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Citizen Report Card and Community Dialogue Manual

PROTOCOLS AND GUIDELINES
FOR SUPERVISORS AND ENUMERATORS

Version 1.1
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1. Introduction

Myanmar is in transition, with numerous reforms underway to strengthen the democratization process. The 2008 Constitution provides basic principles of democracy, rule of law and human rights, and the separation of powers. There is a strong commitment of the Government of Myanmar to further roll out and implement a complex reform agenda at multiple levels including and with a specific emphasis at the local and sub national level.

To contribute to an enhanced basis for policy dialogue, and to support decision making, planning and engagement for national stakeholders and development partners, UNDP will conduct an analysis of the state of Sub-national Governance in an initial group of 6 States and Regions of Myanmar between November 2013 and April 2014, with an option to complete all 14 State/Regions by August 2014. This initiative aims to respond to scarcity of data and to provide a critical contribution to the ongoing reform process.

The purpose of the mapping exercise is to better understand the state of governance in Myanmar at both state/region and township level, from both the supply and demand side perspective, i.e., from the institutional and people's perspectives. The mapping exercise will identify the opportunities and challenges that exist in the area of sub-national governance, in order to contribute to policy discussions on regional and local governance in an informed manner. It is expected that this mapping exercise will build on the momentum of reforms, and contribute to a further consolidation of the democratic transition process in Myanmar.

The Sub-national Governance Mapping exercise will therefore provide national stakeholders with the necessary data and information to make better informed decisions/produce better informed policies/better plans for improved service delivery and democratic governance at local level. The people of Myanmar (including the poor and most vulnerable) will provide much of the content of this mapping exercise - it gives them an opportunity to express their perceptions. Additionally, it will make UNDP and other International Development Partners with relevant baseline data to improve programming, indicator development and progress monitoring. The outcome of this mapping exercise will be used as a basis to design and refine jointly with the government counterparts UNDPs future work on local governance in Myanmar.

2. Objectives

The objective of the Subnational Governance Mapping exercise will be:

1. To provide an overview of the quality of service delivery (for a selected number of key basic services) and the quality of governance at township and state/region level.
2. To identify related capacity needs of government and non-government stakeholders to play their role in the ongoing reform process, in good governance and in service delivery effectively.

These results can be used:

- By government and non-government actors at township and state/region level to define their own capacity development plans and include these into their integrated development plans
- By the union ministries and state/region governments as well as development partners to define their capacity development support activities for lower level government institutions.

These protocols and guidelines are drafted for the survey supervisors, the enumerators and the community dialogue facilitators who will undertake the data collection and manage community consultations at the local level. The information on citizens' satisfaction of service delivery and governance collected at community level all over Myanmar will provide the government of Myanmar

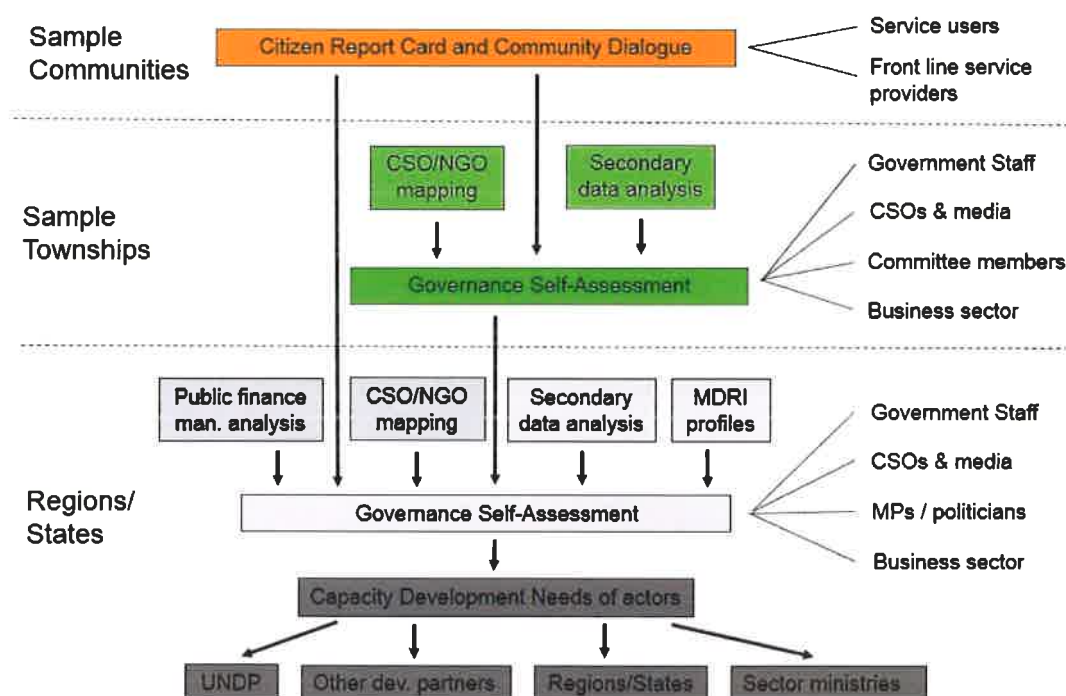
with important inputs on improving service delivery to its citizens. It is therefore essential that the information collected is reliable, objective and of high quality. These guidelines will assist the data collectors in carrying out their task with precision and consistency.

