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**Demographic and Health Surveys
Phase III**

**Supervisor's and
Editor's Manual
For Use with
Model "A" and "B"
Questionnaires**

**DHS-III Basic Documentation
Number 5**

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The Demographic and Health Surveys (DHS) is a 13-year project to assist government and private agencies in developing countries to conduct national sample surveys on population and maternal and child health. Funded primarily by the United States Agency for International Development (USAID), DHS is administered by Macro International Inc. in Calverton, Maryland.

The main objectives of the DHS program are: (1) to promote widespread dissemination and utilization of DHS data among policymakers, (2) to expand the international population and health database, (3) to advance survey methodology, and (4) to develop in participating countries the skills and resources necessary to conduct high-quality demographic and health surveys.

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CONTENTS

I. INTRODUCTION TO THE [COUNTRY] DEMOGRAPHIC AND HEALTH SURVEY	
A. Survey Objectives	1
B. Organization of Field Staff	2
C. Training	3
D. Responsibilities of the Field Supervisor	4
E. Responsibilities of the Field Editor	5
II. PREPARING FOR FIELDWORK	
A. Collecting Materials for Fieldwork	6
B. Arranging Transportation and Accommodations	7
C. Contacting Local Authorities	7
D. Using Maps to Locate Clusters	8
Figure 1: Example of a General Cluster Map	9
Figure 2: Example of a Sketch Map	11
Figure 3: Importance of Identifying all Cluster Boundaries	12
E. Finding Selected Households	13
III. ORGANIZING AND SUPERVISING FIELDWORK	
A. Assigning Work to Interviewers	15
B. Reducing Nonresponse	16
C. Handling Pending Interviews	17
D. Maintaining Motivation and Morale	18
IV. MAINTAINING FIELDWORK CONTROL SHEETS	
A. Supervisor's/Field Editor's Assignment Sheet	19
B. Interviewer's Assignment Sheet	21
Figure 4: Flow Diagram for Household and Individual Questionnaires ...	22
C. Interviewer Progress Sheet	23
V. MONITORING INTERVIEWER PERFORMANCE	
A. Observing Interviews	24
B. Evaluating Interviewer Performance	25
VI. EDITING QUESTIONNAIRES	
A. General Instructions	26
B. Editing the Household Questionnaire	28
C. Consistency of Household Schedule and Individual Questionnaires	29
D. Editing the Individual Questionnaire	30
E. Organizing Questionnaires for Return to the Office	30
F. Forwarding Questionnaires to the Head Office	31

APPENDIX A:	EDITING THE "A" CORE QUESTIONNAIRE	32
APPENDIX B:	EDITING THE "B" CORE QUESTIONNAIRE	40
ANNEX 1:	HEIGHT AND WEIGHT CHARTS	47
ANNEX 2:	SUPERVISOR'S/FIELD EDITOR'S ASSIGNMENT SHEET	48
ANNEX 3:	INTERVIEWER'S ASSIGNMENT SHEET	49
ANNEX 4:	INTERVIEWER PROGRESS SHEET	50
ANNEX 5:	EXAMPLES OF BIRTH OMISSION AND DISPLACEMENT	51

I. INTRODUCTION TO THE [COUNTRY]¹ DHS SURVEY

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

This manual has been prepared to provide the information needed by field supervisors and editors to carry out their duties. Candidates for the positions of field supervisor and field editor for the [DHS] should study this manual carefully during their training. They should also study the Interviewer's Manual, since it is necessary to thoroughly understand the questionnaire and the procedures for completing it. Individuals selected to serve as field supervisors and editors should continue to refer to these manuals 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). In addition, the [DHS] has received funds from [name the organizations]. The survey is designed to:

- (1) collect information on fertility, family planning, and infant and child mortality;
- (2) collect information on health-related matters such as breastfeeding, antenatal care, children's immunizations and childhood diseases;
- (3) evaluate the nutritional status of mothers and children;
- (4) assist countries in conducting periodic surveys to monitor changes in fertility and mortality rates, health status, and the use of family planning.

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

B. ORGANIZATION OF FIELD STAFF

The [Country] DHS is a comprehensive survey involving several agencies and many individuals. [Name of organization] has primary responsibility for implementing the survey. [Describe the participation of other organizations and committees involved in the design and implementation of the survey.]

[Describe the organization structure of the survey, starting with the senior survey staff (survey director, deputy director and director of field operations) and progressing to the field staff (field coordinators, field supervisors and editors and the interviewers). The field organizations of DHS surveys vary from country to country depending on the size of the survey, the number of administrative subdivisions and languages spoken in the country, the structure of the implementing agency, and the number of agencies participating in the survey. The following description is provided as an example of the kind of field structure which is needed to implement a DHS survey and as a framework for elaborating the responsibilities of field supervisors and field editors in this manual.]

[For the purpose of conducting fieldwork, the country will be divided into three regions. The director of field operations will appoint a field coordinator for each region and he/she shall oversee field activities in the region. All data collection will be accomplished utilizing a team concept. In each region, fieldwork will be conducted by teams of interviewers, the number of teams being determined by the size of the region. Each team will consist of a field supervisor, field editor, and three or four interviewers (and, a person who will carry out anthropometric measurements). A vehicle and a driver will be provided for each team when conducting fieldwork in rural areas and, to the extent possible when working in urban areas. Field supervisors can be either male or female. It is usually desirable that field editors and interviewers be women, since they will be interviewing female respondents about personal topics having to do with family building and child care.]

Each field supervisor will be responsible for one team of interviewers. He/she will be assisted by the field editor, who will be in charge in the absence of the field supervisor. The specific duties of the field supervisor and field editor are described below. However, since the workload of the field supervisor and the field editor will vary from day to day, it is expected that they will assist each other in completing their respective duties. [In certain surveys, the specific duties of the field supervisor and the field editor may differ from those described in this manual.]

C. TRAINING

The most responsible and mature field staff of [name of implementing organization] should be appointed to the positions of field supervisor and field editor. The first opportunity for the training of field supervisors and editors occurs when [name of implementing organization] conducts the questionnaire pretest. Staff who will be field supervisors and editors during the main survey should participate in the pretest. They should attend all pretest training sessions, and women should get experience as interviewers during the pretest. This will provide a thorough knowledge of and experience with the questionnaire even before the training of field staff for the main survey.

It is important that field supervisors and editors attend the interviewer training for the main survey. This training will last three to four weeks and will involve both classroom instruction and field practice. Field supervisors and editors should not be permitted to skip any of these training sessions. This requirement includes staff who participated in the pretest.

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

After completion of interviewer training, the final selection of field supervisors and editors will be made. Following this, and prior to the beginning of fieldwork for the main survey, two or three days of additional training will be provided on the specific duties of field supervisors and editors. This is to ensure that all teams will be following a uniform set of procedures. The additional training is particularly important for individuals who did not participate in the pretest but were selected to be field supervisors or editors at the conclusion of interviewer training.

D. RESPONSIBILITIES OF THE FIELD SUPERVISOR

The field supervisor is the senior member of the field team. He/she is responsible for the well-being and safety of team members, as well as the completion of the assigned workload and the maintenance of data quality. The field supervisor receives his/her assignments from and reports to the [field coordinator of the region/project director]. The specific responsibilities of the field supervisor are to make the necessary preparations for the fieldwork, to organize and direct the fieldwork, and to spot-check the data collected in the Household Questionnaire.

Preparing for fieldwork requires that the field supervisor:

- (1) obtain sample household lists and/or maps for each area in which his/her team will be working and discuss any special problems;
- (2) become familiar with the area where the team will be working and determine the best arrangements for travel and accommodations;
- (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 fieldwork requires that the field supervisor:

- (1) assign work to interviewers, taking into account the linguistic competence of individual interviewers, and ensuring that there is an equitable distribution of the workload;
- (2) maintain fieldwork control sheets, and make sure that assignments are carried out;
- (3) regularly send completed questionnaires and progress reports to the field coordinator and keep headquarters informed of the team's location;
- (4) communicate any problems to the [field coordinator/project director];
- (5) [take charge of the team vehicle, ensuring that it is kept in good repair and that it is used only for project work;]
- (6) make an effort to develop a positive team spirit; a congenial work atmosphere, along with careful planning of field activities, contributes to the overall quality of the survey.

