICITY?

MAIN SUPPLY ☐ OWN SUPPLY ☐ NO ELECTRICITY ☐

52. DO YOU HAVE THE FOLLOWING ON THIS FARM?

TV	YES ☐	NO ☐
RADIO	YES ☐	NO ☐
NEWSPAPER DELIVERED	YES ☐	NO ☐
NOTICEBOARD	YES ☐	NO ☐
FAST COCONUT WIRELESS	YES ☐	NO ☐

53. WHAT DO YOU THINK IS THE BEST WAY TO GET ACCURATE NEWS AND PUBLIC EMERGENCY MESSAGES TO YOUR COMMUNITY?

TV ☐ RADIO ☐ NEWSPAPER ☐

NOTICEBOARD ☐ COCONUT WIRELESS ☐

OTHER _____

If you ticked 'radio' or 'TV' which programs are the most reliable?

_____

_____

_____

54. IF YOU HEARD THERE WAS A POULTRY DISEASE OUTBREAK WHERE WOULD YOU TRY TO GET MORE INFORMATION FROM?

TV ☐ RADIO ☐ NEWSPAPER ☐ NOTICEBOARD ☐

PHONE GOVERNMENT MINISTRY ☐ DISTRICT ANIMAL HEALTH STAFF ☐

OTHER _____

55. WHY WOULD YOU GO TO THIS SOURCE OF INFORMATION?

RELIABLE INFORMATION ☐ ALWAYS AVAILABLE ☐

TRUST THE PEOPLE ☐

OTHER _____

56. WHAT ARE YOUR FAVORITE TV OR RADIO PROGRAMMES AND AT WHAT TIMES DO YOU TUNE IN?

Program	TV Channel/Radio Station	Time of program

57. DO YOU LISTEN TO ANY PARTICULAR GOVERNMENT RADIO COMMUNITY INFORMATION PROGRAMMES?

YES ☐ NO ☐

If Yes, which one? _____

58. WHAT LANGUAGE PROGRAMMES DO YOU PREFER?

ENGLISH ☐ TOK PIDGIN ☐ FRENCH ☐ FIJIAN ☐

HINDI ☐ BISLAMA ☐

NATIONAL LANGUAGE _____

OTHER _____

59. HOW COULD THE GOVERNMENT MOST EASILY SPREAD THE MESSAGE ON THE NEED FOR TRAVEL RESTRICTIONS AND SCHOOL CLOSURES?

RADIO ☐ COMMUNITY POLICING VISITS ☐ DISTRICT OFFICERS ☐

ROADBLOCKS ☐ MOBILISE PUBLIC SERVANTS ☐

OTHER _____

60. HOW NEARBY IS THE NEAREST GOVERNMENT ANIMAL HEALTH WORKER?

LOCAL FARMING AREA ☐ DISTRICT CENTRE ☐

PROVINCIAL CAPITAL ☐ DON'T KNOW ☐

61. HAVE YOU VISITED THIS PERSON IN THE LAST 3 MONTHS, OR HAVE THEY VISITED YOU?

I VISITED THEM ☐ THEY VISITED ME ☐

62. HAVE YOU BEEN GIVEN ANY INFORMATION FROM AN ANIMAL HEALTH WORKER RECENTLY?

YES ☐ NO ☐

If Yes, what was it about?

_____

_____

_____

Did you believe it? YES ☐ NO ☐

SECTION H. CHARACTERISTICS OF FARM

63. WHAT POULTRY PRODUCTS DO YOU PRODUCE?

MEAT BIRDS ONLY ☐ EGGS ONLY ☐ MIXED MEAT & EGGS ☐

MANURE ☐ ALL ☐

64. DO YOU SELL ANY PRODUCE FROM YOUR FARM?

YES ☐ NO ☐

Comment _____

65. WHAT DO YOU SELL?

LIVE POULTRY ☐ EGGS ☐ MANURE ☐

KILLED POULTRY ☐ DRESSED POULTRY ☐

* Observation point. Are cages for live poultry clean?

YES ☐ NO ☐

Comment _____

66. DO VEGETABLE FARMERS COLLECT MANURE FROM YOUR FARM?

YES ☐ NO ☐

Comment _____

67. HOW DO YOU TRANSPORT YOUR LIVE POULTRY FOR SALE?

OWN VEHICLE ☐ HIRED VEHICLE ☐

OTHER _____

Where to? _____

* Observation point. If the vehicle is there - is it free of manure?