3. Methodology

The methodology for this sub-national governance mapping exercise has been adapted from methodologies successfully applied in various countries over the world. It is especially suitable for a country which is in the initial stages of developing a government performance management system, but with limited reliable administrative and statistical data available about the service delivery process and quality of governance.

The proposed methodology was discussed and endorsed during the “National Workshop on Good Local Governance and People Centered Services” held in Nay Pyi Taw on 17/18 August 2013 in the presence of Ministers H.E. U Hla Thun, H.E. U Tin Naing Thein and Lt. General Ko Ko, Senior staff members from the Ministry of Home Affairs and the Ministry of National Planning and Economic Development, Ministers from the State/Region Governments, Members of the Union Parliament and knowledgeable Academia and representatives of Civil Society.

UNDP Sub-National Governance Mapping



One of the key principles for the design of the methodology was to **involve citizens actively** in the process because:

- They are the end users of services, so their opinion about the services and the way in which they are delivered is important if you want to improve service delivery;
- It can provide a model as to how citizens can participate in these processes, which could be integrated in future impact monitoring systems of the State/Region government;
- Government wants to listen more actively to its citizens;
- To help government staff to become more service oriented;
- The dialogue platforms that will be established at various levels could be the start of a making government accountable to the people;

UNDP realises that involving citizens actively in this kind of surveys and to establish a dialogue between government and its citizens at various levels is rather new to Myanmar. Citizens are not used to being involved in these processes, they are often unaware of their rights and entitlements and feel uneasy in speaking freely, especially when a government official is listening. Government staff on the other hand are not used to listening to complaints of citizens and often don't know how to deal with feedback. Nevertheless, these are critical processes in any functioning and sustainable democracy and the government of Myanmar wants to introduce these to Myanmar as well.

This sensitivity requires a cautious approach from supervisors, facilitators and enumerators. If not addressed properly, interviewees (whether government or citizens) might not speak freely, or community dialogues may not produce any meaningful results (both in terms of data gathered as well as not having a good discussion between service providers and citizens).

This manual focuses on the initial stage in the process - the community level. At the community level, three type of exercises will be implemented in a selected number of villages:

1. Citizen Report Card (CRC)
2. Interviews with front line service providers (FLS interviews)
3. Community Dialogue

These will be introduced below and more detailed instructions and guidelines for each exercise will be presented later on.

1. The Citizen Report Card

The Citizen Report Card (referred here as CRC) is a method used to get feedback on the quality of service delivery by interviewing individual households or individuals. The CRC questionnaire will focus on the perception/ satisfaction of citizens on the basic services provided by government (such as water, health and education) and on core elements of good local governance like participation, equity, accountability, etc. In each of the States/regions a total of 600 interviews will be conducted, that is, 50 interviews each in 12 selected villages/tracts/wards.

2. Interviews with front line service providers

In addition to asking citizens about their satisfaction, key "frontline service providers" will also be interviewed - mainly government staff who are directly involved in delivering services to the people - about what is going well or not so well in their sector. For this survey, the following four groups will be targeted, each with their own questionnaire:

- a. Village Administrator
- b. Primary school principals (headmasters)
- c. Primary school teachers
- d. Managers of basic health care facilities
- e. Professional health staff working at the health care facilities

