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DHS Demographic and Health Surveys

Supervisor's Manual

DEMOGRAPHIC AND HEALTH SURVEYS

SUPERVISOR'S MANUAL

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Demographic and Health Surveys (DHS) is a five-year Program (1984-1989) to assist governments and private agencies in developing countries with implementing 35 population surveys. The objectives of the Program are: (1) to provide leaders in survey countries with population and health data useful for informed decision making, (2) to develop in participating countries the skills and resources necessary to conduct high-quality demographic and health surveys, (3) to improve survey methods used to study populations in developing countries, and (4) to expand and improve the worldwide body of information on population and health.

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I. INTRODUCTION TO THE [COUNTRY][1] DEMOGRAPHIC AND HEALTH SURVEY

Field supervisors for the Demographic and Health Surveys (DHS) project in [Country] have an important position. They are the primary links between the survey director and the field interviewers. As such, they are responsible for ensuring both the progress and the quality of fieldwork. The major responsibilities of supervisors are to:

- contact local officials in the area assigned to them and gain their cooperation;
- locate the areas in the sample;
- assign work to interviewers;
- check the quality of work of each team member;
- deal with administrative matters such as finances, vehicle maintenance, and contact with central office staff;
- maintain the morale of the team so that people work in a cheerful atmosphere.

This manual has been prepared to provide the information needed by field supervisors to carry out their duties effectively. Candidates for the position of field supervisor for the [survey name] should study the manual carefully during their training. They should also study the Interviewer's Manual, since it is necessary for supervisors to thoroughly understand the questionnaire and the procedures for completing it. Individuals

[1]Text in [] is to be modified on a country-specific basis.

selected to serve as field supervisors should continue to refer to the manual throughout the fieldwork period.

A. SURVEY OBJECTIVES

The DHS survey is part of a worldwide survey program funded by the United States Agency for International Development (USAID). It is designed to:

- collect information on fertility and family planning;
- identify the characteristics of women having large and small families and those using and not using family planning;
- collect information on certain health-related matters such as immunization, breastfeeding, and prenatal care;
- assist countries in conducting periodic surveys to monitor changes in birth rates, health status, and the use of family planning;
- provide an international database which can be used by researchers investigating topics related to fertility and the use of family planning.

As part of the DHS program, surveys are being carried out in countries in Africa, Asia, Latin America, and the Middle East.

B. TRAINING

Supervisor training lasts about three weeks. During this time you are expected to become thoroughly familiar with field

procedures and the questionnaire. Since those selected will become team leaders, your training also prepares you for solving problems that may arise during fieldwork.

Training will involve both classroom instruction and field practice. All candidates will be evaluated following training, based on their performance and on the results of tests administered during the training period. Individuals who are selected as field supervisors will then take part in the three-week interviewer training.

Active involvement of field supervisors in interviewer training is important for understanding the role of the interviewer and the problems teams may encounter during fieldwork. Supervisors should attend all classroom sessions, participate with interviewer candidates in "role playing" interviews, and supervise the practice interviewing in the field prior to the start of fieldwork. The latter activity gives supervisors and interviewers experience in working together as a team.

C. ROLE OF THE SUPERVISORS[2]

The supervisor is responsible for directing the activities of the field editor and interviewers. The supervisor reports to

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[2]Team composition may vary depending on country-specific adaptations. Here it is assumed that teams made up of a supervisor, a field editor, and four or five interviewers will travel from a central location to all areas of the country being sampled. Each team has its own vehicle and once in its assigned area, returns home only occasionally.

the fieldwork coordinator, who is responsible for the overall progress of the survey. The following is a brief description of the responsibilities of the field supervisor. Greater detail is provided in later sections of the manual.

Preparing for Fieldwork

In preparing for the fieldwork in each assigned working area, a supervisor should:

(1) receive from the fieldwork coordinator sample household lists and/or maps for each area in which his or her team will be working and discuss any special problems with the coordinator;

(2) become familiar with the area in which the team will be working and find out the best arrangements for travel and accommodation;

(3) contact local authorities to inform them about the survey and to gain their support and cooperation;

(4) obtain all monetary advances, supplies, and equipment necessary for the team to complete its assigned interviews.

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

Organizing and Supervising Fieldwork

During fieldwork, the supervisor is responsible for seeing that the work of his or her team is well-organized and proceeds smoothly. These duties include:

(1) assigning work to interviewers, making sure that the overall load is distributed as equally as possible;

(2) maintaining fieldwork control sheets, making sure that both work assignments and completed interviews are recorded carefully and that pending interviews are followed up;

(3) regularly sending completed questionnaires and progress reports to the fieldwork coordinator and keeping the central office staff informed about the team's location;

(4) taking charge of the team vehicle, ensuring that it is kept in good repair and that it is used only for project work;

(5) communicating to the fieldwork coordinator any problems that occur and following his/her instructions;

(6) working to develop a strong team spirit.

A congenial work atmosphere, along with careful planning and organization of fieldwork activities, contributes to the overall quality of a survey.

Monitoring Interviewer Performance

Close supervision of interviewers is important to assure that fieldwork proceeds according to plan and that accurate and complete data are collected. The responsibilities of the supervisor in this area are:

(1) ensuring the quality of data collection by observing interviews, reinterviewing some respondents, spot-checking respondent selection, and editing questionnaires in the field;

(2) conducting regular review sessions with all team members and advising individual interviewers on any special problems they encounter in the field;

(3) working closely with the team to eliminate non-response, thus reducing the possibility of biased results.

II. PREPARING FOR FIELDWORK

A. COLLECTING MATERIALS FOR FIELDWORK

Before leaving for the field, supervisors are responsible for collecting adequate supplies of the materials their team will need in the field. These items are listed below:

Fieldwork Documents

- Supervisor's Manual
- Interviewer's Manuals
- Maps and household listing forms for all clusters in the assigned area
- Letters of introduction
- Questionnaires
- Supervisor's Assignment Sheets
- Interviewer's Assignment Sheets
- Interviewer Progress Sheets

Supplies: Blue pens for interviewers, red pens for supervisors, clipboards, paper clips, envelopes to store completed questionnaires, briefcases, scissors, string, staples, scotch tape, first aid kit, etc.

Monetary Advances for Field Expenses: The supervisors should have sufficient funds to cover expenses for both the interviewers and themselves. Funds should be distributed according to the procedures established by the survey director, if these have not been included in the per diem which is given directly to the interviewers.

Supervisors should also arrange a system of maintaining regular contact with the central office staff before leaving for the field. Regular contact is needed for supervision of the team by central office staff, payment of team members, and the return of completed questionnaires for timely data processing.

B. CONTACTING LOCAL AUTHORITIES

It is the supervisor's responsibility to contact the regional, district, local, and village officials before starting work in an area. You will be given letters of introduction to help you in this, but tact and sensitivity in explaining the purpose of the survey will help win the cooperation needed to carry out the interviews.

C. USING MAPS TO LOCATE CLUSTERS[1]

A major responsibility of the field supervisor is to assist interviewers in locating households in the sample. The fieldwork coordinator will provide the supervisor with a copy of the household listing for the sample and/or maps of the clusters in which his or her team will be working. These documents enable the team to identify the cluster boundaries and to locate the households selected for the sample. The representativeness of

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[1]Description to be adapted to whether household listings, maps, or both are used for the identification of selected households or dwellings.

the sample depends on finding and visiting every sampled household.