E. RESPONSIBILITIES OF THE FIELD EDITOR

The specific duties of the editor are to monitor interviewer performance [and to make anthropometric measurements of children and women]. Close supervision of interviewers and editing of completed interviews is essential to assure that accurate and complete data are collected. As the collection of high quality data is crucial to the success of the survey, it is important that mature responsible women be recruited as field editors and that they execute their duties with care and precision. This is especially important during the initial phases of fieldwork when it is possible to eliminate interviewer error patterns before they become habit.

Monitoring interviewer performance requires that the field editor:

- (1) observe several interviews every day;
- (2) edit all completed questionnaires in the field; editing must be completed prior to leaving the sample area. To the extent possible, the field supervisor should assist the editor in performing this task so that all interviews are field edited while still in the sample area;
- (3) conduct regular review sessions with interviewers and advise them of any problems found in their questionnaires;
- (4) put completed questionnaires from a sample area in order and pack them up to be sent to the central office.

[Making anthropometric measurements of children and women is the responsibility of the field editor and requires that she follows the procedures for weighing and measuring specified in the appendix of the Interviewer's Manual. It is DHS policy that anthropometric measurements be made by two persons who are trained to perform these tasks, a measurer and an assistant, and that special measuring boards and scales, which are provided to each interviewing team, be used.]

[The two individuals assigned the responsibility of making anthropometric measurements can vary in different surveys. In some surveys, interviewers have been instructed to pair up for the purpose of making the measurements. The exact procedure in a given survey will depend on the field conditions. The points to be made here are that a) specific team members should be assigned the roles of measurer and assistant measurer and b) the measurer must have completed the anthropometric training sessions.]

II. PREPARING FOR FIELDWORK

A. COLLECTING MATERIALS FOR FIELDWORK

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

Fieldwork documents:

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

Supplies:

- Blue pens for interviewers
- Red pens for the field editor and supervisor
- Clipboards, briefcases
- Paper clips, scissors, string, staplers and staples, scotch tape, etc.
- Envelopes to store completed questionnaires
- First aid kit

Monetary Advances for Field Expenses:

The supervisor should have sufficient funds to cover expenses for the complete team. 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. [Include a brief description of procedures in the particular country.]

The supervisor should arrange for a system to maintain 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. ARRANGING TRANSPORTATION AND ACCOMMODATIONS

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. [Vehicles are generally provided to transport the team to assigned work areas; however, in some cases it may be necessary to arrange for other means of transportation.]

[The supervisor is responsible for the maintenance and security of the team vehicle. The vehicle should be used exclusively for survey-related travel, and when not in use, it should be 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. If they wish, interviewers may make their own arrangements, as long as these do not interfere with fieldwork activities or esprit de corps. 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 rural clusters is often long and difficult, the supervisor may have to arrange for the team to stay in a central place.

C. CONTACTING LOCAL AUTHORITIES

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

D. USING MAPS TO LOCATE CLUSTERS

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

A major responsibility of the field supervisor and of the editor is to assist interviewers in locating households in the sample. The director of field operations 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 the sample depends on finding and visiting every sampled household.

Maps are generally needed during all stages of the survey, since they provide a 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 the supervisor, editor and interviewers to determine the location of sample areas, the distance to them, and how to reach selected households or dwellings.

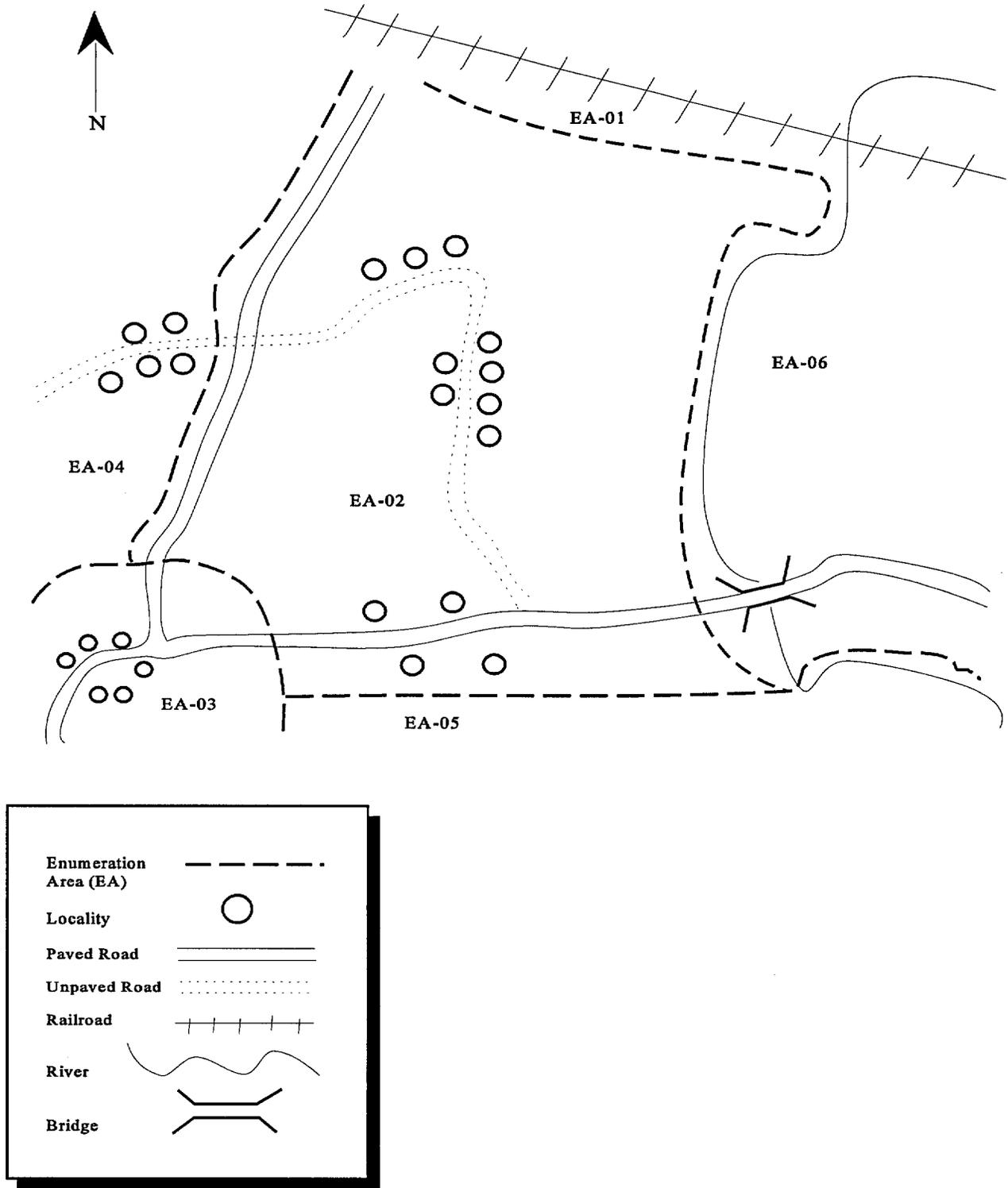
Each team will be given general cluster maps, household listing forms and, for urban areas, sketch maps and written descriptions of the boundaries of selected areas. A cluster is the smallest working unit in any census or survey operation that can easily be covered by one enumerator. It has identifiable 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, enumeration area 05). 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 and editor 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 and determination of invisible boundaries calls for some ingenuity, particularly in rural areas. 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 or have changed location (e.g., a road has been relocated or a river has changed course), do not be hasty in jumping to conclusions. If you cannot locate a cluster, go on to the next one and discuss the matter later with the [field coordinator of the region/project director.]

Figure 1: Example of a general cluster map



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. There should be no problem with invisible lines.
- (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, power cables, 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 is not enough to unequivocally identify the cluster; check all four boundary streets (see Figure 3).

[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.]