3. Community Dialogue

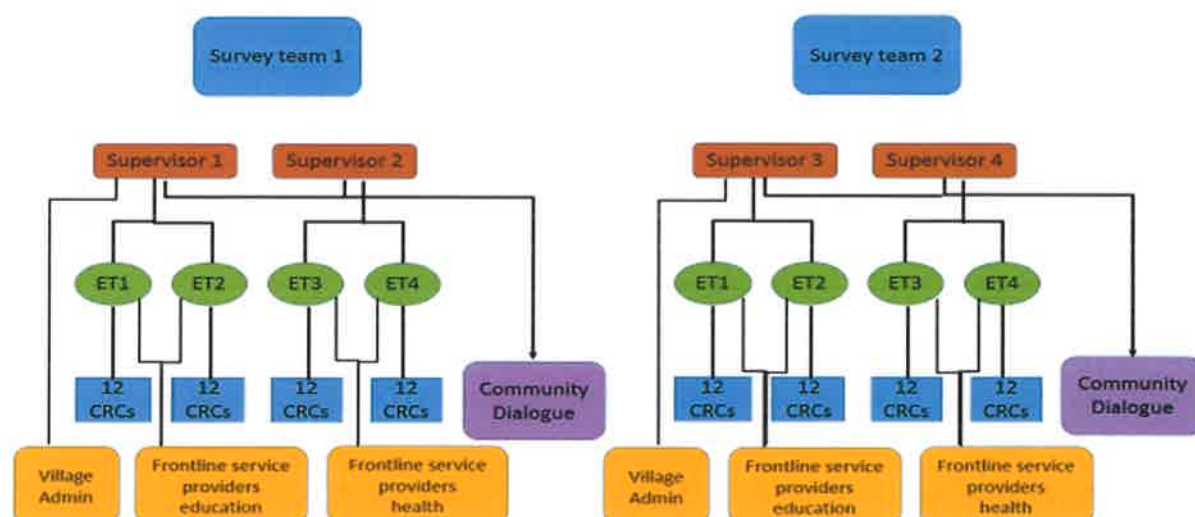
Finally, selected groups of citizens and front-line service providers will come together, along with the Village/Tract Administrators and other officials, for a facilitated group discussion about selected topics. This dialogue will serve partly to validate the data collected in the first two exercises, partly to add more information, as well as to assess whether some of the bottlenecks identified can be resolved at the village/tract/ward level.

4. Implementation process

4.1 Overall planning of data collection:

It is expected that each CRC/FLS interview will take no longer than 90 minutes. Based on 48 CRCs per village and assuming that each team of two enumerators can complete 6 CRCs per day we will have 4 Enumerator Teams (ETs). Each survey team will consist of 2 supervisors/facilitators and 4 enumerator teams. In each State/Region there will be two Survey Teams operating parallel (see Figure 1 below).

Figure 1 Composition of Survey teams



Each Survey Team can complete one village in 4 days as indicated in Table 1 below.

Table 1 Community data collection schedule

Day	Supervisors/facilitators	Enumerators
1	Travel in	
2	a. Introduction to Village /tract administrator + elders and interview Village Administrator b. Get an overview of village geographical distribution and select 4 Sample Areas c. Selection of participants for Community Dialogue d. Daily debriefing	ET 1 and 2: interviews education Frontline Service providers ET 3 and 4: interviews health Frontline Service providers Daily debriefing
3	S1 travels with EN team 1 and 2 to SA 1 + start them off S2 travels with EN team 3 and 4 to SA 2 + start them off Supervision of teams + check venue for Community Dialogue + invite groups for Community Dialogue Daily debriefing	ET 1 and 2: CRC 1-12 from Sample Area Point (SAP) 1 ET 3 and 4: CRC 13-24 from SAP 2 Daily debriefing
4	S1 and S2 Community Dialogue Daily debriefing	ET 1 and 2 travel to SA 3 and start off: CRC 25-36 ET 3 and 4 travel to SAP 4 and start off: CRC 37-48 Daily debriefing

Day 5 (travel out) is Day 1 (travel in) for the next village. After two villages, the survey teams will have one day rest and continue with the next two villages in the next township and so on for the last township. This means that each Survey Team will complete the exercise in 6 villages in 3 townships in 28 days (see Table 2 below).

Table 2 Completion schedule CRCs and Community Dialogues.

Days	Survey team 1	Survey team 2
1-4	Village 1 Township 1	Village 1 Township 2
5-8	Village 2 Township 1	Village 2 Township 2
9	Rest day	Rest day
10-13	Village 1 Township 3	Village 1 Township 4
14-18	Village 2 Township 3	Village 2 Township 4
19	Rest day	Rest day
20-23	Village 1 Township 5	Village 1 Township 6
24-28	Village 2 Township 5	Village 2 Township 6

Preparations:

1. The UNDP Area Coordinators will travel ahead of the teams to each village to announce the survey and the teams and the days on which the interviews and Community Dialogues will take place. If possible, they also start with the selection of participants for the Community Dialogue.
2. Introductions: the team (and the supervisor) is responsible for travelling with clear, official introduction, identification and accreditation documents at all times;
3. Ensure that each team has enough questionnaires, pens and writing blocks;
4. Ensure that each team has a set of numbered cards for respondent selection and for Sample Area selection;
5. Supervisors to bring a log-book to record the process and notebooks to record the minutes of meeting and community dialogue session.