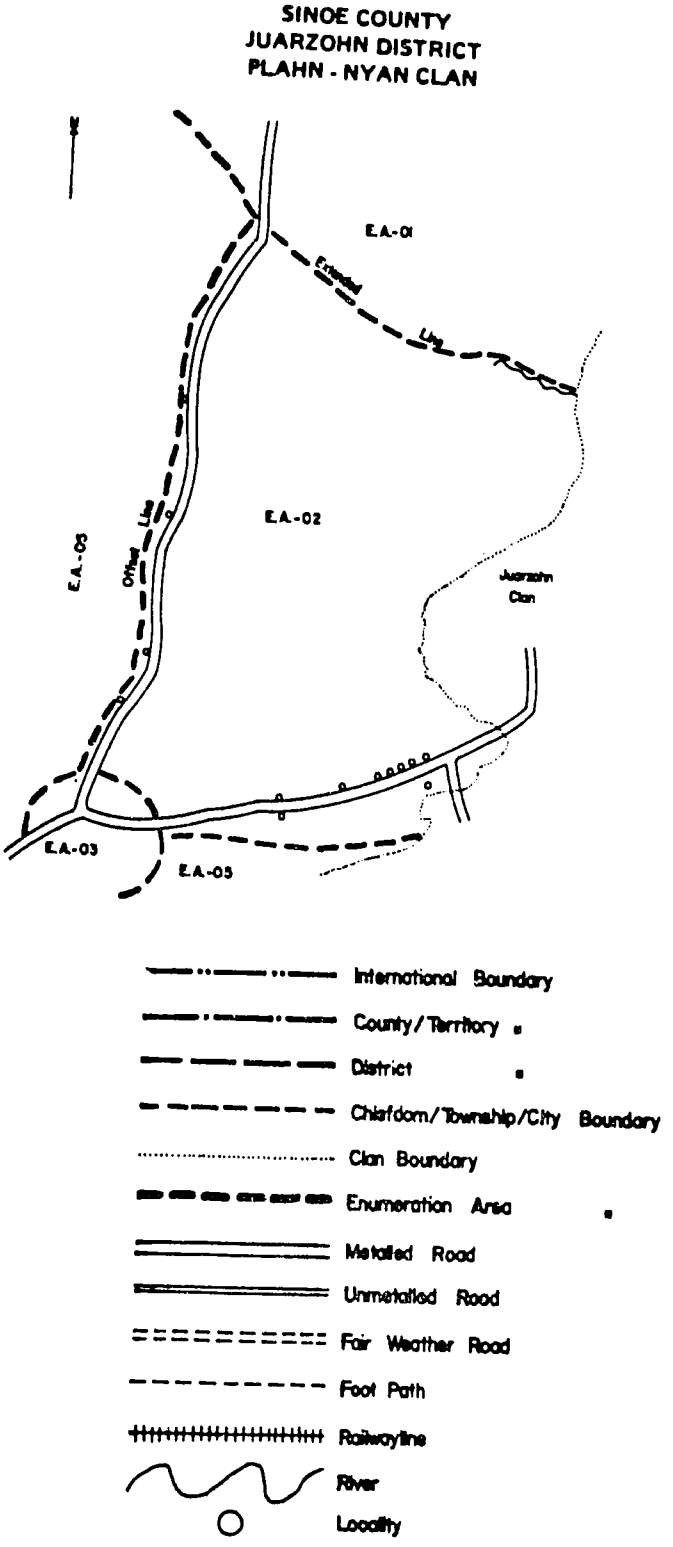
Maps are generally needed during all stages of a survey, since they provide an accurate picture of the areas in which interviews are to be carried out, and therefore, help to eliminate errors such as duplication or omission of areas. Moreover, maps help supervisors and interviewers to determine directions, distances, and locations of areas.

Each team is given general cluster maps, household listing forms and, for urban areas, sketch maps and written descriptions of the boundaries of selected areas. A cluster is the smallest working unit in any census or survey operation that can easily be covered by one enumerator. It has identifiable boundaries and lies wholly within an administrative or statistical area. The general cluster maps may show more than one cluster (see Figure 1). Each cluster is identified by a number (e.g., EA-05). Symbols and legend are very important elements in understanding the cluster map. Symbols are used to indicate certain features on the map such as roads, footpaths, rivers, localities, boundaries, etc. If symbols are shown on the map, the supervisor should know how to interpret them by using the legend. Examples of the types of symbols found on cluster maps appear in Figure 1.

In most clusters, the boundaries follow easily recognizable land features (such as rivers, roads, railroads, swamps, etc.). However, at times boundaries are invisible lines. The location

Figure 1

Example of a General Cluster Map



and determination of invisible boundaries calls for some ingenuity. The following procedure is suggested:

In Rural Areas:

(1) Identify on the map the road used to reach the cluster. When you reach what appears to be the cluster boundary, verify this by checking the location of actual terrain features and landmarks against their location on the map. Do not depend on one single feature; use as many as possible.

(2) It is usually possible to locate unnamed roads or imaginary lines by inquiring among people living in the vicinity. In most cases, these people will know where the villages are and, by locating the villages, you can usually determine where the boundary runs. Local authorities may be helpful, as well as residents.

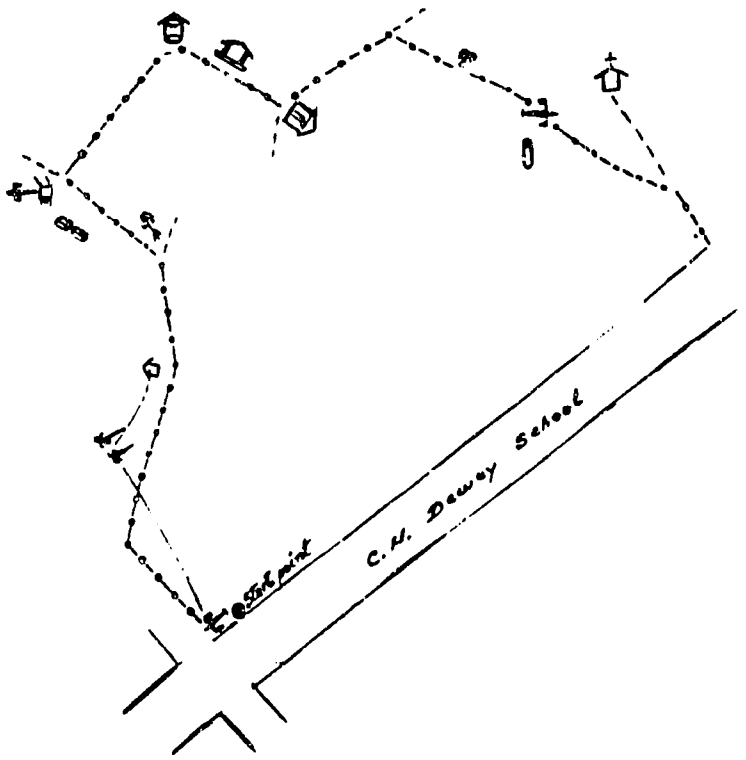
(3) While there are cases in which boundaries shown on the map no longer exist (demolished), or have changed location (e.g., a road has been relocated), do not be hasty in jumping to this conclusion. If you cannot locate a cluster, go on to the next one and discuss the matter later with the fieldwork coordinator.

In Urban Areas:

(1) As mentioned above, all urban clusters will have sketch maps (see Figure 2) and written descriptions to help you locate the boundaries.

Figure 2

Example of a Sketch Map

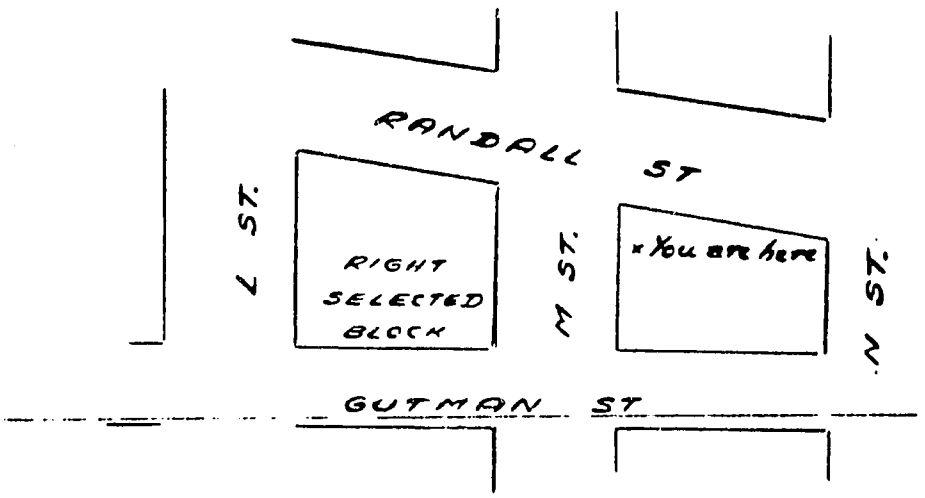


(2) Street names in urban areas will often help you to locate the general area of clusters. Boundaries can be streets, alleys, streams, city limits, walls, rows of trees, etc.