YES ☐ NO ☐

68. AT THE MARKET DO YOU KEEP YOUR POULTRY SEPARATE FROM OTHER PEOPLE'S POULTRY?

YES ☐ NO ☐

Comment _____

69. DO YOU SOMETIMES LEAVE YOUR LIVE POULTRY AT THE MARKET OVERNIGHT?

YES ☐ NO ☐

70. WHERE DO YOU GET WATER FOR YOUR POULTRY?

MAIN TOWN SUPPLY ☐

FROM OPEN TOP WATER RESERVOIR ☐

FROM CLOSED TOP WATER RESERVOIR ☐

BOREHOLE OR WELL ☐

RAINWATER TANK ☐

OPEN CREEK / DRAIN OR POND ☐

OTHER _____

71. WHAT FOOD DO YOU FEED YOUR POULTRY?

ONLY COMMERCIAL FEEDS ☐

MIX OF COMMERCIAL AND HOUSEHOLD FOOD ☐

ONLY HOUSEHOLD FOOD ☐

THEY FIND THEIR OWN FOOD ☐

OTHER _____

_____

SECTION I. OPPORTUNITY FOR GENERAL COMMENT

Instructions to interviewer. Provide the farmer with the opportunity to say whatever they like about poultry farming. Sometimes it is best to let a talker keep talking – otherwise you could use the following prompts - or you could raise issues based on your observations. Then write your notes below or overleaf - immediately after.

72. HAVE YOU HEARD OF 'BIRD FLU'

YES ☐ NO ☐

73. WHERE DID YOU HEAR ABOUT IT?

TV ☐ RADIO ☐ NEWSPAPER ☐

NOTICEBOARD ☐ GOVERNMENT MINISTRY ☐

DISTRICT ANIMAL HEALTH STAFF ☐

OTHER _____

74. WHAT DO YOU KNOW ABOUT IT?

_____

_____

_____

75. DO YOU THINK THERE IS MUCH RISK OF 'BIRD FLU' HAPPENING IN POULTRY STOCK HERE?

NO RISK ☐ SOME RISK ☐ BIG RISK ☐

* Information point.

The signs of AVIAN influenza are poor crowing, head swelling, loss of feathers, diarrhoea, staggering, loss of activity and poor egg production.

SECTION J. DEMOGRAPHICS

76. WHAT IS YOUR AGE? _____

77. GENDER MALE ☐ FEMALE ☐

78. ETHNICITY _____

79. WHAT IS YOUR RELIGION? _____

80. WHAT IS YOUR HIGHEST LEVEL OF EDUCATION?

NO SCHOOL ☐ PRIMARY ☐ JUNIOR SECONDARY ☐

SENIOR SECONDARY ☐ TERTIARY ☐

81. FAMILY STATUS

COUPLE ONLY ☐ COUPLE WITH CHILDREN ☐

EXTENDED FAMILY ☐

OTHER _____

82. TOTAL NUMBER FAMILY MEMBERS LIVING ON FARM _____

83. NUMBER OF FAMILY BY AGE GROUP AND GENDER

AGE GROUP	MALES	FEMALES	TOTAL
0-4			
5-9			
10-14			
15-19			
20-29			
30-39			
40-49			
50-59			
60 AND OVER			

84. FARM LOCATION

District location _____

Country _____

Study Sample _____

85. URBAN/ RURAL LOCATION

ISOLATED RURAL ☐ RURAL CLOSE TO BUSH ☐

RURAL CLOSE TO CREEK OR RIVER ☐

RURAL CLOSE TO COMMERCIAL FARM ☐

SEMI-URBAN ☐ URBAN ☐

Thank the person for their assistance and let them know they have helped a lot. Reassure them - if they ask - that many people are being interviewed and they will not be identifiable in the information gathered.

SAMPLE 4

AI/PI Communication Research, Monitoring and Evaluation:

Observation Checklist for Household

Country: _____ Province: _____ Name of market _____

Address of market: _____ Interviewer: _____

Location of market (tick one): ☐ Urban ☐ Rural ☐ Other _____

Category of market (tick one): ☐ Wholesale ☐ Retail ☐ Mix of both

Housing of live animal section (tick one): ☐ Permanent ☐ Temporary ☐ Mix of both

INTRODUCTION AND CONSENT

As per questionnaire. Observations are to take place in a sub-sample of households visited during the questionnaire survey. 100 households out of the 450 selected should be sufficient. The 100 SHOULD BE THOSE DEFINITELY EXPOSED TO THE CAMPAIGN (see Questionnaire Sample 1).

Questionnaire Identify Number (insert same as per questionnaire survey)

☐☐☐☐☐☐☐☐☐☐

Observation Identify Number ☐☐☐ or ☐☐☐

IMPORTANT INSTRUCTIONS FOR OBSERVER

Tick box ☐ or write observation notes in spaces provided.

DO NOT READ RESPONSE OPTIONS.
Unless otherwise noted, more than one answer per observation item is possible.
Follow the instructions carefully for each item as they vary across observations.