Figure 2: Example of a sketch map

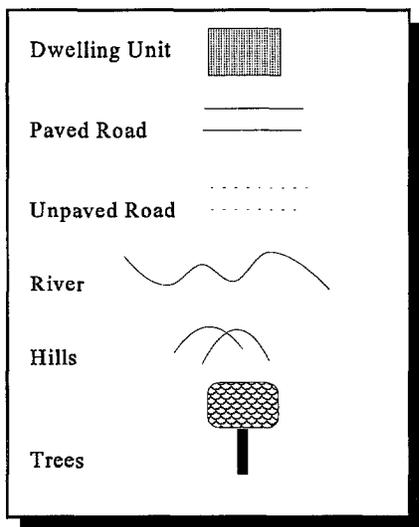
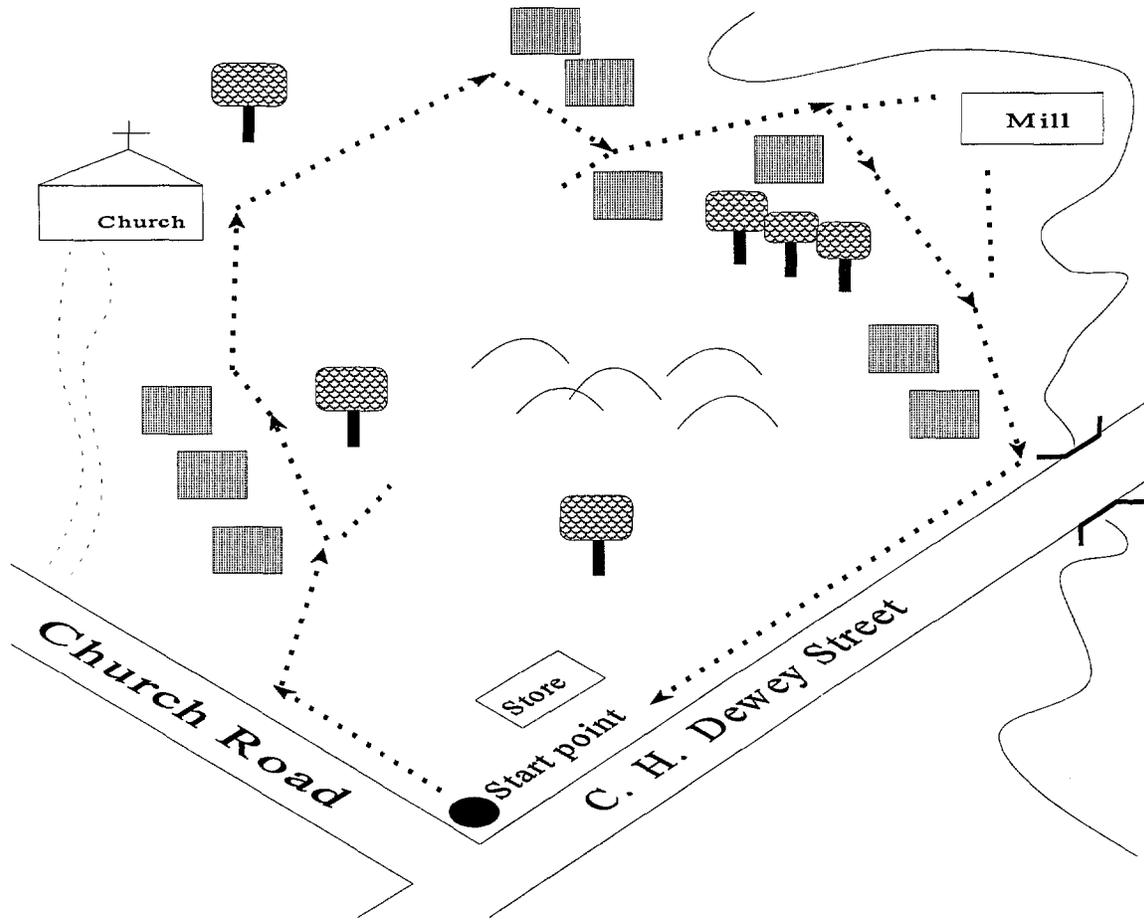
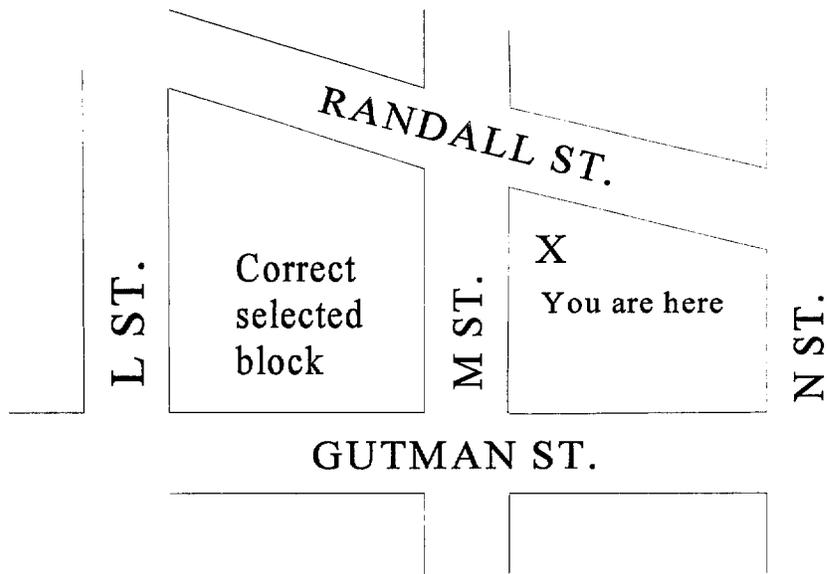


Figure 3: Importance of identifying all cluster boundaries



E. FINDING SELECTED HOUSEHOLDS

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

In most cases, the selected households can be located by referring to the household listing form or to the detailed maps of the selected clusters.

Because people move around, and sometimes the listing teams may have made errors, you may have difficulty locating the residents of dwellings that were selected. Here are examples of some problems you may encounter 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 enter code "6" (DWELLING VACANT/ADDRESS NOT A DWELLING) on your Supervisor's/Editor'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 what is found in the field. Say, for example, that Jerry 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 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, Jerry Jenkins is listed as the household head for dwelling DHS-003, but Jerry 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/Editor'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/Editor's Assignment Sheet, and instruct the interviewer to enter the new household number on the Interviewer's Assignment Sheet and on the questionnaire. However, if the listing shows two households, only one of which was selected, and you find two or more households there now, only interview the one which had been selected and ignore the rest. [Note that this rule depends on whether households or dwellings are selected; if dwellings were selected, all households would be interviewed.]
- (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 now.

- (7) The house is all closed up and the neighbors say the people are away and will be back in several days or weeks. Code as a "3" (HOUSEHOLD ABSENT) on the Supervisor's/Editor's Assignment Sheet.
- (8) The house is all closed up and the neighbors say that no one lives there; the household has moved away permanently. Enter code "6" (DWELLING VACANT OR ADDRESS NOT A DWELLING) on the Supervisor's/Editor's Assignment Sheet.
- (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 "6" (DWELLING VACANT OR ADDRESS NOT A DWELLING) on the Supervisor's/Editor's Assignment Sheet.
- (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 "7" (DWELLING DESTROYED) on the Supervisor's/Editor's Assignment Sheet.

III. ORGANIZING AND SUPERVISING FIELDWORK

A. ASSIGNING WORK TO INTERVIEWERS

The following tips may be helpful to the supervisor in assigning work:

- (1) Make daily work assignments. 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 director of field operations will advise you about how many interviews to assign per day.
- (2) Assign more interviews than an interviewer can actually do in one day. This will be necessary because some households and/or women may not be available for 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. Assign fewer households at the beginning of fieldwork to allow time for discussion of problems and for close supervision.
- (3) 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 workloads to certain interviewers. Drawing numbers out of a hat is a good system to ensure that team and interviewer assignments are distributed 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 her some easier assignments.
- (4) 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 by each interviewer and for each work area should be carefully monitored for completeness and accuracy.
- (6) Make sure that all selected households and eligible women for that cluster have been interviewed before leaving an area. See Section C, for details on how to handle pending interviews.
- (7) Finally, it is the responsibility of the supervisor 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 prepared in advance by the central office and adherence to it is crucial to avoid overruns in the total amount of time and money allocated for the fieldwork. Supervisors should also monitor the work of each interviewer to assess whether she is performing according to the standards set by the central office.

B. REDUCING NONRESPONSE

One of the most serious problems in a sample survey of this type is nonresponse, that is, failure to obtain information for selected households or failure to interview eligible women. A serious bias could result if the level of nonresponse is high. One of the most important duties of the supervisor and editor 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 nonresponse. It is a time-consuming task and requires strict monitoring by means of the control sheets.

Nonresponse 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 the Individual interview;

Type 3: the respondent refuses to be interviewed.

Various ways of dealing with these types of nonresponse are discussed below.