(3) Check the general shape of the cluster. This will help you to find out if you are in the right place.

(4) Read the written description.

(5) You should locate all the cluster boundaries before you begin interviewing. For example, if the cluster is a rectangular block, the names of three boundary streets could be correctly identified and you could still be in the wrong block, i.e., in an adjoining block:



[Describe any numbering system which may have been adopted during the sample listing, and how interviewers can use this to locate selected households or dwellings.]

D. FINDING SELECTED HOUSEHOLDS[2]

In most cases you should be able to locate the selected households by referring to the household listing form or the detailed maps of the selected clusters.

Because people move around, and sometimes the listing teams may have made errors, you may find problems in locating the residents of dwellings that were selected. Here are examples of some problems you may find and how to deal with them:

(1) The household in the selected dwelling has moved away and the structure is vacant. If a household has moved out of the structure where it was listed and no one is living in the structure, you should consider the structure vacant and mark it as such on your Supervisor's Assignment Sheet. (This sheet is described in Section IV.A).

(2) The household in the selected dwelling has moved away and a new one is now living in the same structure. In this case, the new household should be interviewed.

(3) The dwelling number and name of household head do not match with what you find in the field. Say, for example, that Jeremiah Jenkins is listed as the household head for dwelling DHS-003, but when the interviewer goes to DHS-003, she finds that the household living there is headed by Susan Smith. Consider whichever household is living in DHS-003 as the selected household, i.e., the household

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[2]Section to be adapted if dwellings instead of households have been selected.

headed by Susan Smith should be interviewed. Check carefully, however, that you are indeed in the right cluster and have identified the selected dwelling.

(4) The household listed in a selected dwelling is actually living in a dwelling that was not selected. If, for example, Jeremiah Jenkins is listed as the household head for dwelling DHS-003, but Jeremiah Jenkins actually lives in DHS-028, the household living in DHS-003 should be interviewed. In other words, if there is a discrepancy between the dwelling number and the name of the household head, interview whomever is living in the selected dwelling. Again, make absolutely sure that you are in the right cluster and have identified the selected dwelling.

(5) The listing shows only one household in the dwelling but two households are living there now. In this case, both households should be interviewed. Make a note on your Supervisor's Assignment Sheet next to the household that was not on the listing. Assign the new household a household number, enter the number on your Supervisor's Assignment Sheet, and instruct the interviewer to enter the new household number on the Interviewer's Assignment Sheet and on the questionnaires. However, if the listing shows two households, only one of which was selected, and you

find three households there now, only interview the one which had been selected and ignore the new one.[3]

(6) The head of the household has changed. In some cases, the person who is listed as the household head may have moved away or died since the listing. Interview the household that is living there.

(7) The house is all closed up and the neighbors say the people are on the farm (or away visiting, etc.) and will be back in several days or weeks. Code as a '03' (HOUSEHOLD ABSENT NIGHT BEFORE INTERVIEW.)

(8) The house is all closed up and the neighbors say that no one lives there; the household has moved away permanently. Enter code '06' (DWELLING VACANT OR ADDRESS NOT A DWELLING).

(9) A selected dwelling is actually a shop and no one lives there. Check very carefully to see if anyone is living there. If not, enter code '06' (DWELLING VACANT OR ADDRESS NOT A DWELLING).

(10) A selected structure is not found in the cluster, and residents say that the dwelling was destroyed in a recent fire. Enter a code '07' (DWELLING DESTROYED).

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[3]Note that this rule depends on whether households or dwellings were selected. If households were selected, this instructions is correct; if dwellings were selected, the example has to be changed so that all households living in each selected dwelling are interviewed.

Remember that the representativeness of the DHS sample depends on the interviewers locating and visiting all the dwellings they are assigned.

III. ORGANIZING AND SUPERVISING FIELDWORK

A. ARRANGING TRANSPORTATION AND ACCOMMODATION

It is the supervisor's responsibility to make all necessary travel arrangements for his or her team, whenever possible, in consultation with the central office staff. Vehicles are generally provided to transport the team to assigned work areas; however, in some cases it may be necessary for the supervisor to arrange for other means of transportation, such as boats, horses, mules, etc.

The supervisor is responsible for the maintenance and security of the vehicles. He or she should make certain that the vehicles are used exclusively for survey-related travel, and that when not in use, they are kept in a safe place. The driver of the vehicle takes instructions from the supervisor.

In addition to arranging transportation, the supervisor is in charge of arranging for food and lodging for the team. Alternatively, interviewers may make their own arrangements if they so wish, as long as these do not interfere with fieldwork or team spirit. The lodging should be reasonably comfortable, located as close as possible to the interview area, and should provide secure space to store survey materials. Since travel to many of the rural clusters is long and difficult, the supervisor may have to arrange for the team to stay in a central place.

B. ASSIGNING WORK TO INTERVIEWERS

The following tips may be helpful to supervisors in assigning work:

(1) Make daily work assignments.

(2) Be sure each interviewer has enough work to do for the day, taking into account the duration of an interview and the working conditions in the area. The fieldwork coordinator will advise you about how many interviews to assign per day. It will be necessary to assign more interviews than an interviewer can actually do in one day because some households and/or women may not be available to interview at the time of the interviewer's visit. Sometimes there may be as many as three or four of these cases a day for a particular interviewer. In general, assign fewer households at the beginning of fieldwork, to allow time for discussion of problems and for close supervision.

(3) Care must be taken to distribute work fairly among the interviewers. Work should be assigned taking into account the capabilities and strengths of each interviewer but never consistently assigning more difficult work loads to certain interviewers. Pulling numbers out of a hat is a very good system to ensure that team and interviewer assignments are done on a random basis and that interviewers are aware of this. Bad feelings among the interviewers can be avoided by using this system. If an interviewer is unlucky and consistently draws difficult

assignments, the supervisor can purposely provide some easier assignments.

(4) The supervisor should ensure that each interviewer has all the required information and materials for completing the work assignment.

(5) Maintain complete records each day using the control sheets (see Section IV). All assignments and work completed for each interviewer and for each work area should be carefully monitored.

(6) Before leaving an area, the supervisor should make sure that all selected households and eligible women for that cluster have been interviewed. See Section D, for details on how to handle pending interviews.

(7) Finally, it is the supervisor's responsibility to make sure that the interviewers fully understand the instructions given to them and that they adhere to the work schedule. The work schedule is worked out in advance by the central office staff and adherence to it is crucial to avoid overruns in the total time and budget allocated for fieldwork. The supervisors also monitor the work completed by each interviewer to assess whether they are performing according to standards set by the central office staff.

C. REDUCING NON-RESPONSE

One of the most serious problems in a sample survey like this is non-response, that is, failure to obtain information for

selected households or failure to interview eligible women. A serious bias could result if non-response is too high. One of the most important duties of the supervisor is to try to minimize this problem and to obtain the most complete information possible. In many cases, interviewers will make return visits to households in the evening or on the weekends to reduce non-response. It is a time-consuming task and requires strict monitoring by means of the control sheets.

Non-response may be classified into three basic types:

Type 1 -- the interviewer is unable to locate the selected household;

Type 2 -- the interviewer is unable to locate the eligible woman for an individual interview;

Type 3 -- the respondent refuses to be interviewed.

In the following section different ways of dealing with these three types of non-response are considered.

Type 1 - <u>The interviewer is unable to locate the household</u>

(a) Occupied structure inaccessible:

There may be some occupied structures for which no interviews can be made because of impassable roads, etc. The interviewer should be instructed to hold the questionnaire until later. Another attempt should be made to reach the dwelling at a later date when the situation may have changed. The fieldwork coordinator should be informed <u>immediately</u> of any

difficulty in gaining access to a whole cluster or a sizable number of structures within the same cluster.