SECTION A. PREPARING AND CONSUMING POULTRY (HOUSEHOLD)

1. Ask to see

1.1. How poultry is cooked.
< MORE THAN ONE IS POSSIBLE >

Care-giver…

- ☐ Wears gloves
- ☐ Boils entire bird with feathers on
- ☐ Washes hands with soap and water after preparation
- ☐ Separates raw meat from cooked
- ☐ Uses different chopping boards for raw and cooked food
- ☐ Uses different knife for raw and cooked food
- ☐ Washes the area where poultry meat is prepared
- ☐ Does none of the above
- ☐ Other _____

1.2. How eggs are cooked.
< MORE THAN ONE IS POSSIBLE >

Care-giver…

- ☐ Washes eggs with soap
- ☐ Boils eggs for at least 10 minutes
- ☐ Boils until completely solid
- ☐ Does none of the above
- ☐ Other _____

2. For any other observation notes on preparing and consuming poultry and eggs

SECTION B. SEPARATING POULTRY

3. The domestic living area

<ONLY ONE ANSWER IS POSSIBLE>

- ☐ Poultry can enter the living areas
- ☐ Doors are shut
- ☐ Barriers are at doors
- ☐ Other _____

SECTION C. SPONTANEOUS OBSERVATIONS

4. At any time during the household visit record spontaneous observations of…
< MORE THAN ONE IS POSSIBLE >

- ☐ Children playing with or handling poultry
- ☐ Coughs and sneezes covered (by hand/hanky/tissue)
- ☐ Safe disposal of used tissues

5. For any other observation notes

SAMPLE 5

AI/PI Communication Research, Monitoring and Evaluation:

Observation Checklist for Poultry Farm

Country: _____ Province: _____ City/village: _____

Observer: _____ Type of farm (tick one box): ☐ Rural ☐ Urban ☐ Other

INTRODUCTION AND CONSENT

As per questionnaire. Observations are to take place in a sub-sample of farms visited during the questionnaire survey. 100 backyard farms out of the 450 selected should be sufficient. The 100 SHOULD BE THOSE DEFINITELY EXPOSED TO THE CAMPAIGN (see Questionnaire Sample 1). Questionnaire Identify Number (insert same as per questionnaire survey)

☐☐☐☐☐☐☐☐☐☐☐

Observation Identify Number ☐☐☐ of ☐☐☐

IMPORTANT INSTRUCTIONS FOR OBSERVER

Tick box ☐ or write observation notes in spaces provided.

DO NOT READ RESPONSE OPTIONS.

Unless otherwise noted, more than one answer per observation item is possible.

Follow the instructions carefully for each item as they vary across observations.

SECTION A. HANDLING POULTRY AND DISPOSING OF DEAD/SICK BIRDS

1. Ask the farm worker to demonstrate exactly how s/he…

1.1. HANDLES LIVE POULTRY Unprompted, does the farm worker… < MORE THAN ONE IS POSSIBLE >	1.2. WASHES HANDS after handling live/sick/dead poultry. Unprompted, does the farm worker… < ONLY ONE IS POSSIBLE >
☐ Wear gloves ☐ Wear mask ☐ Wear goggles ☐ Wear boots ☐ Wear protective clothes ☐ Do none of the above ☐ Other _____	☐ Wash hands with water only ☐ Wash hands with water and soap ☐ Wash hands with an antibacterial sol ☐ Wash hands with ash and water ☐ Do none of the above ☐ Other _____

1.3. WOULD DISPOSE of a sick or dead bird. Unprompted, does the farm worker… < MORE THAN ONE IS POSSIBLE >	1.4. For any other observation notes
☐ Wear gloves ☐ Wear plastic bags on hands ☐ Wear a mask ☐ Wear a scarf across the mouth ☐ Wear goggles ☐ Wear protective clothes ☐ Do none of the above ☐ Other _____	

2. Walk around the farm compound/area. Is there any visible evidence of poultry carcasses?

☐ No
☐ Yes

2.1. Request to see area where dead/sick poultry are reported to be disposed of. How would you describe the area < MORE THAN ONE IS POSSIBLE >	2.2. If “a pit dug into the ground”, does the pit < MORE THAN ONE IS POSSIBLE >
☐ A pit dug into the ground ☐ Bush/scrub ☐ Backyard ☐ Dustbin ☐ Other	☐ Have a depth of at least 2 metres ☐ Show evidence of being sprayed with disinfectant ☐ Currently show evidence of being covered completely ☐ Other _____

3. For any other observation notes on disposal of poultry

SECTION B. TRANSPORTING POULTRY

4. Ask to see in what container poultry are transported from the farm to market

< MORE THAN ONE IS POSSIBLE >

- ☐ This farm does not transport poultry to markets [go to observation 6]
- ☐ Cages
- ☐ Boxes
- ☐ Crates
- ☐ Other