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

- (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 director of field operations should be informed immediately 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 or field editor 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 director of field operations. Although no interview has taken place, the cover sheet of a Household Questionnaire 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 or editor should verify that this is the case. If the interviewer is correct, there is no need for further call backs (return visits). Although no interview has taken place, the cover sheet of a Household Questionnaire should be filled out.

Type 2 - The interviewer is unable to locate the respondent for an Individual interview

- (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 mealtime, 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 - The respondent refuses to be interviewed

The number of refusals reported by each interviewer should be closely monitored. 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 or editor 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 linguistic or ethnic barrier between the respondent and the interviewer, the supervisor should, if possible, send a different interviewer to complete the questionnaire.
- (b) *Postpone interview to another day.* If the interviewer senses that she has arrived at an inconvenient or awkward time, she should try to leave before the respondent gives a final "no"; she can then return another day when circumstances are more likely to result in a successful interview.
- (c) *Have field editor carry out the interview.* The field editor's knowledge, skill, and maturity may enable her to complete a difficult interview when the assigned interviewer has been unable to do so.

C. 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. Supervisors and field editors should keep track of all assignments on the Supervisor's/Editor'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, one or two interviewers should be assigned 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.

D. MAINTAINING MOTIVATION AND MORALE

The supervisor and editor play a vital role in creating and maintaining motivation and morale among the interviewers—two elements that are essential to good quality work. In order to achieve this it is necessary to 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 voluntary 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 pointing out 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 and editor set good examples. It is important to *demonstrate* punctuality, enthusiasm, and dedication in order to demand the same of other team members. Never give the impression that you are working less than other members of the team, or that you are enjoying special privileges; this may produce a lack of faith in the project and cause general discontent. An ill-prepared supervisor or editor will not be able to demand quality work from interviewers, and will lose credibility and authority. Interviewer morale and motivation depend on your morale and motivation.

IV. MAINTAINING FIELDWORK CONTROL SHEETS

Each survey team will have one Household interviewer and several Individual interviewers. The Household interviewer is responsible for completing the Household interviews, and the Individual interviewers are responsible for completing interviews with women eligible for the Individual interview. The team member designated as the Household interviewer and the team supervisor will visit the households to complete the Household Questionnaires. During the visit, women eligible for the Individual Woman's Questionnaire will be identified. Those eligible women will be interviewed by the team members designated as Individual interviewers. Thus, the Household Questionnaire and the Individual Questionnaires will be completed by different members of the interviewing team. The consistency of the information collected on these two documents will be checked by the field editor.

Two forms are used to maintain control of questionnaires for each sample cluster: the Supervisor's/Editor's Assignment Sheet and the Interviewer's Assignment Sheet.

A. SUPERVISOR'S/EDITOR'S ASSIGNMENT SHEET

One Supervisor's/Editor's Assignment Sheet should be completed for each cluster by the supervisor/editor and returned to the head office of [name of implementing agency] with the questionnaires from that cluster. An example of the Supervisor's/Editor's Assignment Sheet is shown in Annex 2.

The first step in completing the Supervisor'/Editor's Assignment Sheet is to copy the cluster identification information (cluster number and name of the locality) from the household listing form or the map. The cluster number is a three-digit number and will be written on the top of each page of the household listing. Cluster numbers are unique; no two clusters have the same number.

The next step is to record the information for all selected households [or dwellings] from the household listing forms or the maps; they should be written in the same order in which they are written on the forms. The director of field operations will provide the supervisor with the appropriate forms or maps for each cluster the team is assigned.

Several pages of the Supervisor's/Editor's Assignment Sheet will usually be needed 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 the sheet (e.g., Page 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 that cluster and correct the total number of sheets reported for the cluster.

Using the guidelines in Section III, the supervisor should assign each selected household [or dwelling unit] to the Household interviewer. (The team supervisor will assist the Household interviewer by also completing some Household interviews at the outset of work in a sample cluster). When making Household interview assignments, Columns 1-4 of the Supervisor's/Editor's Assignment Sheet should be completed.

The Household interviewer's responsibilities will then be to:

- (1) Complete the Household Questionnaires in all assigned households;
- (2) Determine who in the household is eligible for interview with the Individual Questionnaire;
- (3) Fill in the identification information on the cover sheet of an unused Individual Questionnaire for each woman who is eligible for the Individual woman's interview;
- (4) Return completed Household Questionnaires and associated Individual Questionnaires to the supervisor.

When a completed Household Questionnaire is returned to the supervisor, the information in the Schedule is used to complete Columns 5-10 of the Supervisor's/Editor's Assignment Sheet. The following procedure is recommended.

- (1) Check that all women eligible for the Individual interview have been correctly identified in the Household Schedule.
- (2) In Columns 5, 6 and 7 record the final result of the Household interview, the number of eligible Individual respondents, and the date that the Household Questionnaire was completed.
- (3) In Column 8 record the name of the interviewer assigned to complete the Individual interviews and the date assigned. If there are more eligible women in a household than there is space on the Assignment Sheet, the results for that household should be entered on the final page of the Supervisor's/Editor's Assignment Sheet.
- (4) In Columns 9 and 10 record the Line Numbers of eligible respondents and their residency status.
- (5) Pass the completed Household Questionnaire to the editor and the Individual Questionnaires to the assigned interviewer. One interviewer should be assigned to interview all the eligible women in one household.

The Individual interviewer's responsibilities will then be to:

- (1) Maintain an Interviewer's Assignment Sheet for each sample cluster. (The steps to be followed to maintain the Interviewer's Assignment Sheet are explained in the Interviewer's Manual.)
- (2) Complete the assigned Individual interviews.
- (3) Return the completed Individual Questionnaires to the supervisor.

The supervisor uses the information on the cover sheet of completed Individual Questionnaires to complete Column 11 (final result) and Column 12 (date returned) of the Supervisor's/Editor's Assignment Sheet. The supervisor then passes the Individual Questionnaires to the editor.

Column 13 of the Supervisor's/Editor's Assignment Sheet is filled in by the editor. The procedure for filling in this Column is described in detail in the next chapter. The editor will check the consistency of the data reported in the Household Schedule with the data reported in the Individual Woman's Questionnaire. The editor will count the number of children age 3 and under listed in the Household Schedule for a particular woman and subtract the number of living children age 3 and under recorded in the birth history for the same woman. The resulting value is recorded on the Supervisor's/Editor's Assignment Sheet.

Bottom of Sheet

Check to be sure that you have listed all the households [or dwellings] on the Supervisor's/Editor's Assignment Sheet that were selected on the household listing form or map for that cluster. To ensure this, you are required to fill in the two boxes at the bottom of the Supervisor's/Editor'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.