4.2 Detailed description of activities

4.2.1 Preparatory Meeting

Upon arrival in the village, on Day 2, the team supervisors will have a preparatory meeting with the village administrator (and village-tract administrator if available) and a small representation (3-4 people) of the various village committees (like Village Elders and Respected Persons, Village People's Council, Village Tract Administration Committee member etc.) to:

1. Explain the purpose of the visit and the assessment, and if needed show letters from UNDP and the Ministry of Home Affairs. As these authorities have already been informed well in advance (at least one week), this session will be done to remind them of the process and reinforce what they have already understood;
2. Explain the three exercises (explain and show the different questionnaires used and explain the selection process of the participants for the Community Dialogue process (see below);

3. Get an idea of the geographical distribution of the villagers/households over the total village area in order to **select 6 Primary Sampling Starting Points**;
4. Identify the primary school, the basic health facility (what type of facility: Sub-Rural Health Centre, Rural Health Centre, Urban/Township Health Centre, Hospital) and, if relevant, the person in charge of the water supply in (or nearest to) the village. Check whether these services are operated by government or non-governmental actors. Check the availability of electricity and of roads maintained by government.
5. Discuss the Community Dialogue exercise (timing, venue, logistics, etc.) and the selection and invitation of the people to participate in the meeting (see below).
6. Interview the Village **Tract** Administrator **See: Questionnaire for Village **Tract** Administrator.**

One Supervisor will take the lead in this meeting, while the other will record the proceedings and conclusions of the meeting.

4.2.2 Front line Service providers interviews

Also on Day 2, the Enumeration Teams will conduct the interviews with the front line service providers. ET1 will interview the school principal; ET2, the teachers; ET3, the health facility manager; and ET4, the professional medical staff (the total number will depend upon the size of the facilities).

Interview with the School Principal. Team 1 will have an individual interview with the School Principal (or acting principal if not present) using the relevant questionnaire for this purpose. In the beginning of the interview, the team will also inform the Principal of the importance of interviewing the teachers, and seek his/her consent for the same. This interview will last an average of 1-1.5 hour. The enumerators can either ask the questions and record the responses, or the principal can fill out the questionnaire him/herself. If the principal is absent, but only for that day, the enumerators can come back any other day during that week to try again. If he/she is absent for a longer period, the enumerators can interview the acting principal or the most senior teacher **See: Questionnaire for Primary School Principal.**

Questionnaire for all professional staff of the primary school (including teachers and the principal, but excluding cleaners, cooks, security staff, etc.). (*Enumerators: check that the exercise doesn't coincide with regular classes, the ideal time is to conduct them right after the last class has come to an end*). Each of the professional staff fills out a questionnaire. Depending on the number of staff and their availability you can either do this together in a group (advantage: you only need to explain once and can answer questions that might be relevant to everyone) or each individually. All the professional staff members fill out the questionnaire themselves, both the closed and open questions. The enumerators clarify questions if necessary. After all have completed the questionnaire, the enumerator collects them. **See: Questionnaire for Professional Staff (Primary Education).**

At the end of these interviews, share information about the Community Dialogue meeting, explain the exercise (see below) and invite them to participate in the meeting.

Interview with the Manager of the Health Facility. Team 3 will interview the manager of the health facility. This interview will follow the same sequence as the one for the school principal except with a different questionnaire. **See: Questionnaire for health facility manager.**

Questionnaire for all professional staff of the health facility (including all medical staff like doctors, nurses, midwives, preventive health care staff, administrators and inoculators, but excluding cleaners, security staff, etc.). As above, this process will follow the same sequence as the one for teaching staff, above except with a different questionnaire. **See Questionnaire for professional staff (Health).**