4.1. Ask the farm worker to demonstrate exactly how s/he WOULD CLEAN the cages/boxes/crates before entering and after leaving the market. Unprompted, does the farm worker… < ONLY ONE IS POSSIBLE >

- ☐ Wash containers with water only
- ☐ Wash containers with disinfectant and water
- ☐ Explains that no washing takes place
- ☐ Other

5. Ask to see what vehicle is used to transport poultry from the farm to market

< MORE THAN ONE IS POSSIBLE >

- ☐ This farm does not transport poultry to markets [go to observation 6]
- ☐ This farm relies on another farmer's vehicle [go to observation 6]
- ☐ Bicycle
- ☐ Motorbike
- ☐ Car
- ☐ Truck
- ☐ Other

5.1. If this farm uses its own vehicle, ask the farm worker to demonstrate exactly how s/he would clean the vehicle before entering and after leaving the market. Unprompted, does the farm worker… <ONLY ONE ANSWER IS POSSIBLE>

- ☐ Wash vehicle with water only
- ☐ Wash vehicle with disinfectant and water
- ☐ Other

6. Ask the farm worker to demonstrate exactly how s/he would clean her/his footwear after returning from the market. Unprompted, does the farm worker…

<ONLY ONE ANSWER IS POSSIBLE>

- ☐ Don't go to markets
- ☐ Washes footwear with disinfectant and water
- ☐ Washes footwear with water only
- ☐ Doesn't wash footwear but leaves outside the areas where poultry walk around
- ☐ Other

7. For any other observation notes on transporting poultry

SECTION C. SEPARATING POULTRY

8. Ask to see

8.1. Where poultry are kept during the day <ONLY ONE ANSWER IS POSSIBLE>	8.2. Where poultry are kept during the night <ONLY ONE ANSWER IS POSSIBLE>
☐ In an open area ☐ In an partially enclosed area (top open) ☐ In an completely enclosed area (top, bottom, sides) ☐ Other _____	☐ In an open area ☐ In an partially enclosed space (top open) ☐ In an completely enclosed space (top, bottom, sides) ☐ Other _____
8.3. Where new poultry or unsold poultry are placed when the worker returns from the market <ONLY ONE ANSWER IS POSSIBLE> ☐ This farm doesn't send or receive poultry from markets [go to 8.4] ☐ In an open area with all other poultry	8.4. The domestic living area <ONLY ONE ANSWER IS POSSIBLE> ☐ Poultry can enter the living areas ☐ Doors are shut ☐ Barriers are at doors ☐ Other _____

☐ In an partially enclosed area (top open) ☐ In an completely enclosed area (top, bottom, sides) ☐ Other _____	

9. Walk around the farm compound/area. Are different poultry species mixed together?

☐ Yes
☐ No – they are in separate fenced off areas.

10. For any other observation notes on separating poultry

SECTION D. PREPARING AND CONSUMING POULTRY

11. Ask to see

11.1. How poultry is cooked.	11.2. How eggs are cooked.
☐ Poultry not cooked on this farm < MORE THAN ONE IS POSSIBLE > Worker… ☐ Wears gloves ☐ Boils entire bird with feathers on ☐ Washes hands with soap and water after preparation ☐ Separates raw meat from cooked ☐ Uses different chopping boards for raw and cooked food ☐ Uses different knife for raw and cooked food ☐ Washes the area where poultry meat is prepared ☐ Does none of the above ☐ Other _____	☐ Eggs not cooked on this farm < MORE THAN ONE IS POSSIBLE > Worker… ☐ Washes eggs with soap ☐ Boils eggs for at least 10 minutes ☐ Boils until completely solid ☐ Does none of the above ☐ Other _____

12. For any other observation notes on preparing and consuming poultry and eggs

SECTION E. SPONTANEOUS OBSERVATIONS

13. At any time during the farm visit record spontaneous observations of…
< MORE THAN ONE IS POSSIBLE >

13.1. Live poultry being handled. Do farm workers…

- ☐ Wear gloves
- ☐ Wear mask
- ☐ Wear goggles
- ☐ Wear boots
- ☐ Wear protective clothes
- ☐ Other _____

13.2. During the farm visit record any observation of hand washing. Do farm workers…

- ☐ Wash hands with water only
- ☐ Wash hands with water and soap
- ☐ Wash hands with an antibacterial soap
- ☐ Wash hands with ash and water
- ☐ Other _____

13.3. Sick/dead poultry being handled. Do farm workers…

- ☐ Wear gloves
- ☐ Wear plastic bags on hands
- ☐ Wear a mask
- ☐ Wear a scarf across the mouth
- ☐ Wear goggles
- ☐ Wear protective clothes
- ☐ Other