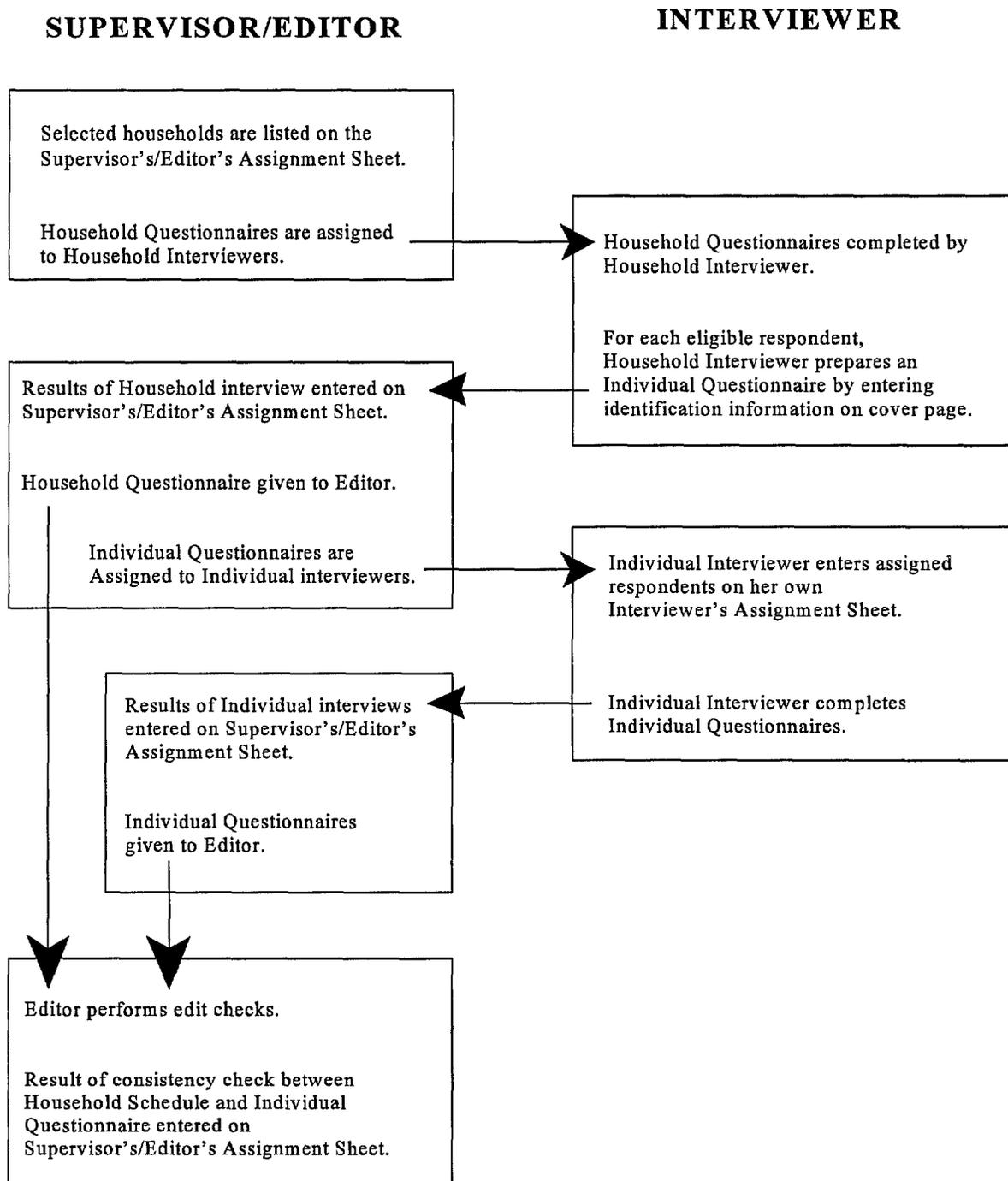
Always start a new cluster on a separate Supervisor's/Editor's Assignment Sheet. Be sure to write neatly, since these forms will be used to make response rate calculations later on in the central office.

B. INTERVIEWER'S ASSIGNMENT SHEET

Individual interviewers will fill out an Interviewer's Assignment Sheet for each cluster (it will usually be necessary to use more than one sheet per cluster). The Interviewer's Assignment Sheet (see Annex 3) is similar to the Supervisor's/Editor's Assignment Sheet, and helps each Individual interviewer keep track of the eligible women assigned to her. The supervisor and editor should review the Interviewer's Assignment Sheets each evening and discuss the results of the interviews. The Interviewer's Assignment Sheet is described in detail in the Interviewer's Manual.

The flow of questionnaires between members of the interviewing team is shown in Figure 4. This figure also shows when information should be entered on the Assignment Sheets.

Figure 4: Flow Diagram for Household and Individual Questionnaires



C. INTERVIEWER PROGRESS SHEET

The supervisor will keep an Interviewer Progress Sheet (see Annex 4) on each interviewer. The supervisor will update the Progress Sheet at the end of work in each cluster. The supervisor will keep these sheets until the end of fieldwork (they will not be included in package of questionnaires going back to the central office).

The Interviewer Progress Sheet is designed to give the supervisor and editor an objective and continuous measure of the interviewer's performance. Serious discord within a team of interviewers can occur when one interviewer does much less work than the 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 you to identify whether an interviewer is getting more nonresponses or refusals than others on the team. In such a case, spot checking should be carried out to determine if the nonresponses 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 director of field operations must be informed. He or she will decide what further action to take.

Assign one Interviewer Progress Sheet for each interviewer. Entries on the sheet will be made each time a cluster is completed. The procedure for filling in the Interviewer Progress Sheet is as follows:

- (1) Use the left-hand side of the sheet for Household Interviewers and Household Questionnaires. Use the right-hand side of the sheet for Individual Interviewers and Individual Questionnaires.
- (2) Column 1: Enter each cluster number on a separate line in Column 1. (Using the left-hand side of the sheet for Household Interviewers and the right-hand side of the sheet for Individual Interviewers.)
- (3) Columns 2 and 4: When filling out this sheet for a Household Interviewer, fill in Column 2 (on the left side) with the number of completed Household Questionnaires and Column 4 for the number that were not completed in that cluster. When filling out this sheet for an Individual interviewer, fill in Column 2 (on the right side) with the number of completed Individual Questionnaires and Column 4 with the number that were not completed in that cluster.
- (4) Columns 3 and 5: The figures recorded in Columns 3 and 5 are cumulative for all clusters. In Column 3 you will keep a cumulative count of the numbers recorded in Column 2, and in Column 5 you will keep a cumulative count of the numbers recorded in Column 4 (see example in Annex 4).

The cumulative figures make it possible to check at any time the number of interviews assigned to an interviewer and the results of her work. The supervisor and field editor can also check to see if the workloads and the completion rates are approximately the same for all interviewers.

V. MONITORING INTERVIEWER PERFORMANCE

Controlling the quality of the data collection is the most important function of the field editor. Throughout the fieldwork she will be responsible for observing interviews and carrying out field editing. By checking the interviewers' work regularly the field editor can ensure that the quality of the data collection remains high 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, the field editor should check the performance of interviewers thoroughly at these times.

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 field editor does not know the language in which the interview is being conducted, 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 field editor 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. Additional observations of each interviewer's performance should be made during the rest of the fieldwork. The field editor should observe at least one interview per day during the course of the fieldwork, with the heaviest observation at the beginning and end.

During the interview, the field editor should sit close enough to see what the interviewer is writing. This way, she can see if the interviewer interprets the respondent correctly and follows the proper skip patterns. It is important to make notes of problem areas and points to be discussed later with the interviewer. The editor should not intervene during the course of the interview and should try to conduct herself in such a manner as not to make the interviewer or respondent nervous or uneasy. Only in cases where serious mistakes are being committed by the interviewer should the editor intervene.

After each observation, the field editor and interviewer should discuss the interviewer's performance. The questionnaire should be reviewed, and the field editor should mention the interviewer's strong points as well as problems and mistakes.

B. EVALUATING INTERVIEWER PERFORMANCE

The field editor should meet daily 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 field editor should point out mistakes discovered during observation of interviews or noticed during questionnaire editing (see Chapter VI). Discuss examples of actual mistakes, but be careful not to embarrass individual interviewers. Re-read 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.

An important tool for evaluating the work of the interviewers will be the result of a consistency check between the data collected in the Household Questionnaire (by the Household interviewer) and the data collected by Individual interviewers. The procedure for conducting the consistency check is discussed below (Section VI. C). The editor should use the results of the consistency checks in monitoring the interviewers and continuing their training while the survey is progressing. Results of the consistency checks should be discussed in group meeting with interviewers so that interviewers are aware that this procedure is in effect.

The editor and supervisor should expect to spend considerable time evaluating and instructing interviewers at the start of fieldwork. If they feel that the quality of work is not adequate, the interviewing should stop until errors and problems have been fully resolved. In some cases, an interviewer may fail to improve and will have to be replaced. This applies particularly in the case of interviewers who have been dishonest in the recording of ages of women and/or children.

VI. EDITING QUESTIONNAIRES

Ensuring that questionnaires are edited for completeness, legibility and consistency is one of the most important tasks of the field editor. 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 into the computer and tabulations have been run. 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 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 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 which describe the procedures for editing questionnaires.

A. GENERAL INSTRUCTIONS

- (1) As you go through the questionnaires, mark any problem areas with a red pen and note the page number or the question number on the back of the questionnaire; 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 health sections, 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.

NOTE: 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 (check that the interviewer followed the skip instructions). You will need to look for:

(a) Questions which record a response when it appears there should be *no* response;

(b) Questions which record *no* response when it appears there *should* be a response.

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 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 24 sons living with her) and carry out the other consistency checks which are listed. 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 E: Checking the Entire Cluster).