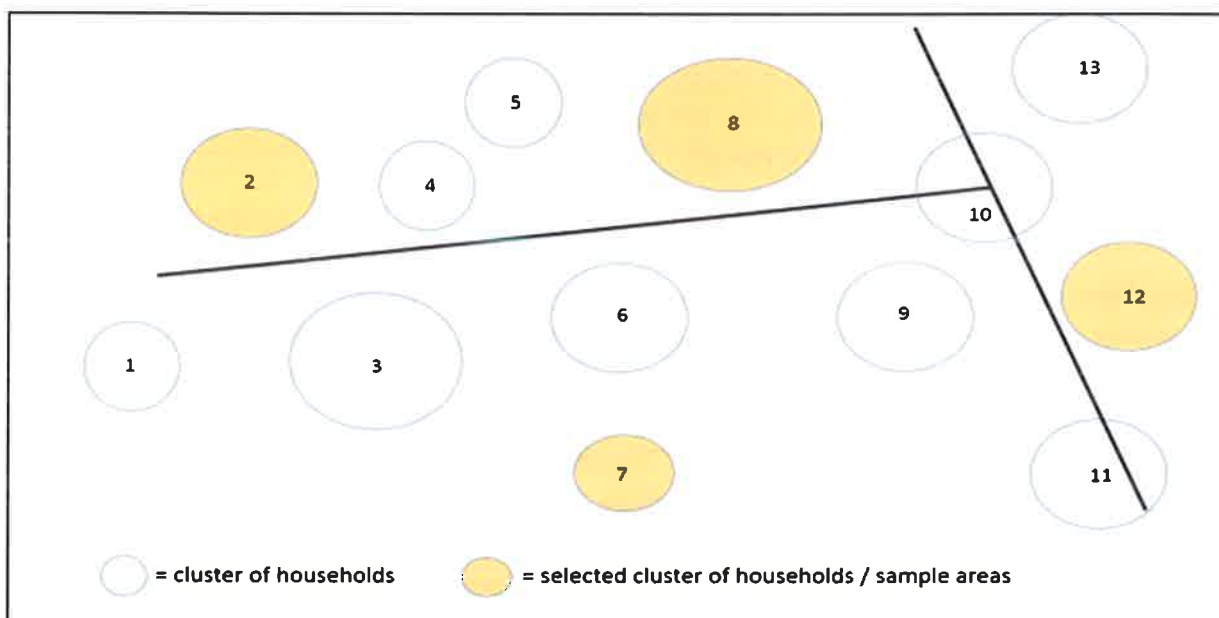
4.3 Citizen Report Card interviews

4.3.1 Household selection

In order to ensure the quality of the survey, it is of critical importance that the households that are going to be interviewed are selected randomly. This means that every household should in principle have the same chance of being selected to participate in the survey. People living in big beautiful houses are perhaps richer and might therefore respond differently to the questions. Households living further away from the village/ ward centre might represent the poorer families or are more involved in casual work/agriculture, which might affect their responses. It is therefore important that the selection of households is random to ensure that the final selection is representative for the whole village/ward. It will be one of the most important functions of the supervisor to ensure and to check that households are selected randomly.

On day one, the supervisors discuss the village/ward layout with the Village Administrator, including questions such as: Where are the village boundaries, how many households are there in the village and where do the households live (which clusters of households and how big are these)? You either draw a small map (see figure 2) or make a list of the names of the household clusters (if they have names). After that, you number the clusters and select the same number of cards as there are clusters (e.g. if there are 13 clusters, you select card 1 to 13). You shuffle the cards and randomly draw 4 cards. The 4 selected clusters will be the Sampling Areas for this village. If there are less than 4 clusters, you select all clusters as Sampling Area and you will select more Sample Area Points (see below) in the largest clusters until you have 4.

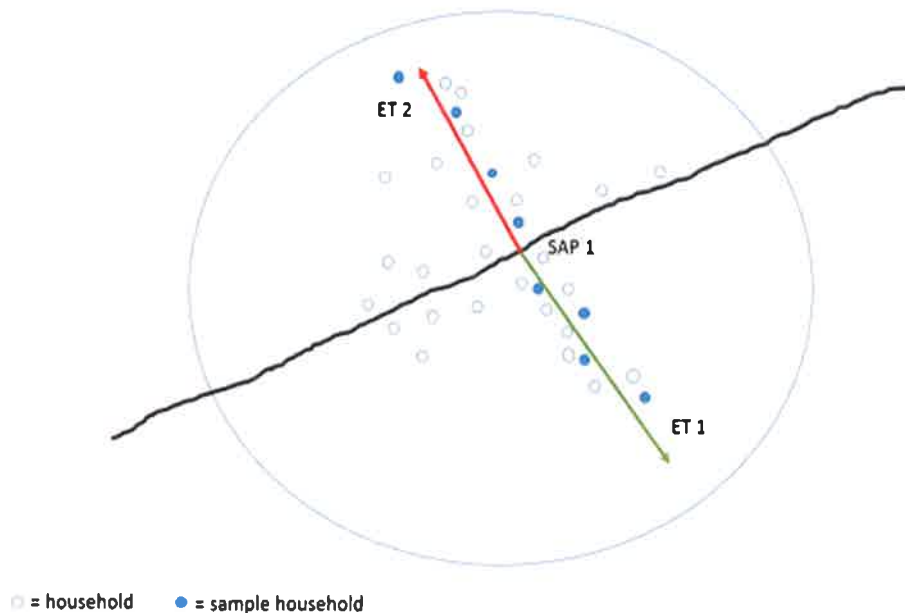
Figure 2 Selection of Sample Areas



On Day 3, Supervisor S1 will travel with Enumerator Teams ET1 and ET2 to the first Sampling Area (in the figure above, no. 2). Supervisor S2 will travel with Enumerator Teams ET3 and ET4 to the second Sampling Area (in the figure above, no. 7). Upon arrival the supervisor will select the Sample Area Point (SAP) somewhere in the centre of the cluster (e.g. on a crossing of two tracks) (see Figure 3). ET1 will start walking in one direction (along a road or track) and select the third compound/house, counting compounds–houses on both sides of the line. If the cluster is large you will take every 5th or 10th household, if it is small, you take every third one. In other words, while walking, you select one house and skip the next two, select one and skip the next two, etc. This way, you select households randomly