13.4. Containers used to transport poultry being washed. Do farm workers…

- ☐ Wash containers with water only
- ☐ Wash containers with disinfectant and water
- ☐ Other _____

13.5. Vehicles used to transport poultry being washed. Do farm workers…

- ☐ Wash vehicle with water only
- ☐ Wash vehicle with disinfectant and water
- ☐ Other

13.6. Miscellaneous

- ☐ Children playing with or handling poultry
- ☐ Consumption of raw duck blood
- ☐ Coughs and sneezes covered (by hand/hanky/tissue)

SAMPLE 6

AI/PI Communication Research, Monitoring and Evaluation:

Observation Checklist for Poultry Market

Country: _____ Province: _____ Name of market: _____

Address of market: _____ Interviewer: _____

Location of market (tick one): ☐ Urban ☐ Rural ☐ Other _____

Category of market (tick one): ☐ Wholesale ☐ Retail ☐ Mix of both

Housing of live animal section (tick one): ☐ Permanent ☐ Temporary ☐ Mix of both

INTRODUCTION AND CONSENT

As per questionnaire. Observations are to take place in a sub-sample of markets visited during the questionnaire survey. 50 markets out of the total number selected should be sufficient. The 50 SHOULD BE THOSE DEFINITELY EXPOSED TO THE CAMPAIGN

(see Questionnaire Sample 1).

Questionnaire Identify Number (insert same as per questionnaire survey)

☐☐☐☐☐☐☐☐☐☐☐☐

Observation Identify Number ☐☐ of ☐☐

IMPORTANT INSTRUCTIONS FOR OBSERVER

Tick box ☐ or write observation notes in spaces provided.

DO NOT READ RESPONSE OPTIONS.

Unless otherwise noted, more than one answer per observation item is possible.

Follow the instructions carefully for each item as they vary across observations.

SECTION A. CLEANING OF CONTAINERS AND VEHICLES ON MARKET ENTRY & EXIT

1. Position yourself at a randomly selected entry/exit point. In two randomly selected 20 minute periods at the known peak time for arrival to/departure from market, count how vehicles and poultry containers (cages/crates/boxes) out of all those arriving are washed

1.1. Arrival Observation	20 minutes		Total number of vehicles arriving	Number of these being washed	Total number of containers delivered	Number of these being washed
	Stop time	Start time				
1						
2						

1.2. Departure Observation	20 minutes		Total number of vehicles arriving	Number of these being washed	Total number of containers delivered	Number of these being washed
	Stop time	Start time				
1						
2						

2. For any other observation notes on washing of vehicles and containers

SECTION B. ACCEPTING AND STORING POULTRY AT MARKET

3. Walk around the market area. Is there any visible evidence of sick/dead birds among live poultry?

- ☐ No
- ☐ Yes

4. Manner of caging

< RANDOMLY SELECT A MARKET STALL SELLING LIVE POULTRY >

4.1. Separating species

< MORE THAN ONE IS POSSIBLE >

- ☐ Several species share a container (cage/crate/box) or fenced area
- ☐ Different species are caged/fenced separately
- ☐ Other _____

4.2. Separating containers

< MORE THAN ONE IS POSSIBLE >

- ☐ Containers are stacked on top of one another
- ☐ Containers are stacked on top of one another but solid barrier separates layers
- ☐ Containers are not stacked on top of one another
- ☐ Other

5. Cage hygiene

< AT SAME RANDOMLY SELECTED A MARKET STALL >

5.1. Ask the stall worker to demonstrate exactly how s/he WOULD CLEAN the cages/ boxes/crates. Unprompted, does the stall worker…

< ONLY ONE IS POSSIBLE >

- ☐ Wash containers with water only
- ☐ Wash containers with disinfectant and water
- ☐ Explains that no washing takes place
- ☐ Other

6. Disposal of sick/dead birds

6.1. Request to see area where dead/sick poultry are reported to be disposed of. How would you describe the area < MORE THAN ONE IS POSSIBLE > ☐ A pit dug into the ground ☐ Bush/scrub ☐ Backyard ☐ Dustbin ☐ Rubbish tip ☐ Closed drain ☐ Open drain ☐ Other _____	6.2. If “a pit dug into the ground”, does the pit < MORE THAN ONE IS POSSIBLE > ☐ Have a depth of at least 2 metres ☐ Show evidence of being sprayed with disinfectant ☐ Currently show evidence of being covered completely ☐ Other