B. EDITING THE HOUSEHOLD QUESTIONNAIRE

In editing the Household Questionnaire, be sure to:

- (1) Check that the household identification information has been completed correctly.
- (2) 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 following pages of the Household Questionnaire.
- (3) Check for complete information for each line number in Columns (3) through (7). There should be no blanks in these columns.
- (4) Columns (8) through (10) should be blank for children under 6 years of age. Column (8) must not be blank for persons 6 years or older.
- (5) If the response in Column (8) is "NO", then Columns (9) and (10) should be blank. If the response in Column (8) is "YES", then there must be information in Column (9), and if the person is under 25 years of age, also in Column (10).
- (6) Check that there is information in Columns (11) through (14) for each person under 15 years of age. Check that the line numbers recorded in Columns (12) and (14) are coherent with respect to sex and age. If the response in Column (11) is "NO" or "DON'T KNOW", Column (12) should be blank. If the response in Column (11) is "YES", Column (12) must contain a valid line number, or the code "00" indicating that the mother does not live in the household. The same rules hold for Columns (13) and (14).
- (7) Check that the line number of each eligible woman (women aged 15-49 who usually live in the household and visiting women aged 15-49 who slept in the household the previous night) has been circled in Column (15). If you find errors regarding eligible women in the household, check with the interviewer to make certain the correct number of interviews have been conducted in that household.
- (8) Check the boxes at the bottom of the listing of persons to make sure the interviewer went through these questions.
- (9) Check that answers to questions 16-23 on household facilities have been recorded. Note that there should be a "1" or "2" code circled for each of the items listed in Qs.19 and 22.
- (10) Check that the number of Individual Questionnaires returned with each Household Questionnaire is the same as the number of eligible respondents reported on the Cover Sheet. Speak with the interviewer when there is any inconsistency.

C. CONSISTENCY OF HOUSEHOLD SCHEDULE AND INDIVIDUAL QUESTIONNAIRE

A problem which sometimes arises in surveys is that an interviewer attempts to reduce her workload by misreporting certain information in the Individual Questionnaire. Thus an interviewer may misreport the age of a recent birth as greater than age 3 or omit a recent birth from the birth history. Such birth displacement/omission reduces interviewer workload because the data of Sections 4A and 4B need not be collected for children over age 3 or for omitted children. (Examples of birth displacement and birth omission are illustrated in Annex 5.)

To avoid this problem in the [Country] DHS, different members of the interviewing team will administer the Household Questionnaire and the Individual Woman's Questionnaire. Thus, birth displacement /omission in the birth history can be detected by comparing the birth history with the data in the Household Questionnaire. The editor will perform this comparison following a simple procedure. The editor will count the number of children age 3 and under (listed in the Household Schedule for a particular woman) and subtract the number of living children age 3 and under (recorded in the birth history for the same woman). When this value is greater than zero, there is a possibility of deliberate birth displacement/omission in the birth history data. However, it is expected that interviewers will not be tempted to displace or omit births in the [Country] DHS because they will know that this practice will be exposed during editing.

The editor will perform this consistency check for each Individual Woman's Questionnaire and the results will be recorded in Column 13 of the Supervisor's/Editor's Assignment Sheet. On each occasion that the consistency check results in a positive value (a number greater than zero), the discrepancy will be brought to the attention of the supervisor. In these cases the supervisor will return to the respondent (with both the Household and the Individual Questionnaire) to ascertain the source of discrepancy. In some cases it is possible that the supervisor will determine that there was either (a) birth displacement or (b) birth omission. Such cases should be dealt with as follows:

- (a) Birth displacement.
In the case of apparent birth displacement, the interviewer will be sent back to the respondent to correct the misreporting error and to collect the health and anthropometric data for the child. The interviewer must also be cautioned to be more careful in collecting the birth history data in the future.
- (b) Birth omission.
In the case of apparent birth omission, the omitted birth will be added to the birth history immediately. If it is judged that, in the original interview, the respondent failed to mention the omitted child, the interviewer will be instructed to probe more intensively in future interviews. If, on the other hand, it is judged that the respondent probably did mention the omitted child in the original interview and the interviewer failed to record the birth, disciplinary action should be taken. In any case, the health and anthropometric information for this child will need to be collected by the interviewer.

An ongoing cumulative record of the incidents of displacement and omission will be kept in the Supervisor's/Editor's Assignment Sheet, which will guide the supervisor to appropriate courses of action. If these types of problems occur often for a particular interviewer, prompt disciplinary action is warranted (e.g., a formal report to the Survey Director or Field Coordinator).

D. EDITING THE INDIVIDUAL QUESTIONNAIRE

Check to see that *skip* instructions have been followed, that answers are readable, and that answers to related questions are consistent. [Specific instructions for the "A" Core and "B" Core Questionnaires are given in Appendix A and Appendix B, respectively. One or the other, properly adapted, should be inserted here in the country manual.]

E. ORGANIZING QUESTIONNAIRES FOR RETURN TO THE OFFICE

CHECKING THE HOUSEHOLD STRUCTURE:

- (1) Put all the Individual Questionnaires inside their respective Household Questionnaires. If there is more than one Individual Questionnaire in a household, organize them sequentially in ascending order of the Line Numbers of the respondents.
- (2) Check the Household Questionnaire for the number of eligible women and their Line Numbers (look for the circled line numbers in Column (15) 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.

CHECKING THE ENTIRE CLUSTER:

- (1) Organize all Questionnaires in numerical order by household number within the cluster. Make sure that all the Individual Questionnaires are inside the Household Questionnaire to which they belong. Also, any continuation questionnaires (e.g., if there are 12 children in a birth history) should be inside 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/Editor'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.

F. FORWARDING QUESTIONNAIRES TO THE HEAD OFFICE

Once all the checking described above has been completed, and any differences have been reconciled, the questionnaires along with the Supervisor's/Editor's Assignment Sheet for a sampling point are to be sent to the central office. The director of field operations will provide 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 avoid the loss of questionnaires or information. [Include or replace with country-specific instructions on bundling, labeling and shipment.]

APPENDIX A: EDITING THE "A" CORE QUESTIONNAIRE

[Note: The instructions presented here assume fieldwork was carried out in 1997. Adjustments must be made for surveys executed in subsequent years.]

Cover Sheet

- (1) Check that the identification information has been completed correctly. This information must be the same as that on the Cover Sheet of the Household Questionnaire.
- (2) Code the information on the Cover Sheet if the interviewer has not done so. If the final result is not 1 or 5, check to see that the remaining pages are blank. If the final result is either 1 or 5, continue to check the remaining pages of the Individual Questionnaire.

Section 1. Respondent's Background

(1) START OF INTERVIEW

Check the ranges for hour and minutes in Q.101. The hour must be less than 24 and the minutes less than 60.

(2) DATE OF BIRTH

Check that the answer to Q.105 (Month of Birth) is either between "01" and "12" or "98"; that Year of Birth is not less than ["1947"] and not greater than ["1982"], or "9998," and that Q.106 is between "15" and "49." Question 106 must have an answer even if it is only the interviewer's best estimate. It can never be left blank. Also check that the 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 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 respondent in Household Questionnaire;
- number of live births;
- date of birth of respondent's first child;
- date or age at first marriage.

(3) AGE

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. Also check, and correct if necessary, the eligibility status of this woman in the Household Questionnaire.

(4) EDUCATION

Make sure that the response given to Q.109 is consistent with the level of education given in Q.108.

(5) FILTER

Check the response to the filter in Q.120. If the woman is a usual resident, Qs.121-128 should be blank. Otherwise, these questions should have been asked. Questions 123-128 correspond exactly to Questions 16-22 of the Household Questionnaire; since the woman is not a usual resident, they are asked here concerning her usual place of residence.

Section 2. Reproduction

(1) CHILDREN EVER BORN

Check that Q.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 recorded "00" in Q.208. Make sure the interviewer has marked the appropriate box in the filter of Q.210.

(2) TOTAL NUMBER OF BIRTHS

Check that the total number of births listed in the birth history is equal to the number in Q.208. If fewer births are registered in the history than in Qs.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 Qs.201-208 to be consistent with the number of births recorded in the history.

(3) LIVING AND DEAD SONS AND DAUGHTERS

Check that the numbers of living sons, living daughters, dead sons and dead daughters recorded in Qs.203, 205 and 207 are equal to the respective numbers recorded in the birth history.

(4) AGE AT DEATH

Check the consistency of Qs.215 and 219. A child cannot have died at an older age than he would be if he had lived. For example, a child born two years ago could not have died at age three. Also, make sure that the age at death is completed in DAYS or MONTHS or YEARS and not, for example, in DAYS and MONTHS. A simple response of "1 year" in Q.219 is unacceptable. If you find such a case, the interviewer should be sent back to the respondent to determine at what age in MONTHS the child died. We need to know whether the baby died before or after his or her first birthday.