until you have crossed the village selected cluster. After completing the interview, they will select the next third household along the same line, etc. until they have done 6 interviews. ET2 starts in the opposite direction and does the same until it has completed 6 interviews. If there are not enough households along the line of walking to complete 6 households, the ET goes back to the Sampling Area Point and start to walk along a line 90 degrees to the previous line.

Figure 3: Example of walking transects to select households for interviews?



If no one (or no adult person) is at home (i.e. premise is empty), substitute with the very next household adjacent to this one). If the interview is refused or you can't conduct the interview for whatever other reason, use the same interval of 3 (or 7 or 2 if that is agreed upon) to select a substitute household, counting houses on both the right and the left.

When you find a household with someone home, please introduce the team using the following script:

"Good day. Our names are _____ and _____. We are from _____, an independent research institute engaged by UNDP to do household interviews. I do not represent the government or any political party. We are working with your local government to improve its service delivery. We are therefore collecting the opinions of citizens about their satisfaction with service delivery and how it can be improved. I would like to discuss these issues with a member of your household. Every household in this village has an equal chance of being included in this study. All information will be kept confidential and cannot be traced back to you. Your household has been chosen by chance. We would like to choose an adult from your household. Would you help us pick one?"

Note: The person must give his or her informed consent by answering positively. If participation is refused, walk away from the household and substitute the household using the same interval. If consent is secured, proceed to respondent selection.

4.3.2 Respondent selection procedure

Interviewer: Within the household, it is your job to select an individual. This individual becomes the interview Respondent. In addition, you are responsible for alternating interviews between men and women. On the interview sheet you circle the correct code as indicated below.

Note that “First Interview” should ONLY be used for your very first interview on the first day of fieldwork, NOT your first interview every day.

	First interview	Male	Female
Previous interview was with a:	0	1	2
This interview must be with a:		1	2

[If you need a male respondent]: Please tell me the names of all males that presently live in this household, who are a citizen of Myanmar and who are 18 years or older.

[If you need a female respondent] Please tell me the names of all females that presently live in this household, who are a citizen of Myanmar and who are 18 years or older.

If this interview must be with a female, list only women’s first names. If this interview is with a male, list only men’s first names. List all eligible household members of this gender who are 18 years or older, even those not presently at home but who will return to the house at any time that day. Include only citizens of Myanmar.

Women's first names	Men's first names
1	1
2	2
3	3
4	4
5	5
6	6

If you need a woman and there is only one adult woman in the household you will interview that person. If the number of adult women is more than 1, ask the household to nominate one woman. You follow the same procedure if you need to interview a man. If the person nominated is not at home, ask if you can return later to interview him/her. If that is not possible ask them to nominate another person from the same gender. If that is not possible you thank the person and move to the next household. If you can come back later to check on the original person nominated, you do so only once. If the person is still not around, you select another household.

Introduction to respondent

If the selected respondent is not the same person that you first met, repeat your introduction:

"Good day. Our names are _____ and _____. We are from _____, an independent research institute engaged by UNDP to do household interviews. We do not represent the government or any political party. We are working with your local government to improve its service delivery to the people of Myanmar. We are therefore collecting the opinions of citizens about their satisfaction with some services and how it can be improved."

To ALL respondents:

"This interview will take about 90 minutes. By participating in this interview you will contribute to an improvement of the services in your community. Your answers will be confidential. They will be put together with the answers of 600 other people whom we will be talking to, to get an overall picture of the state of service delivery in this State/Region. The results will be made public and the conclusions will be published in a local newspaper. It will be impossible to pick you out from what you say, so please feel free to give us your honest opinion. There is no penalty for refusing to participate. Do you wish to proceed? [Proceed with interview only if answer is positive]."