(b) Structure not found:

The supervisor should make sure the interviewer has tried several times to locate the structure using the household listing form, maps, etc. If she is still unsuccessful, the supervisor herself should attempt to locate the structure, and ask neighbors if they know anything about the structure or the household members. Again, if this problem occurs frequently, it should be reported to the fieldwork coordinator. Although no interview has taken place, a Household Questionnaire cover sheet should be filled out.

(c) Structure nonresidential, vacant, or demolished:

If the interviewer indicates that a structure is not a dwelling unit or that it is vacant or demolished, the supervisor should verify that this is the case. If the interviewer is correct, there is no need for call back visits.

Type 2 - <u>The interviewer is unable to locate the respondent for an individual interview</u>

(a) No one home at time of call:

The interviewer should make every effort to contact neighbors to find out when the members of the household will be at home or where they might be contacted. At least three visits should be made to

locate the household members. Sometimes it may be necessary to call at mealtimes, in the early morning, evening, or on the weekend. However, the interviewer should not make "hit-or-miss" calls just to fill the quota of three visits. Under no circumstances is it acceptable to make all three visits on the same day.

(b) Respondent temporarily absent:

The respondent may not be at home or may be unable to complete the interview at the time of the first call. The interviewer should find out from other household members or neighbors when the respondent can best be contacted, and a return visit should be made then. If the respondent is still not at home at the time of the second visit, another time should be set for a return visit. At least three attempts should be made to locate the respondent.

If the interviewer is not able to complete the entire interview during the initial visit, the procedure for call backs should be followed.

Type 3 - <u>The respondent refuses to be interviewed</u>

The supervisor should follow closely the number of refusals reported by each interviewer. If an interviewer reports an unusually high number of refusals, it may indicate that she gives up too easily or explains the survey inadequately. If this appears to be the case, the supervisor should observe the interviewer promptly.

Suggestions for handling potential refusals:

(a) Approach respondent from her point of view: Refusals may stem from misconceptions about the survey, or other prejudices. The interviewer must consider the respondent's point of view, adapt to it, and reassure her. If there is a language or ethnic barrier between the respondent and the interviewer, the supervisor should, if possible, send a different interviewer.

(b) If the interviewer senses that she may have come at an inconvenient or awkward time she should try to leave before the respondent gives a final "no." She should return another day when circumstances are more likely to result in a successful interview.

(c) The supervisor should carry out the interview herself.

D. HANDLING PENDING INTERVIEWS

When information has not been collected from a selected household or from an eligible respondent and the return visits have not been completed, the interview is considered "pending." All materials pertaining to this interview should remain with the interviewer until she has completed the pending interview. The supervisor should keep track of all assignments on the Supervisor's Assignment Sheet (see Section IV.A).

Completing call backs for pending interviews is time-consuming and should be carefully planned. If a few

interviews remain pending as interviewing in a cluster nears completion, the supervisor may assign one or two interviewers to remain in the area and complete the interviews, while the rest of the team proceeds to the next assignment area. In this way, the whole team is not kept waiting for one or two interviewers to finish. Clear instructions should be left with the interviewers as to where and when to rejoin the team and what method of transportation should be used.

E. MAINTAINING MOTIVATION AND MORALE

Supervisors play a vital role in creating and maintaining a high level of motivation and morale among the interviewers--two elements that are essential to good quality work. In order to achieve this the supervisor should make sure that interviewers:

- understand clearly what is expected of them;
- are properly guided and supervised in their work;
- receive recognition for good work;
- are stimulated to improve their work;
- work in tranquil and secure conditions.

In working with the interviewers it may be useful to adhere to the following principles:

(1) Rather than giving direct orders, try to gain compliance before demanding it.

(2) Without losing a sense of authority, try to involve the interviewers in decisionmaking, and at the same time see to it that the decision remains firm.

(3) When criticizing an error, do it with tact, in a friendly manner, and in private. Listen to the interviewer's explanation, show her that you are trying to help her, and examine the causes of the problem together.

(4) When interviewers voice complaints, listen with patience and try to resolve them.

(5) Try to foster team spirit and group work.

(6) Under no circumstances show preference for one or another of the interviewers.

(7) Try to develop a friendly and informal atmosphere.

Finally, remember that encouraging words, instructions, and constructive criticism are not worth anything unless the supervisor sets a good example. The supervisor must demonstrate punctuality, enthusiasm, and dedication in order to demand the same of his or her team. Supervisors must never give the impression that they are working less or enjoying special privileges, as this may produce a lack of faith in the project and general discontent. Ill-prepared supervisors will not be able to demand quality work from the interviewers, and will lose credibility and authority. Interviewer morale and motivation reflects that of the supervisors.

IV. MAINTAINING FIELDWORK CONTROL SHEETS

The work of interviewers is monitored and evaluated by keeping accurate record of assignments and the status of interviews. Both supervisors and interviewers have control forms to maintain. The Supervisor's Assignment Sheet contains information about the fieldwork in each cluster. These forms should be returned to the fieldwork coordinator along with the completed questionnaires from that cluster (see section VI.E, Forwarding Questionnaires to the Head Office). The interviewer will complete and return the Interviewer's Assignment Sheet to the supervisor at the end of work in each cluster.

In addition, the supervisor will keep an Interviewer Progress Sheet, which is updated at the end of work in each cluster and which the supervisor will keep until the end of fieldwork.

A. SUPERVISOR'S ASSIGNMENT SHEET

One Supervisor's Assignment Sheet should be completed for each cluster by the supervisor and returned to the office with the questionnaires from that cluster. Annex 2 shows the Supervisor's Assignment Sheet.

Assignment of Interviews

The first step in completing the Supervisor's Assignment Sheet is to record the information for selected households or dwellings from the household listing forms or the maps provided, preferably in the same order in which they are indicated on these

forms. To make the entries on the sheet easier to read, you should leave a blank line between each selected household or dwelling. This will also allow space for recording information for up to six eligible women per household if needed.

Generally the supervisor will need 3-6 Supervisor's Assignment Sheets to list all of the selected households in a cluster. The cluster identification information should be filled in on all of the sheets, and they should be numbered sequentially in the space provided at the top of sheet (e.g., 1 of 5, 2 of 5, etc.). If an additional sheet is needed during the recording of the outcomes of the household and/or individual interviews in a cluster, the supervisor should be sure to staple that sheet to the others for the cluster and correct the total number of sheets reported for the cluster.

The fieldwork coordinator will provide the supervisor with the appropriate forms or maps for each cluster assigned to that team. Using the guidelines in Section III, the supervisor should assign each interviewer a certain group of households or dwellings to interview. The interviewer is then responsible for completing three tasks:

(1) interviewing all the households;

(2) determining the number of eligible women in each of the households;

(3) interviewing all eligible women in each of the households or dwellings assigned to her.

As soon as the assignments have been made, the supervisor should complete columns 1-4 of the Supervisor's Assignment Sheet with the relevant information. The interviewer should complete columns 1-4 of the Interviewer's Assignment Sheet when she is given her assignment.

In filling out the top of the Supervisor's Assignment Sheet, copy the information such as cluster number, name of the locality and province from the household listing form or the map. The cluster number will be a three-digit number and will be written on the top of each page of the household listing. Cluster numbers should be unique so that there are no two clusters with the same number.

Household Visits and Individual Interviews: Columns 5-10

At the end of each day the interviewers return the completed questionnaires to the supervisors, who check them. As the supervisors receive the questionnaires, they can use the information on the cover sheets to complete columns 5-10 of the Supervisor's Assignment Sheet.

First, the supervisor reviews the Household and Individual Questionnaires, checking to see that:

(1) eligible women have been correctly identified on the household questionnaire;

(2) individual questionnaires were assigned to each of the eligible women, even if the actual interview was not completed;

(3) the identification information on the cover pages of both the household and individual questionnaires is correct.