(5) AGE OF LIVING CHILDREN

Check the consistency of Qs.215 and 217 for each living child listed on the birth history. Either the ARITHMETIC or CHART METHOD described in the Interviewer's Manual may be used to perform this check. If an inconsistency is found and cannot be resolved by the interviewer, she must return to the respondent to get the correct and consistent information.

(6) BIRTH ORDER

Using the information in Qs.215 and 217, check the birth order in the boxes at the left of the Column under Q.212, for each child listed on the birth history. If you find a birth out of order, correct the order number by drawing arrows and changing the order numbers printed in Q.212.

(7) BIRTH INTERVALS

After checking the birth order, check that the interval between births is at least 9 months unless the two births being checked are twins. If the interval between two single births is less than 9 months, the interviewer (or field editor) should return to check the information in the birth history with the respondent.

(8) AGE AT FIRST BIRTH

After checking the birth order, use the respondent's age (Q.106) 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 (Qs.105 and 106) are incorrect;
- (c) The birth date (age) of the first child (Qs.215 and 217) are incorrect.

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

(9) LAST MENSTRUAL PERIOD

Check that Q.236 has been filled out correctly. If a length of time is given, only one set of boxes (DAYS or WEEKS or MONTHS or YEARS) should be filled in.

(10) CALENDAR, COLUMN 1

Now turn to the calendar at the back of the questionnaire. Make sure that each live birth (if any) from the birth history occurring since [1992] has been recorded with a "B" in the appropriate month and year of birth, preceded by eight months of "P," signifying pregnancy. To the left of each "B," the name of the child should have been recorded. Also verify that any pregnancy losses recorded in the sequence of Qs.230-235 are recorded as "T" in their month of occurrence, preceded by the appropriate number of months of "P." Check that for currently pregnant respondents, the number of "P"s entered in the calendar, starting with the month of interview and going back in time, coincides with the response to Q.228. Finally, check that the information at the bottom of the calendar on the last live birth prior to [1992] has been recorded correctly.

Section 3. Contraception

(1) HEARD OR USED METHODS

Wherever a code "1" in Q.301 or code "2" in Q.302 has been circled for a specific method, Q.303 should always be completed for that method.

(2) CURRENTLY USING

Check that if the respondent is currently using a family planning method (Q.314 coded "01" through "10" or "96"), Q.303 for that method has been coded "1".

(3) SKIPS AND FILTERS

Check through the remaining pages of Section 3 to assure that all skip instructions have been observed, that the filters have been correctly marked, and that the appropriate questions have been answered.

(4) CALENDAR, COLUMN 1

Now turn to the calendar at the back of the questionnaire. If the woman has never used contraception (Q.305 is "NO"), a "0" should have been entered in each blank month of Column 1 up to the month of interview. If the woman (or her partner) has been sterilized, code "7" (or "8") should have been entered in the month and year of the operation (Q.321) and in the remaining months to interview. If the woman is a current user of some other method, the code recorded in Q.314 should have been entered in the square corresponding to the month of interview (a "10" in Q.314 should be recorded as "A").

(5) CALENDAR, COLUMNS 1 AND 2

Now, focusing attention only on the calendar, there should be no blank squares in Column 1, except those later than the month of interview. If there are blanks, and the reason for the error is not obvious, a call back to the respondent may be required. Compare Columns 1 and 2. Each time a method has been discontinued in Column 1, there should be a code in Column 2, in the last month of use, indicating the reason for discontinuation.

Section 4A. Pregnancy and Breastfeeding (Questions 401-439)

(1) IDENTIFICATION

Check the information in the birth history to make certain that each birth since January [1994] has been entered in Qs.403 and 404. The line number, name, and survival status should be recorded. Questions in Section 4A should be asked for living children and for children who have died. If the respondent has had no births since January [1994], Section 4A will not be asked, but check that the interviewer properly skipped to Q.465.

(2) CALENDAR, COLUMN 2 AND Q.405

Compare Q.405 with Column 2 of the calendar. There should be a minimal consistency between the reason for discontinuing contraception and the desired timing of a pregnancy. For example, if the respondent stopped using because she wanted to become pregnant, it is reasonable to conclude that the resulting pregnancy was wanted "then." Similarly, if she became pregnant while using, then she undoubtedly did not want the pregnancy "then." If you come across inconsistencies, point these out to the interviewer, and try to resolve them without a call back to the respondent. Impress upon the interviewer the logical link between these two items of information.

(3) SKIPS AND FILTERS

Check the skip pattern throughout the section; make sure that all filters have been correctly marked, and that the proper questions were asked.

Section 4B. Immunization and Health (Questions 440-470)

(1) IDENTIFICATION

Check that the line numbers and names recorded in Qs.441 and 442 are the same as in Qs.403 and 404. If the respondent has had no births since January [1994], Qs.440-464 should be blank. If a child has died, Qs.441 and 442 should be filled in for that child, but Qs.443-464 should not be asked for that child.

(2) VACCINATION DATES

For each child with an immunization record that was seen by the interviewer ("seen" in Q.443), check that the date of each vaccination is consistent with the child's date of birth. For example, a vaccination cannot be prior to the date of birth. Check also that the dates for the four polio and the three DPT vaccinations are in chronological order.

(3) TREATMENT OF SICK CHILDREN

Check that Qs.465-470 were asked. These questions are to be asked of all respondents, even if the respondent has not had a birth since January [1994].

(4) SKIPS AND FILTERS

Check the skip pattern throughout the section, making sure that all filters have been correctly marked and that the appropriate questions have been asked of the respondent.

Section 5. Marriage

(1) YEAR OR AGE AT MARRIAGE

Check that the year in Q.512 is in the range of ["1957"] through ["1997"] or "9998". If a year is reported in Q.512, then no age should be reported in Q.513. If Q.512 is "98", then there must be an age at marriage reported in Q.513. Check that the age in Q.513 is in the range of "10" through "49".

(2) LAST INTERCOURSE

Make sure that only one set of boxes is filled in Q.515, i.e., DAYS or WEEKS or MONTHS or YEARS (or "000" or "996"). If more than one category has been coded, recalculate the answer and enter it at the appropriate unit of measurement.

(3) CALENDAR, COLUMN 3

Now turn back to the calendar. If the respondent has never been married, Column 6 should be filled from the bottom up to the month of interview with code "0." If she is currently married and in her first union, the calendar should be filled with "X"s from the date of marriage in Q.512 to the month of interview (or from the bottom up, if this occurred prior to January [1992]). In other cases, check that each month in Column 6 is filled up to the month of interview with either a "0" or an "X." There can be no blanks.

Section 6. Fertility Preferences

(1) DESIRED SPACING

Check that only one set of boxes is filled out in Q.603, either MONTHS or YEARS.

(2) Q.612 AND Qs.614-619

Questions 612 and 614-619 are asked of all respondents. Make sure that these have not been skipped.

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

(1) EDUCATION

Make sure that the response given to Q.705 is consistent with the level of education given in Q.704.

(2) CALENDAR, COLUMN 4 AND Q.726

If the respondent reports only one community in Q.726, only one code should appear in Column 4 of the calendar, running from January [1992] to the month of interview. Otherwise, an "X" should appear in the month of each move, followed by the code for the size of the new community in each case. There should be no blanks in this column, except for months which are later than the month of interview.

(3) SKIPS AND FILTERS

Check that filters have been marked correctly, and skip instructions followed.

Section 8. AIDS

(1) SKIPS AND FILTERS

Check that filters have been marked correctly, and skip instructions followed.

(2) END OF INTERVIEW

Check the ranges for hour and minutes in Q.811. This information should be reasonably consistent with Q.101.

Section 9. Height and Weight

Check that height and weight are obtained for all interviewed women who have given birth since January [1994]—even if none of the children has survived—and all living children listed in the birth history born since January [1994]. The measures of the children should lie within the ranges specified 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.