7. For any other observation notes on disposal of poultry

SECTION C. HANDLING POULTRY

< AT SAME RANDOMLY SELECTED A MARKET STALL >

8. Ask the stall worker to demonstrate exactly how s/he…

8.1. HANDLES LIVE POULTRY Unprompted, does the stall worker… < MORE THAN ONE IS POSSIBLE >	8.2. WASHES HANDS after handling live/ sick/dead poultry. Unprompted, does the stall worker… < ONLY ONE IS POSSIBLE >
☐ Wear gloves ☐ Wear mask ☐ Wear goggles ☐ Wear boots ☐ Wear protective clothes ☐ Do none of the above ☐ Other _____	☐ Wash hands with water only ☐ Wash hands with water and soap ☐ Wash hands with an antibacterial sol ☐ Wash hands with ash and water ☐ Do none of the above ☐ Other
8.3. WOULD DISPOSE of a sick or dead bird. Unprompted, does the farm worker… < MORE THAN ONE IS POSSIBLE >	8.4. For any other observation notes
☐ Wear gloves ☐ Wear plastic bags on hands ☐ Wear a mask ☐ Wear a scarf across the mouth ☐ Wear goggles ☐ Wear protective clothes ☐ Do none of the above ☐ Other _____	

9. For any other observation notes on handling of poultry

SECTION D. BUTCHERING POULTRY AND HANDLING RAW POULTRY MEAT

10. Walk around the market area. Where is poultry butchered?

<ONLY ONE ANSWER IS POSSIBLE>

- ☐ Within a common area
- ☐ Within the stall
- ☐ Outside the market
- ☐ Other _____

< AT A RANDOMLY SELECT A STALL OR AREA BUTCHERING RAW POULTRY >

11. Ask the butcher to demonstrate exactly how s/he…

11.1. CUTS UP POULTRY MEAT Unprompted, does the butcher… < MORE THAN ONE IS POSSIBLE > ☐ Wear gloves ☐ Wear mask ☐ Wear goggles ☐ Wear protective clothes ☐ Do none of the above ☐ Other _____	11.2. WASHES HANDS after cutting up poultry meat. Unprompted, does the butcher… < ONLY ONE IS POSSIBLE > ☐ Wash hands with water only ☐ Wash hands with water and soap ☐ Wash hands with an antibacterial sol ☐ Wash hands with ash and water ☐ Do none of the above ☐ Other _____
11.3. CLEANS CUTTING SURFACE Unprompted, does the butcher… < ONLY ONE IS POSSIBLE > ☐ Wash the cutting area with water ☐ Wash the cutting area with water ☐ and disinfectant ☐ Do none of the above ☐ Other _____	11.4. CLEANS THE IMMEDIATE FLOOR Unprompted, does the butcher… < ONLY ONE IS POSSIBLE > ☐ Wash the floor area with water ☐ Wash the floor area with water and disinfectant ☐ Do none of the above ☐ Other _____

12. Request to see where unused body parts and fluids are disposed of

12.1. How would you describe the area

< MORE THAN ONE IS POSSIBLE >

- ☐ A pit dug into the ground
- ☐ Bush/scrub
- ☐ Backyard
- ☐ Dustbin
- ☐ Rubbish tip
- ☐ Closed drain
- ☐ Open drain
- ☐ Other _____

12.2. If “a pit dug into the ground”, does the pit

< MORE THAN ONE IS POSSIBLE >

- ☐ Have a depth of at least 2 metres
- ☐ Show evidence of being sprayed with disinfectant
- ☐ Currently show evidence of being covered completely
- ☐ Other _____

13. For any other observation notes on butchering of poultry

SECTION E. PREPARING AND CONSUMING POULTRY (FOOD STALL)

< AT A RANDOMLY SELECT A FOOD STALL THAT COOKS POULTRY PRODUCTS >

14. Ask to see

14.1. How poultry is cooked.

< MORE THAN ONE IS POSSIBLE >

Worker…

- ☐ Wears gloves
- ☐ Boils entire bird with feathers on
- ☐ Washes hands with soap and water after preparation
- ☐ Separates raw meat from cooked
- ☐ Uses different chopping boards for raw and cooked food
- ☐ Uses different knife for raw and cooked food
- ☐ Washes the area where poultry meat is prepared
- ☐ Does none of the above
- ☐ Other _____

14.2. How eggs are cooked.

< MORE THAN ONE IS POSSIBLE >

Worker…

- ☐ Washes eggs with soap
- ☐ Boils eggs for at least 10 minutes
- ☐ Boils until completely solid
- ☐ Does none of the above
- ☐ Other _____

15. For any other observation notes on preparing and consuming poultry and eggs

SECTION F. SPONTANEOUS OBSERVATIONS

16. At any time during the market visit record spontaneous observations of…

< MORE THAN ONE IS POSSIBLE >

16.1. Live poultry being handled. Do market workers…

- ☐ Wear gloves
- ☐ Wear mask
- ☐ Wear goggles
- ☐ Wear boots
- ☐ Wear protective clothes
- ☐ Other _____