Second, using the questionnaires, the supervisor should copy information about the results of the interview into columns 5-10 of the Supervisor's Assignment Sheet. The final result of the household interview should be written in column (5) and the number of eligible respondents (ERs) in column (6). Record the date the Household Questionnaire was returned to the supervisor in column (7). The line number of each eligible woman is listed in column (8), the final results of the individual interviews in column (9), and the date the individual interview was completed in column (10).

If there are more than six eligible women interviewed in a selected household, the results for the household should be entered on the final assignment sheet for the cluster. The supervisor should first note the number of the final sheet on which the results will be recorded in columns (5)-(7) (e.g., 'RESULTS RECORDED ON SHEET 5'). The supervisor should then record the information from columns (1)-(4) for the household in question on the final assignment sheet for the cluster and complete columns (5)-(10) in the usual manner for that household on the final page.

Remarks: Column 11

Remarks and comments regarding the interview assignment, results, or interviews may be recorded here. For example, reassignment of a pending interview may be recorded here, or a

change in the name of a household head, etc. Also, note any irregularities observed during spot checks here.

Be sure to check that you have listed all the households or dwellings on the Supervisor's Assignment Sheet that were selected on the household listing form or map for that cluster. To ensure this, you have to fill in the two boxes at the bottom of the Supervisor's Assignment Sheet marked: 'Number of households selected' and 'Number of household questionnaires'. There can never be fewer Household Questionnaires than selected households or dwellings, but there can be more.

Always start a new cluster on a separate Supervisor's Assignment Sheet. Be sure to write neatly, since these forms will be used to make response rate calculations later on in the office.

B. INTERVIEWER'S ASSIGNMENT SHEET

The Interviewer's Assignment Sheet (see Annex 3) is similar to the Supervisor's Assignment Sheet, and helps each interviewer keep track of the households assigned to her. Supervisors should review the Interviewer's Assignment Sheets each evening and discuss the results of the interviews. The Interviewer's Assignment Sheet is described in more detail in the Interviewer's Manual.

C. INTERVIEWER PROGRESS SHEET

The Interviewer Progress Sheet (see Annex 4) is designed to give the supervisors an objective and continuous measure of the interviewer's performance. One of the major reasons for discord within a team of interviewers occurs when some do much less work than others. These cases must be identified and examined in order to assess whether there is good reason for poor performance, or whether the interviewer is just taking it easy, leaving her colleagues to do most of the work. Similarly, this sheet will allow the supervisor to identify whether an interviewer is getting more non-responses or refusals than others on the team. In such a case, spot-checking should be carried out to determine if non-responses or refusals are due to poor interviewer performance. If the interviewer is at fault, the supervisor should have a serious talk with her, pointing out the problems, suggesting ways she can improve, and indicating that she must perform better. If her performance does not improve, the fieldwork coordinator must be informed. He or she will decide what further action to take.

Assign one Interviewer Progress Sheet for each interviewer. Make new entries as work in each cluster is completed. Supervisors should keep these sheets for the duration of the survey.

Columns (1)-(5): Enter each cluster number on a separate line in Column (1). Then, for each cluster, enter the number of completed and not completed household and

individual interviews in columns (2)-(3) and (4)-(5), respectively.

Columns (6)-(9): These columns contain the same kind of information as columns (2)-(5), but the figures recorded in these columns are cumulative for all clusters (see example in Annex 4).

The cumulative figures allow the supervisor to check at any time the total number of interviews assigned to the interviewer and their result. She can therefore check to see if the workload and the completion rate among all interviewers is approximately the same.

V. MONITORING INTERVIEWER PERFORMANCE

Controlling the quality of the data collection is the most important function of the supervisors. Throughout the fieldwork they will be responsible for observing interviews, spot-checking respondent coverage, and field editing. By checking the interviewer's work regularly they can ensure that the data collection remains of the highest quality throughout the survey. It may be necessary to observe the interviewers more frequently at the beginning of the survey and again toward the end. In the beginning, the interviewers may make errors due to lack of experience or lack of familiarity with the questionnaire; these can be corrected with additional training as the survey progresses. Toward the end of the survey interviewers may become bored or lazy in anticipation of the end of fieldwork; lack of attention to detail may result in carelessness with the data. To maintain the quality of data, supervisors should check the performance of interviewers thoroughly at these times. Supervisors should also share the duties of observing interviews and editing questionnaires.

A. OBSERVING INTERVIEWS

The purpose of the observation is to evaluate and improve interviewer performance and to look for errors and misconceptions that cannot be detected through editing. It is common for a completed questionnaire to be technically free of errors, but for the interviewer to have asked a number of questions inaccurately.

Even if the supervisor does not know the language in which the interview is being conducted, he or she can detect a great deal from watching how the interviewer conducts herself, how she treats the respondent and how she fills out the questionnaire. The supervisor should observe each interviewer many times throughout the course of fieldwork. The first observation should take place during interviewer training and may also be used as a screening device in the selection of interviewer candidates. Each interviewer should also be observed during the first two days of fieldwork so that any errors made consistently are caught immediately. At least two additional observations of each interviewer's performance should be made during the rest of the fieldwork. Each supervisor should observe at least one interview per day during the course of the fieldwork, with more heavy observation at the beginning and towards the end.

During the interview, the supervisor should sit close enough to see what the interviewer is writing. In this way, the supervisor can see if the interviewer interprets the respondent correctly and follows skip patterns properly. Also, the supervisor should make notes of problem areas and points to discuss later with the interviewer. It is important that the supervisor does not intervene during the course of the interview and tries to conduct himself or herself in such a manner as not to make the interviewer or respondent nervous or uneasy. Only in cases where serious mistakes are committed by the interviewer should the supervisor intervene. Male supervisors should be

particularly sensitive to the respondent and excuse themselves during discussion of contraception and sexual intercourse.

After each observation, the supervisor and interviewer should discuss the interviewer's performance. They should go over the questionnaire together, and the supervisor should mention the interviewer's strong points as well as problems and mistakes.

B. SPOT-CHECKING RESPONDENT COVERAGE

The supervisor should verify that the interviewer has found the right households and correctly identified eligible women to be interviewed. If an error is discovered, the questionnaires of ineligible respondents should be marked "INELIGIBLE" and the correct household and eligible women should be scheduled for an interview.

Check correct identification of the household or dwelling

Using the household listing form or dwelling maps, the supervisor should check that the interviewer has identified the correct household or dwelling.

Check correct identification of eligible respondent

To make sure the interviewer properly identified all eligible females in the household, the supervisor should review the household listing with a member of the household and see that an individual questionnaire has been filled out or assigned to all eligible women identified through the listing.

C. EVALUATING INTERVIEWER PERFORMANCE

The supervisor should meet regularly with the interviewers to discuss the quality of their work. In most cases mistakes can be corrected and interviewing style improved by pointing out and discussing errors at regular meetings. At team meetings, the supervisors should point out mistakes discovered during observation of interviews or noticed during questionnaire editing. Discuss examples of actual mistakes, but be careful not to embarrass individual interviewers. Reread relevant sections from the Interviewer's Manual with the team to resolve problems. Also, encourage the interviewers to talk about any situations they encountered in the field which were not covered in training. The group should discuss whether or not the situation was handled properly, and how similar situations should be handled in the future. Team members can learn a lot from one another in these meetings and should feel free to discuss their own mistakes without fear of embarrassment.

The supervisor should expect to spend considerable time evaluating and instructing interviewers at the start of fieldwork. If the supervisor feels that the quality of work is not adequate, he or she should stop the work until errors and problems have been fully explained. In some cases, an interviewer may fail to improve and will have to be replaced.

VI. EDITING QUESTIONNAIRES

Ensuring that questionnaires are edited for completeness, legibility and consistency is one of the most important tasks of the supervisors. While the field editor has the primary responsibility for editing questionnaires, the supervisor is responsible for ensuring that this is done thoroughly and accurately. The survey requires that EVERY questionnaire be completely checked in the field. This is necessary because even a small error can create much bigger problems after the information has been entered onto the computer and tabulations have been made. Often, small errors can be corrected just by asking the interviewer. For example, if an answer of "02 MONTHS" is inconsistent with another response, the interviewer may recall that the respondent said "2 years", and the error can easily be corrected. In other cases, the interviewer will have to go back to the respondent to get the correct information. Timely editing permits correction of questionnaires in the field.