Note: The person must give his or her informed consent by answering positively. If participation is refused, walk away from the household and select the next household using the same

4.3.3 Conducting the interviews

- i. Interview introductions: say out introduction(s) exactly as written on questionnaire. No paraphrasing allowed.
- ii. Questions/probes: read out questions clearly as instructed and as written. No paraphrasing allowed. For explanations of specific questions and answer categories see Annex 1
- iii. One-on-one/face-to-face: interviews are physically completed with one respondent, others can listen but should not interfere.
- iv. Translations: respondent chooses to be interviewed in a language of their preference. Where applicable, translation must be used. Interviewer to use only the translation in which they are qualified and trained to interview, or use a local translator. If respondent prefers or speaks a language whose translation is not available, a substitution (of the household) must be then conducted.
- v. Completeness checks: all questionnaires must be checked, first by the interviewer and then by supervisor, before leaving the Sample Area at the end of the day. Both supervisor and interviewer must sign completed/checked questionnaires. Complete questionnaires are those with all questions/probes correctly followed and without missing fields.
- vi. Call-back/check-back: supervisor randomly selects 2 of 12 questionnaires in Sample Area and walks back to the respondent to confirm some (key) responses. Questionnaires to be back-checked can be selected upfront.
- vii. Accompaniments: supervisor randomly selects which of the 2 ETs to accompany as they implement walk pattern, a select household, select a respondent and conduct the interview. However, the supervisor does not intervene during course of the interview should anything be going amiss (unless requested).

- viii. Supervisor interviews: under special circumstances, the team supervisor may assist to complete an interview if one of the interviewers is unable to complete their quota or are not able to work on a given day.

4.4 Community Dialogue Meeting

4.4.1 Participant selection

The selection of participants should take place on the first day of the visit of the team in order to have ample time to invite everyone. We strive to get a fair representation of all villagers to participate in the meeting, which means that we can't just ask the village administrator to appoint or invite people to the meeting, but he/she can help in identifying possible participants.

Ideally, the following groups should participate in the meeting each with 5-6 representatives, so a total number of maximum 30 people:

1. Youth (people between 18-35 years of age) of which 50% female
2. Women (possibly from the Myanmar Women and Child Association or other women groups in the village)
3. Underprivileged people (poor or disabled) of which 50% women
4. Representatives of school committee or PTA of which 50% women
5. Any CSOs or NGOs (religious groups) present in the village
6. School principal, teachers, health facility managers and nurses/**Midwives**
7. Village administrator, members of the various village committees (like the Village Elder and Respected People, Village ~~People's Council~~ **Administration Committee members**, etc.)

The VA can select/approach the participants of group 7. The ETs will invite the participants from group 6. You can ask the VA for the names of people who can assist in identifying participants of the other groups whom you can subsequently ask for advice and once agreed upon you can even invite them to invite these people. If necessary, the supervisors should visit these people individually to invite them to attend. When doing so, clearly explain the purpose of the meeting, the venue and the starting time and that the meeting will last for 3-4 hours (select a time that is convenient for everyone to attend (e.g. after working hours). Individuals must agree to participate in the community dialogue of their own free will.

4.4.2 Introduction

One Supervisor/facilitator will lead the whole process. He/she will:

- Welcome the participants,
- Thank them for making their time available to come,
- Introduce the team
- Explain the purpose of the Community Dialogue (see below)
- Let the participants introduce themselves,
- Explain the process and the rules of the game.

The other Supervisor/facilitator will take notes of the plenary session.

As an introduction, please use the text in Annex 2.

Rules of the meeting:

- Only one person speaks at the same time
- We respect each other's opinions. You might disagree with someone, but everyone is entitled to an opinion
- For the sake of having an open discussion, everyone in the meeting is equal and free to speak his or her opinion. It is important to hear everyone's ideas and opinions. There are no right or wrong answers to questions – just ideas, experiences and opinions, which are all valuable.
- The purpose of the meeting is not to criticize individuals, the purpose is to find solutions for more structural problems in service delivery
- It is important for us to hear all sides of an issue – both the positive and the negative.
- It is important for women's and men's ideas to be equally represented and respected.

4.4.3 Purpose of the meeting

The community dialogue meeting intends to bring service providers and service users together to discuss progress and bottlenecks in service delivery in the village and together search for ways in which some of these bottlenecks can be resolved.

This is not an official meeting but it is part of a research exercise. The issues raised will be discussed at higher level with the township administration and the state/region government, not necessarily how the individual problems of this village can be solved, but how government in general can improve its services to all villages and citizens in the state/region.

4.4.3 Group Session

After the introduction and explanation of the topics and questions, the meeting will split into two groups, group one the service users (group 1-4 above) and group 2 the service providers and committees (group 5-7). Both groups tackle the same questions for 2.5 hours (see Annex 2) and summarize the main issues for the plenary meeting. Both facilitators will facilitate one group each and take notes of the issues raised and the most important discussions.

4.4.4. Plenary session

During the plenary session of 1 hour, both groups present their conclusions and issues that they raised. Issues are compared and differences in interpretation are noted. After a discussion of problems, the facilitators will try to turn the discussion around and look for solutions to some of the major issues raised addressing it from two angles: what can we do ourselves to make improvement and what support do we need from others to resolve the issues raised?