16.2. During the market visit record any observation of hand washing. Do market workers…

- ☐ Wash hands with water only
- ☐ Wash hands with water and soap
- ☐ Wash hands with an antibacterial sol
- ☐ Wash hands with ash and water
- ☐ Other _____

16.3. Sick/dead poultry being handled. Do market workers…

- ☐ Wear gloves
- ☐ Wear plastic bags on hands
- ☐ Wear a mask
- ☐ Wear a scarf across the mouth
- ☐ Wear goggles
- ☐ Wear protective clothes
- ☐ Other _____

16.4. Containers used to contain poultry being washed. Do market workers…

- ☐ Wash containers with water only
- ☐ Wash containers with disinfectant and water
- ☐ Other _____

16.5. Vehicles used to transport poultry being washed. Do market workers…

- ☐ Wash vehicle with water only
- ☐ Wash vehicle with disinfectant and water
- ☐ Other _____

16.6. Cleaning of cutting surfaces. Do butchers…

- ☐ Wash the cutting area with water
- ☐ Wash the cutting area with water and disinfectant
- ☐ Do none of the above
- ☐ Other _____

16.7. Cleaning of floor around butchering area. Do butchers…

- ☐ Wash the floor area with water
- ☐ Wash the floor area with water and disinfectant
- ☐ Do none of the above
- ☐ Other _____

16.8. Miscellaneous

- ☐ Children at market playing with or handling poultry
- ☐ Consumption of raw duck blood

17. For any other observation notes

SAMPLE 7

AI/PI Communication Process Evaluation and Organizational Change:

Stakeholder Interview Guide

Interviewer: _____ Stakeholder Interview Identity Number ☐☐☐

Organization _____ Interviewee's position _____

Gender of person being interviewed (tick box): Male ☐ Female ☐

INTRODUCTION AND CONSENT

We are interested in finding out what you/your organization think/s about the avian influenza/ pandemic influenza communication programme/campaign **** [translate into local terms as appropriate].
This interview is part of an evaluation presently being undertaken in **** [state other locations in sample]. This evaluation will be of no direct benefit to you. You will not receive payment for your participation in this evaluation. Government authorities will be given the recommendations and it is hoped that some improvements will result, but one can never be sure.

This interview will not cause you any harm, which means your helping us will not cause you any problems. However, some of the issues that may be discussed may be of a personal and sensitive nature. If at any time you do not want to discuss any of the issues you do not have to. I do not intend to ask you about your own private matters, and you should not feel under any obligation to answer all these questions. On the other hand if you do wish to share your personal experiences I will ensure absolute confidentiality. Your name will not be mentioned on any written document. Nobody will be able to trace anything I discuss back to you. Only myself and the evaluation team will see these forms. All the data will be put together so no one person will be able to be identified in the final report.

Before being interviewed, please understand that your participation is voluntary. If you don't wish to be interviewed, that's okay. Just say that you do not wish to be interviewed. If you wish to stop the interview at any time that's okay. Just say that you do not wish to continue.

If you would like to speak to someone involved in this evaluation, please feel free to contact *** [details such as local address, phone number, etc.].

Do you have any questions?

Do you agree to be interviewed today?

{If written consent.}

I _____ agree to _____ interviewing me today. I know that s/he shall not discuss the direct findings with anyone outside the evaluation team. I can withdraw this permission at any time during the interview.

Signature: _____ Date: _____

SECTION A: CONNECTION WITH CAMPAIGN

1. Please tell me what you know about the AI/PI communication campaign

2. Please describe the role of you/your organization within the AI/PI communication campaign
   or Please describe the nature of your connection with the AI/PI communication campaign

3. What have been the positive impacts on you/your organization being involved in the AI/PI communication campaign?

4. What have been the negative impacts on your organization being involved in the AI/PI communication campaign?

5. Overall, how would you sum up the relationship you/your organization has had with the AI/PI communication campaign?

Provide a rating from 1 to 5, using the following scale:

1	2	3	4	5
Very poor	**Poor**	**Satisfactory**	**Good**	**Excellent**

Comments

6. Overall, what do you think about co-ordination of different agencies during this campaign?

Provide a rating from 1 to 5, using the following scale:

1	2	3	4	5
Very poor	**Poor**	**Satisfactory**	**Good**	**Excellent**

Comments

SECTION B: DESIGN AND IMPLEMENTATION

7. In your opinion, was the design and organization of the campaign participatory, managed by a small group, or top down?

- ☐ Don't know [go to question 8]
- ☐ Very participatory
- ☐ Managed by a small group but it was still participatory
- ☐ Managed by a small group but it was "top down"

Comments

8. Do you feel satisfied with the say you/your organization has in the campaign's design and implementation? If not, why not? What would enable you to have more say?