Since errors make the analysis of the data much more difficult, the data processing staff of the [survey name] has prepared a computer program that will check each questionnaire and print out a listing of all errors. If the errors are major ones, an entire questionnaire may be omitted from the analysis. As you are editing questionnaires in the field, it may help you to try imagining how the questionnaire would look to a clerk in the office. Would he or she be able to read the responses? Are the answers consistent? Since editing is such an important task,

we have prepared a set of instructions to help supervisors learn how to edit questionnaires.

A. GENERAL INSTRUCTIONS

(1) Organize the questionnaires so that each interviewer's questionnaires are together. As you go through them, mark any problem areas with a red pen and note the page number or the question number on the back page; then, the interviewer can quickly see whether there are any observations. Upon completion of editing, discuss with each interviewer, individually, the problems encountered and review errors which occur frequently with the whole team.

(2) If the problems are major, such as discrepancies in the birth history or the family planning section, it will be necessary to go back to interview the respondent again. If a return visit is not possible, try to establish with the interviewer's assistance the correct response from other information in the questionnaire. If, and only if, this is not possible, take the following action:

(a) If the response is missing (i.e., there is no answer recorded because the question was not asked), enter a code of '9' ('99', '999') and circle that code with your red pen.

(b) If the response is inconsistent with other information in the questionnaire and you cannot determine the

correct response, enter a code '7' ('97', '997') and circle that code with your red pen.

UNDER NO CIRCUMSTANCES SHOULD YOU MAKE UP AN ANSWER.

(3) In checking through each questionnaire be sure that the numbers entered in boxes are legible and that the circles used by the interviewer to select the pre-coded numbers clearly mark only one of the choices (except in cases where more than one code is allowed).

(4) In checking each questionnaire, make certain that the respondent was asked all questions appropriate for her (e.g., that the interviewer followed the skip instructions). You will need to look for[1]:

(a) Questions for which there is a response when it appears there should be NO response (e.g., a response to Question 225 (Whom did you see?), if Question 224 (Did you see anyone for a check on this pregnancy?) is coded "2");

(b) Questions for which there is NO response when it appears there should be a response (e.g., no response to Question 225 if Question 224 is coded "1").

Mark these skip errors with a red pen and try to determine the correct response as described in paragraph 2 above. Correct errors following the system described in the

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[1]Specific question numbers are taken from the Model "A" Questionnaire. These instructions must be adapted for the questionnaire to be used in the country, including country-specific variables not contained in the DHS Model Questionnaires.

Interviewer's Manual, e.g., drawing two lines through the existing code and circling or writing the new code. ALWAYS USE A RED PEN IN MAKING CORRECTIONS.

(5) Check the ranges for all variables that are not pre-coded (e.g., a woman cannot have 34 sons living with her) and carry out the other consistency checks which are listed below by questionnaire section. Mark any inconsistencies with a red pen and try to determine the correct responses as described in paragraph 2 above.

(6) The field editor should advise the team supervisor about questionnaires which have been returned to interviewers for further work. All questionnaires for a given cluster which have been edited and corrected should be arranged in numerical order according to the household or dwelling number (see Section D. Checking the Entire Cluster).

B. EDITING THE HOUSEHOLD QUESTIONNAIRE

In editing the Household Questionnaire, be sure to:

(1) Code the information on the cover page of the Household Questionnaire if the interviewer has not done so. If the final result code is not "1", check to see that the remaining pages are blank. If the final result code is "1", continue to check the second page of the Household Questionnaire.

(2) Check for complete information for each line number. The only column which may have blank information is column (7) for persons 15 years and over.

(3) Review each line number for whether the person spent the previous night in the household (column (4)), sex (column (5)), and age (column (6)). If column (4) has a "1", sex is coded "2", and the age is between 15-49, the line number of this eligible woman should be circled in column (8). In other words, all women between 15 and 49 who slept in the household the previous night should have a line number circled in column (8). If you encounter errors regarding eligible women in the household, check with the interviewer to make certain the correct number of interviews are being conducted in that household.

C. EDITING THE INDIVIDUAL QUESTIONNAIRE

In general, you will be checking to see that SKIP instructions have been followed, that answers are legible, and that there is consistency between the answers to related questions. In particular, pay special attention to the following checks:

Cover Sheet

Code the information on the cover sheet of the Individual Questionnaire (page 1) if the interviewer has not done so. If the final result code is not "1" and not "5", check to see that the remaining pages are blank. If the final result code is "1"

or "3", continue to check the remaining pages of the Individual Questionnaire.

Section 1. Respondent's Background

(1) Check that the number registered in Question 101 is equal to the total number of persons listed in the Household Questionnaire. Verify that this number is the same on all Individual Questionnaires for a household.

(2) Similarly, verify that the number of children listed in Question 102 matches the household information. You will have to check both columns (3) and (6) of the Household Questionnaire.

(3) Check the ranges for hour and minutes in Question 103. The hour must be less than 25 and the minutes must be less than 60.

(4) Check that the answer to Question 107 (Month of Birth) is either between "01" and "12" or "98"; that Year of Birth is not less than "38" and not greater than "73"[2], or "98", and that Question 108 is between "15" and "49". Also check that date of birth and age are consistent.

If these responses are inconsistent, discuss the problem with the interviewer. If at all possible, an effort should be made to revisit the respondent to resolve the inconsistency since age is one of the most important pieces

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[2]These years are correct for a survey taking place in 1988. The years should be adjusted for surveys taking place after 1988.

of information collected in the questionnaire.

If a revisit cannot be scheduled, it may be necessary to look at other information in the Household and Individual Questionnaires in an effort to resolve the inconsistency. Items which should be considered include:

Age recorded for the respondent in the Household Questionnaire

Number of live births

Date of birth of the respondent's first child

Date/age at first marriage.

(5) If the respondent's age is either less than "15" or more than "49", write "NOT ELIGIBLE" on the cover of the individual questionnaire. This questionnaire should not be processed.

(6) If the response to Question 110 is "1" or "2", the response to Question 111 should be between "0" and "6". If she has higher than secondary school, the response should be between "0" and "8"[3].

Section 2. Reproduction

(1) Check that Question 208 is equal to the sum of the six values in Questions 203, 205, and 207. Question 208 must have a code filled in. If the respondent has never had any births, the interviewer should have written [0|0] in

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[3]This should be revised to fit the education system in the country.

Question 208. Make sure the interviewer has marked the appropriate box in Question 210.

(2) Check that the total number of births listed in the birth history is equal to the number in Question 208. If fewer births are registered in the history than in Questions 201-208, you will have to send the interviewer back to the respondent to complete the information. If more births are listed in the history, correct Questions 201-208 to be consistent with the number of births recorded in the history.

(3) Check that the total number of living sons listed on the birth history is equal to the sum of the number of sons recorded in Questions 203 and 205.

(4) Check that the total number of living daughters listed on the birth history is equal to the sum of the number of daughters recorded in Questions 203 and 205.

(5) Check that the total number of sons dead listed on the birth history is equal to the number of boys recorded in Question 207.

(6) Check that the total number of girls dead listed on the birth history is equal to the number of girls recorded in Question 207.

(7) Check the consistency of Questions 214 and 216. A child cannot have died at an older age than he would be if he had lived--for example, a child born in March 1986 could not have died when he was 4 years old. Also, make sure that

the age at death is completed in DAYS <u>or</u> MONTHS <u>or</u> YEARS and not, for example, in DAYS <u>and</u> MONTHS.

(8) Check the consistency of Questions 214 and 217 for each living child listed on the birth history, provided both the date of birth and the age are given.