4.4.3 Facilitation process**Your role as the facilitator**

It is important to present yourself as a researcher rather than a friend. You will need to let participants know that you are part of a team that is conducting research for a community needs assessment. This formality communicates to participants that their participation is important and contributes to the community.

Balancing rapport and professionalism

Part of your role is to achieve a balance between building rapport with participants and conveying an appropriate level of professionalism. Your role during the community dialogue is not that of a good conversationalist or a friend who provides feedback, but of a professional. If you are too casual, participants may not see you as someone who is prepared to take what they have to say seriously.

However, if you are too formal, participants may feel intimidated by you and may not be as willing to reveal information. Strive to achieve a balance during your community dialogue meetings.

Recognizing and appreciating participants for their time and contributions

This is one of the most important things you can do to help create rapport. Remember to thank participants for their time and participation. Let them know that the information they have shared is valuable for this project.

Listen carefully to participants

Active listening allows you to probe effectively and at appropriate points during the meeting. Active listening involves not only hearing what someone is saying, but also noticing body posture and facial gestures (i.e., any changes in nonverbal behaviour) that might provide cues as to the appropriate or necessary ways to engage participants.

Show participants that you are listening

Show participants that you are listening to what they are saying. Signs that you are paying attention may include leaning forward slightly, looking directly at participants while they are speaking, or nodding at appropriate times.

Maintain neutrality during the session

While showing participants that you are actively listening and interested in what they are sharing, you will also want to remain as neutral or impartial as possible, even if you have a strong opinion about something. Use phrases such as “Thank you. That is helpful.” Comments such as “I can’t believe it!” or “You really think that?!” are not appropriate remarks for a facilitator to make, because they infer your opinion and impose judgment on the participant, which will shut down discussion.

Do not allow one or two persons to dominate the meeting

Government officials and politicians have a tendency to lecture and to start explaining or denying that anything is wrong before they listen to the problems of ordinary people. Try and prevent one or two people from dominating the whole meeting and actively involve and encourage those who are shy or have difficulties expressing themselves.

5. Reporting

At the end of the 3 activities in the village the supervisors should check whether the following documents are completed and in good order:

- 1) A written report of the introductory meeting with the Village **Tract** Administrator
- 2) 48 filled out CRC questionnaires that are checked and signed off by the enumerators and supervisors
- 3) Filled out questionnaires that are checked and signed off by the enumerators and supervisors for:
 - a. Primary school principal
 - b. One or more teachers (depending on the number of teacher in the primary school)
 - c. Manager of the health facility
 - d. One or more medical staff (depending on the number of medical staff in the health facility)

- 4) A report of the community dialogue consisting of both group reports and a plenary report, including the names and functions of participants
- 5) A log book of the supervisors recording the quality control checks they carried out during the interviews

6. Instructions for Supervisors

1. All Supervisors/facilitators to be employed by the research institute will need to attend the initial training offered by UNDP.
2. The Supervisors/facilitators will train the enumerators to be employed in each state/region in accordance with the training schedule described below.
3. The Supervisors will represent the survey institute while they are in the enumeration villages and will ensure that the staff employed will behave cordially and respectful and in accordance with the code of conduct.
4. The Supervisor will define the Sample Areas and the Sample Area Points and will accompany the Enumeration Teams each day (except for the day when the Community Dialogue is taking place) to the Sample Areas and assist them in the selection of households to be interviewed. They will check on a daily basis the work of the enumerator teams by conducting field visits to the teams.
5. They will at the end of each day check the filled out questionnaires on completeness and accuracy and if ok they will sign them off.
6. The supervisors will conduct daily de-briefing with the enumerator teams:
 - i. Transport: sort of next day's transportation. Review today's transportation.
 - ii. Time sheets: sort of next days' time schedule. Review today's time sheet.
 - iii. Route-plans: review next day's route plan. Reconcile with local knowledge (if necessary).
 - iv. Technical issues: seek/make introduction to officials, report/discuss SA substitution issues, interview refusals, household unsuccessful calls, etc.
 - v. Contextual issues: report interviewer/team contextual issues, incomplete team deployment, cases of interviewer absenteeism, etc.

7. Training of Enumerators

The Survey Institute will be responsible for the training of the enumerators to be used in each state/region. By making use of the trained supervisors, the institute will conduct a training of at least two days of their enumerators. The training will include the following topics:

1. Introduction to the research and to the research topic (governance, service delivery, satisfaction reviews)
2. Introduction to the basic principles of conducting a good interview
3. Going through the questionnaire question by question explain each question and the response options
4. Conducting mock interviews on fellow enumerators
5. Discussing the code of conduct
6. Logistical arrangements