9. In your opinion, how closely did the implementation on the ground match the campaign's plan?

☐ Don't know [go to question 10]

Provide a rating from 1 to 5, using the following scale:

1	2	3	4	5
Not closely at all	**Not closely**	**Closely enough**	**Very closely**	**Extremely closely**

Comments

10. How would you describe the quality of the materials (TV, radio spots, posters, leaflets, etc.) used in this campaign?

Provide a rating from 1 to 5, using the following scale:

1	2	3	4	5
Very poor quality	**Poor quality**	**Satisfactory**	**Good quality**	**Excellent quality**

Comments

11. How would you describe the quality of the campaign's activities (training, drama, school shows, volunteer mobilization, press conferences, etc.)?

Provide a rating from 1 to 5, using the following scale:

1	**2**	**3**	**4**	**5**
Very poor quality	**Poor quality**	**Satisfactory**	**Good quality**	**Excellent quality**

Comments

12. How was local knowledge incorporated into the design of the campaign?

13. In what way do you think gender dimensions were addressed?

14. In what way do you think the needs of children and young people were addressed?

15. In what way do you think the needs of women were addressed?

16. In what way do you think the needs of deprived groups, such as poor, landless, ethnic minority, mobile populations, remote communities were addressed?

17. Overall how satisfied are you with the campaign's planning and implementation? Provide a rating from 1 to 5, using the following scale:

1	2	3	4	5
Not satisfied at all	**Not satisfied**	**Satisfied enough**	**Very satisfied**	**Extremely satisfied**

Comments

18. How would you describe your/your organization's relationship with UNICEF on this AI/PI campaign?

19. To what extent do you think UNICEF responded to the needs of partner agencies during campaign planning and implementation?

SECTION C: OUTCOMES

20. In your opinion, is the campaign reaching and being understood by the intended participant groups? If yes, what evidence do you have for this?

21. Roughly what proportion of the intended participant groups do you think have been reached by the campaign?

- ☐ Don't know
- ☐ Less than 10%
- ☐ About 25%
- ☐ About 50%
- ☐ About 75%
- ☐ More than 90%

21.1. Do you think their knowledge is now correct?

- ☐ Yes
- ☐ No
- ☐ Don't know

21.2. Do you think they are now acting on this knowledge?

- ☐ Yes
- ☐ No
- ☐ Don't know

Comments

22. In your opinion, who has benefited from the AI/PI information communicated by the campaign and who does not? Why do you think certain groups have not benefited?

23. What evidence do you think shows the campaign is leading to desired outcomes?

24. In your opinion, over the last 6 months, what is the most significant change that has happened as a result of this campaign? Why is this significant? What difference has the change made already? What difference will it make in the future?

    < Prompt if the followings not mentioned: changes to the way you/your organisation plan a campaign, develop material, co-ordinate with other organisations, allow participation, increased trust between government and public >

Select from the following questions (25-31) if these changes have not been mentioned in Q 24

25. What changes do you think have taken place in the government's organization (such as policies, practices, programs, structure or behaviour) since the commencement of the AI/PI campaign? In what way do are these changes benefiting the general public and other organizations?

26. To what degree is the capacity of civil organizations (NGOs, etc.) been strengthened to continue the work of the campaign?

27. Have existing linkages being expanded (with ministries, NGOs, other community groups, academic groups, internationally)?

28. Have appropriate linkages now been made or strengthened between government services and urban or rural areas? What role do you think the AI/PI communication played in this?

29. Are organizations and communities demonstrating increased activity in hygiene and disease surveillance more generally?

30. As a result of the campaign, has there been any impact on public debate about AI/PI as reflected in the national media?

31. As a result of the campaign, do you think participant groups (child care-givers, families, farmers, market workers, government staff, NGOs) is better able to deal with AI/PI and similar problems in the future?

SECTION D: THE FUTURE

32. In your opinion, what are the successes of the AI/PI communication campaign?
    How sustainable are these successes?

33. What did you find interesting about the campaign?

34. What are the campaign's strong points?

35. What could be done differently or better?

36. What could UNICEF have done differently?

37. What would you suggest UNICEF change in the future?

38. How important do you think it is for your organization and UNICEF to keep working together on this AI/PI campaign? What do you hope to achieve through this collaboration?

39. How is innovation being maintained now the initial impetus is over? Is the project continuing to generate new ideas?

40. In your opinion, is political support for the campaign continuing? If not, how can it be revived?

41. How are future resource needs being met? Is there a funding plan?

42. Finally, if there were three key lessons for the future that you think have been learned from this campaign what would they be?

A
B
C

Thank you for your participation.

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