(9) Using the information in Questions 214 and 217, check the birth order in the boxes at the left of the column under Question 212, for each child listed on the birth history. In general, the births will be listed in order, but you must check the dates of birth very carefully against the corresponding order number. If you find a birth out of order, correct the order number by drawing arrows and changing the order numbers printed in 212.

(10) After checking the birth order, check that the interval between births is at least 7 months unless the two births being checked are twins. If the births are twins (or triplets, etc.) they should be connected by a bracket as described in the Interviewer's Manual. If the interval between two births is less than 7 months, the interviewer (or team supervisor) should return to check the information in the birth history with the respondent. To resolve the inconsistencies between the reported dates of births for children if a call back is not possible, check:

(a) The ages of the children in the Household Questionnaire. If the age in the Household Questionnaire for one (or both) the children is

different from the age reported in Question 216, change the age and year of birth for that child to be consistent with the age in the Household Questionnaire, provided that the corrected age and birth year will yield a more consistent birth interval.

(b) The immunization record (for children under 5 years) in Question 420. If the immunization records for the children concerned indicate that the year of birth for one of the children may have been different from that reported in the birth history, change the year of birth to be consistent with the immunization record.

In general, it will not be possible to resolve birth interval inconsistencies easily without reinterviewing the mother. Every effort should be made, therefore, to contact the respondent again if errors are found in the birth history.

(11) After checking the birth order, use the respondent's age (Question 108) and the age of her firstborn child to check that she was at least 12 years of age at her first birth. Inconsistencies between the age of the respondent and the date of the first birth generally arise from the following circumstances:

(a) The child is not the respondent's own (biological) child;

(b) The respondent's birth date/age (Questions 107 and

108) are incorrect;

(c) The birth date (age) of the first child (Questions 213 and 216) are incorrect.

A call back should be made, if at all possible, to determine the source of the error.

(12) Check that the answer recorded at Question 222[4] is not greater than "09". The interviewer should have been aware of any anomaly, so check with her whenever a duration greater than "09" has been recorded.

(13) Check that Question 226[5] has been filled out correctly. If a length of time is given, only one set of boxes (DAYS <u>or</u> WEEKS <u>or</u> MONTHS <u>or</u> YEARS) should be filled in.

<u>Section 3. Contraception</u>

(1) Check all skips carefully. Wherever codes "1" or "2" have been circled for a specific method for Question 302, Questions 303-305 should <u>always be completed</u> for that method.

(2) Check that, if the respondent is currently using a family planning method (Question 314 coded "01" through "10"), Question 302 for that method has been coded "1" or "2" and Question 303 for that method has been coded "1". In other

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[4]Question 221 in the Model "B" Questionnaire for Low Prevalence Countries.

[5]Question 225 in the Model "B" Questionnaire for Low Prevalence Countries.

words, if the respondent is using a method, then she must have heard of it and she must have used it.

(3) Check that the durations recorded in Questions 323 and/or 331 and 337 are not longer than the interval since the last birth. Also check that the boxes for both "MONTHS" and "YEARS" do have a code. They should not be blank if the question is applicable. If the answer is, say "6 months", the coding should be:

MONTHS	0	6
YEARS	0	0

If it is "1 year", the codes should be:

MONTHS	0	0
YEARS	0	1

(4) For Questions 327, 329, and 335, make sure that the respondent has heard of the method in Question 302 and used it in 303 (see 2, above).

(5) If the respondent has not had any live births since January 1983[6] and is not pregnant (see Question 346), the fertility planning table containing Questions 348-356 should be blank.

(6) In the fertility planning table (Questions 347-356) make sure that all children born since January 1983[6] plus the current pregnancy, if any, have been recorded in the correct order at the top of the table. Also check that all

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[6]January 1983 is the correct date for a survey taking place in 1988. The date should be adjusted for surveys taking place after 1988.

appropriate questions have been asked with respect to each of these events.

(7) In Question 352, both MONTHS and YEARS should have a code (see 3 above).

Section 4. Health and Breastfeeding

(1) Check the information in the birth history to make certain that each birth since January 1983[7], and its correct survival status has been entered on the health history in Question 402. If the respondent has had no births since January 1983[7], all of Section 4 should be blank.

(2) For each living child listed on the health history with a code of "1" in Question 419, check that:

a) either a "1" has been circled for each inoculation, or a complete date has been coded in Question 420. If Question 420 has both a "1" circled and a date recorded for an inoculation, cross out the "1" and retain the date.

b) the date of each inoculation is consistent with the child's date of birth in the birth history. In cases where the dates are inconsistent, check to see whether reversing the month-day codes will resolve the inconsistency.

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[7]January 1983 is the correct date for a survey taking place in 1988. The date should be adjusted for surveys taking place after 1988.

c) the dates for the three Polio inoculations, and for the three DPT inoculations, are in chronological order (in other words, that the second injection did not occur before the first).

(3) Check that the skip patterns in Questions 419-427 have been followed.

Section 5. Marriage

(1) Check that the answer to Question 504[8] is either blank or is in the range given below:

MONTH: "01" through "12", or "98";

YEAR: "50" through "88"[9], or "98".

(2) If month and year of union are coded in Question 504[8], then calculate the respondent's age at first union. Age at first union, whether coded in Question 505[10] or calculated from responses in Question 504[8], must be less than or equal to the age in Question 108. It must also be greater than or equal to the country specific age at first union.

(3) Check that the answer to Question 505[10] is either blank or between "10" and "49".

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[8]Question 508 in the Model "B" Questionnaire for Low Prevalence Countries.

[9]The dates are correct for a survey taking place in 1988. The years should be adjusted for surveys taking place after 1988.

[10]Question 509 in the Model "B" Questionnaire for Low Prevalence Countries.

(4) In Question 519[11], check that only one category of response has been completed; if more than one category has been coded, recalculate the answer and enter at the appropriate unit of measurement. For instance:

DAYS AGO.....	(1)	0	4
WEEKS AGO.....	(2)	0	1
MONTHS AGO.....3			

should really be:

DAYS AGO.....	(1)	1	1
WEEKS AGO.....2			
MONTHS AGO.....3			

Section 6. Fertility Preferences

Check in Question 607[12] that the time to wait is recorded in either months or years but not both.

Section 7. Husband's Background and Woman's Work

(1) Check that Questions 703 and 704 are consistent. See point 6 in the instructions for editing Section 1.

(2) Make sure that questions 715 onwards have been completed for single women.

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[11]Question 523 in the Model "B" Questionnaire for Low Prevalence Countries.

[12]Question 603 in the Model "B" Questionnaire for Low Prevalence Countries.

Section 8. Weight and Length

Check that weight and length are obtained for all children listed in the birth history who are aged 3-36 months[13]. The measures should lie within the ranges in Annex 1. If a measure falls outside the acceptable range, the measurer should revisit the household, remeasure the child and check that the child's age has been correctly recorded.

D. ORGANIZING QUESTIONNAIRES FOR RETURN TO THE OFFICE

Checking the Household Structure

(1) Group the questionnaires for a given household together, with the Household Questionnaire first. If there is more than one Individual Questionnaire, organize the questionnaires sequentially, in ascending order of the line numbers of the eligible women.

(2) Check the Household Questionnaire for the number of eligible women and their line numbers (look for the circled line numbers in column (8) which you edited earlier). Check that the correct number of Individual Questionnaires have been filled in for the household and that the cluster number, household number, and line number on each Individual Questionnaire are correct.

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[13]The age range of children to be measured may vary from country to country.

Checking the Entire Cluster

(1) Organize all questionnaires in numerical order by household number within the cluster. Make sure that all the Individual Questionnaires follow the Household Questionnaire to which they belong. Also, any continuation questionnaires (e.g. if there are more than 12 children in a birth history) should follow the primary questionnaire, and should have "CONTINUATION" written across the top of the cover sheet. The primary questionnaire for that set should say "SEE CONTINUATION" across the top of the cover sheet.

(2) Check the questionnaires in the cluster against the Supervisor's Assignment Sheet to make certain that:

a) The correct number of Household Questionnaires are present;

b) The household final result codes are correct;

c) The correct number of Individual Questionnaires are present;

d) The individual final result codes are correct.

Remember, there must be a questionnaire assigned for each eligible woman, even if the interview was not conducted. Those questionnaires will be blank except for the identification information and the result codes.

E. FORWARDING QUESTIONNAIRES TO THE HEAD OFFICE

Once you have completed all the checking work described above, and reconciled any differences, the questionnaires are ready to be sent to the central office. The survey director will give you specific instructions about how and when to send the questionnaires from each cluster. It is very important that questionnaires are bundled and labeled properly, and protected from dampness and dust. Follow these instructions to the letter to avoid questionnaires being lost.

ANNEX 1

Age in months	LENGTH (cm.) Males Minimum	Males Maximum	Females Minimum	Females Maximum
0 - 2	36.0	74.0	36.0	72.0
3 - 5	45.0	83.0	44.0	80.0
6 - 8	51.0	87.0	50.0	86.0
9 - 11	56.0	91.0	54.0	90.0
12 - 14	59.0	96.0	57.0	95.0
15 - 17	62.0	100.0	60.0	99.0
18 - 20	64.0	104.0	62.0	102.0
21 - 23	65.0	107.0	64.0	106.0
24 - 26	67.0	108.0	66.0	107.0
27 - 29	68.0	112.0	68.0	111.0
30 - 32	70.0	115.0	69.0	114.0
33 - 35	71.0	118.0	71.0	117.0
36 - 38	73.0	121.0	72.0	120.0
39 - 41	74.0	124.0	74.0	122.0
42 - 44	75.0	127.0	75.0	124.0
45 - 47	77.0	129.0	77.0	126.0
48 - 50	78.0	132.0	78.0	129.0
51 - 53	79.0	134.0	79.0	131.0
54 - 56	80.0	136.0	81.0	133.0
57 - 60	82.0	139.0	81.0	136.0

Age in months	WEIGHT (kg.) Males Minimum	Males Maximum	Females Minimum	Females Maximum
0 - 2	0.5	10.0	0.5	9.0
3 - 5	1.0	13.0	1.0	12.0
6 - 8	2.0	15.0	2.0	14.0
9 - 11	3.0	16.5	2.5	15.5
12 - 14	4.0	17.5	3.0	16.5
15 - 17	4.0	18.5	3.5	17.5
18 - 20	4.0	19.5	3.5	18.5
21 - 23	4.5	20.5	4.0	19.5
24 - 26	4.5	23.0	4.5	21.5
27 - 29	5.0	24.0	5.0	23.0
30 - 32	5.0	24.5	5.0	24.5
33 - 35	5.0	25.5	5.0	25.5
36 - 38	5.0	26.0	5.0	27.0
39 - 41	5.0	27.0	5.0	28.0
42 - 44	5.0	28.0	5.5	29.0
45 - 47	5.0	29.0	5.5	30.0
48 - 50	5.0	30.0	5.5	31.0
51 - 53	5.0	31.0	5.5	32.0
54 - 56	5.5	32.0	6.0	33.0
57 - 60	5.5	33.0	6.0	34.5

ANNEX 2

SUPERVISOR ASSIGNMENT SHEET

CLUSTER NUMBER 0 1 0

NAME OF LOCALITY Kunditown

DWELLING OR HOUSEHOLD NUMBER (1)	ADDRESS (2)	NAME OF HOUSE-HOLD HEAD (3)	INTERVIEWER NAME AND DATE ASSIGNED (4)	HOUSEHOLD INTERVIEW FINAL RESULT (5)	NUMBER OF ERS (6)	DATE RETURNED (7)	LINE NUMBER (8)	FINAL RESULT (9)	DATE RETURNED (10)	REMARKS, SPOT-CHECKED, REINTER-VIEWED (11)
003	121 High St.	Robert Harris	Mary H. 11-15	1	2	11-16	02 03	1 1	11-16 11-16	Needed Translator
004	123 High St.	Leanna Jones	Mary H. 11-15	1	0	11-15				
		George Roder	Mary H. 11-15	2		11-17				
005	123 High St. Rear Apartment	Bob Anker	Anna 11-15	1	1	11-15	04	1	11-15	
006	125 High St.	David Nizer	Anna 11-15	2		11-18				On vacation
		Alex Mathis	Anna 11-15	1	3	11-15	02 03 07	1 1 1	11-15 11-15 11-26	
		Jerry Mathis	Edna 11-15	1	2	11-15	01 04	1 1	11-15 11-15	
007	127 High St.	Charlie Carver	Edna 11-15	7		11-15				
008	129 High St.	Ronald Juran	Edna 11-15	1	0	11-15				
009	3 Brook St.	Barbara Durr	Carole 11-15	1	1	11-15	01	1	11-15	
010	5 Brook St.	Marcus Toles	Carole 11-15	1	2	11-15	03 04	1 4	11-15 11-15	She was too sick to talk.
011	7 Brook St.	Chris Row	Carole 11-15	5		11-15				No one living in house.

CODES FOR COLUMN 6

1 COMPLETED
2 HH PRESENT BUT NO COMPETENT R AT HOME
3 HH ABSENT NIGHT BEFORE INTERVIEW
4 POSTPONED
5 REFUSED
6 DWELLING VACANT/ADDRESS NOT A DWELLING
7 DWELLING DESTROYED
8 DWELLING NOT FOUND
9 OTHER_____

CODES FOR COLUMN 9

1 COMPLETED
2 NOT AT HOME
3 POSTPONED
4 REFUSED
5 PARTLY COMPLETED
6 OTHER_____

Number of dwellings/households selected 1 2

Number of household questionnaires 1 2

ANNEX 3

INTERVIEWER ASSIGNMENT SHEET

INTERVIEWER NAME Mary H. NAME OF LOCALITY Kunditown

CLUSTER NUMBER 0 1 0

DWELLING OR HOUSEHOLD NUMBER (1)	ADDRESS (2)	NAME OF HOUSE-HOLD HEAD (3)	DATE ASSIGNED (4)	HOUSEHOLD INTERVIEW FINAL RESULT (5)	NUMBER OF ERS (6)	CHECK HERE WHEN RE-TURNED TO SUPERVISOR (7)	LINE NUMBER (8)	FINAL RESULT (9)	DATE COMPLETED (10)
003	121 High St.	Robert Harris	11-15	1	2	✓	02 03	1 1	11-16 11-16
004	123 High St.	Leanna Jones	11-15	1	0	✓			
		George Roder	11-15	2		✓			

CODES FOR COLUMN 6

1 COMPLETED
2 HH PRESENT BUT NO COMPETENT R AT HOME
3 HH ABSENT NIGHT BEFORE INTERVIEW
4 POSTPONED
5 REFUSED
6 DWELLING VACANT/ADDRESS NOT A DWELLING
7 DWELLING DESTROYED
8 DWELLING NOT FOUND

CODES FOR COLUMN 9

1 COMPLETED
2 NOT AT HOME
3 POSTPONED
4 REFUSED
5 PARTLY COMPLETED
6 OTHER_____

ANNEX 4

INTERVIEWER PROGRESS SHEET
(1 SHEET FOR EACH INTERVIEWER)

INTERVIEWER NAME Mary H.

CLUSTER NUMBER (1)	HOUSEHOLD QUESTIONNAIRE		INDIVIDUAL QUESTIONNAIRE		CUMULATIVE COUNTS FOR ALL CLUSTERS			
					HOUSEHOLDS		INDVDUAL INTERVIEWS	
	COMPLETED (2)	NOT COMPLETED (3)	COMPLETED (4)	NOT COMPLETED (5)	COMPLETED (6)	NOT COMPLETED (7)	COMPLETED (8)	NOT COMPLETED (9)
006	5	1	6	2				
007	8	2	8	2	13	3	14	4
008	2	5	4	0	15	8	18	4
009	6	0	8	1	21	8	26	5
010	3	0	2	0	24	8	28	5
011	7	1	9	1	31	9	37	6
012	5	4	4	2	36	13	41	8
013	6	2	7	1	42	15	48	9