SUMMARY OF EDITING CHECKS FOR THE "A" CORE QUESTIONNAIRE

1. Range and consistency of Qs.105 and 106.
2. Consistency of Qs.108 and 109.
3. Correctness of filter in Q.120.
4. Numerical consistency of Qs.203, 205, 207 and 208.
5. Consistency of birth history with Qs.203, 205, 207 and 208.
6. Numerical consistency of Qs.215, 217 and 219.
7. Consistency of Q.217 with age recorded in the Household Questionnaire.
8. Consistency of birth order with Q.215.
9. Birth intervals; age at first birth.
10. Response to Q.236.
11. Consistency of Calendar Column 1 with birth and pregnancy history.
12. Consistency of Qs.301, 302 and 303.
13. Consistency of Qs.314 and 303.
14. Consistency of Section 3 with Columns 1 and 2 of Calendar.
15. Consistency of entries in Q.403 with the birth history.
16. Consistency of Q.405 with Column 2 of the Calendar.
17. Consistency of entries in Qs.441-442 with Qs.403-404.
18. Consistency of information in vaccination record.
19. Range of Qs.512 and 513.
20. Response to Q.515.
21. Consistency of Calendar Column 3 with Section 5.
22. Responses to Qs.603, 612, and 614-619.
23. Consistency of Qs.704 and 705.
24. Consistency of Calendar Column 4 with Section 7.
25. Children's heights and weights within ranges specified in Annex 1.

APPENDIX B: EDITING THE "B" CORE QUESTIONNAIRE

[Note: The instructions presented here assume fieldwork was carried out in 1997. Adjustments must be made for surveys executed in subsequent years.]

Cover Sheet

- (1) Check that the identification information has been completed correctly. This information must be the same as that on the Cover Sheet of the Household Questionnaire.
- (2) Code the information on the Cover Sheet if the interviewer has not done so. If the final result is not 1 or 5, check to see that the remaining pages are blank. If the final result is either 1 or 5, continue to check the remaining pages of the Individual Questionnaire.

Section 1. Respondent's Background

(1) START OF INTERVIEW

Check the ranges for hour and minutes in Q.101. The hour must be less than 24 and the minutes less than 60.

(2) DATE OF BIRTH

Check that the answer to Q.105 (Month of Birth) is either between "01" and "12" or "98"; that Year of Birth is not less than ["1947"] and not greater than ["1982"], or "9998", and that Q.106 is between "15" and "49." Question 106 must have an answer even if it is only the interviewer's best estimate. It can never be left blank. Also check that the 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 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 respondent in household questionnaire;
- number of live births;
- date of birth of respondent's first child;
- date or age at first marriage.

(3) AGE

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. Also check, and correct if necessary, the eligibility status of this woman in the Household Questionnaire.

(4) EDUCATION

Make sure that the response given to Q.109 is consistent with the level of education given in Q.108.

(5) FILTER

Check the response to the filter in Q.120. If the woman is a usual resident, Qs.121-128 should be blank. Otherwise, these questions should have been asked. Questions 123-128 correspond exactly to Questions 16-22 of the Household Questionnaire; since the woman is not a usual resident, they are asked here concerning her usual place of residence.

Section 2. Reproduction

(1) CHILDREN EVER BORN

Check that Q.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 recorded "00" in Q.208. Make sure the interviewer has marked the appropriate box in the filter of Q.210.

(2) TOTAL NUMBER OF BIRTHS

Check that the total number of births listed in the birth history is equal to the number in Q.208. If fewer births are registered in the history than in Qs.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 Qs.201-208 to be consistent with the number of births recorded in the history.

(3) LIVING AND DEAD SONS AND DAUGHTERS

Check that the numbers of living sons, living daughters, dead sons and dead daughters recorded in Qs.203, 205 and 207 are equal to the respective numbers recorded in the birth history.

(4) AGE AT DEATH

Check the consistency of Qs.215 and 219. A child cannot have died at an older age than he would be if he had lived. For example, a child born two years ago could not have died at age three. Also, make sure that the age at death is completed in DAYS or MONTHS or YEARS and not, for example, in DAYS and MONTHS. A simple response of "1 year" in Q.219 is unacceptable. If you find such a case, the interviewer should be sent back to the respondent to determine at what age in MONTHS the child died. We need to know whether the baby died before or after his or her first birthday.

(5) AGE OF LIVING CHILDREN

Check the consistency of Qs.215 and 217 for each living child listed on the birth history. Either the ARITHMETIC or CHART METHOD described in the Interviewer's Manual may be used to perform this check. If an inconsistency is found and cannot be resolved by the interviewer, she must return to the respondent to get the correct and consistent information.

(6) BIRTH ORDER

Using the information in Qs.215 and 217, check the birth order in the boxes at the left of the Column under Q.212, for each child listed on the birth history. If you find a birth out of order, correct the order number by drawing arrows and changing the order numbers printed in Q.212.

(7) BIRTH INTERVALS

After checking the birth order, check that the interval between births is at least 9 months unless the two births being checked are twins. If the interval between two single births is less than 9 months, the interviewer (or field editor) should return to check the information in the birth history with the respondent.

(8) AGE AT FIRST BIRTH

After checking the birth order, use the respondent's age (Q.106) 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 (Qs.105 and 106) are incorrect;
- (c) The birth date (age) of the first child (Qs.215 and 217) are incorrect.

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

(9) LAST MENSTRUAL PERIOD

Check that Q.236 has been filled out correctly. If a length of time is given, only one set of boxes (DAYS or WEEKS or MONTHS or YEARS) should be filled in.

Section 3. Contraception

(1) HEARD OR USED METHODS

Wherever a code "1" in Q.301 or code "2" in Q.302 has been circled for a specific method, Q.303 should always be completed for that method.

(2) CURRENTLY USING

Check that if the respondent is currently using a family planning method (Q.314 coded "01" through "10" or "96"), Q.303 for that method has been coded "1".

(3) SKIPS AND FILTERS

Check through the remaining pages of Section 3 to assure that all skip instructions have been observed, that the filters have been correctly marked, and that the appropriate questions have been answered.

Section 4A. Pregnancy and Breastfeeding (Questions 401-439)

(1) IDENTIFICATION

Check the information in the birth history to make certain that each birth since January [1994] has been entered in Qs.403 and 404. The line number, name, and survival status should be recorded. Questions in Section 4A should be asked for living children and for children who have died. If the respondent has had no births since January [1994], Section 4A will not be asked, but check that the interviewer properly skipped to Q.465.

(2) SKIPS AND FILTERS

Check the skip pattern throughout the section; make sure that all filters have been correctly marked, and that the proper questions were asked.

Section 4B. Immunization and Health (Questions 440-470)

(1) IDENTIFICATION

Check that the line numbers and names recorded in Qs.441 and 442 are the same as in Qs.403 and 404. If the respondent has had no births since January [1994], Qs.440-464 should be blank. If a child has died, Qs.441 and 442 should be filled in for that child, but Qs.443-464 should not be asked for that child.

(2) VACCINATION DATES

For each child with an immunization record that was seen by the interviewer ("seen" in Q.443), check that the date of each vaccination is consistent with the child's date of birth. For example, a vaccination cannot be prior to the date of birth. Check also that the dates for the four polio and the three DPT vaccinations are in chronological order.

(3) TREATMENT OF SICK CHILDREN

Check that Qs.465-470 were asked. These questions are to be asked of all respondents, even if the respondent has not had a birth since January [1994].

(4) SKIPS AND FILTERS

Check the skip pattern throughout the section, making sure that all filters have been correctly marked and that the appropriate questions have been asked of the respondent.

Section 5. Marriage

(1) AGE AT AND YEAR OF MARRIAGE

Check that the year in Q.512 is in the range of ["1957"] through ["1997"] or "9998". If a year is reported in Q.512, then no age should be reported in Q.513. If Q.512 is "9998", then there must be an age at marriage reported in Q.513. Check that the age in Q.513 is in the range of "10" through "49".

(2) LAST INTERCOURSE

Make sure that only one set of boxes is filled in Q.515, i.e., DAYS or WEEKS or MONTHS or YEARS (or "000" or "996"). If more than one category has been coded, recalculate the answer and enter it at the appropriate unit of measurement.

Section 6. Fertility Preferences

(1) DESIRED SPACING

Check that only one set of boxes is filled out in Q.603, either MONTHS or YEARS.

(2) INTEND TO USE METHOD

Verify that whatever method the respondent would prefer to use (in Q.609), it was known by the respondent in Q.302. If a woman is thinking of using a method she didn't know, check with the interviewer to see if a mistake was made.

(3) Q.612 AND Qs.614-619

Questions 612 and 614-619 are asked of all respondents. Make sure that these have not been skipped.

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

(1) EDUCATION

Make sure that the response given to Q.705 is consistent with the level of education given in Q.704.

(2) QUESTION 712

Verify that the description of the occupation in Q.712 is legible.

(3) SKIPS AND FILTERS

Check that the skip pattern has been correctly observed.

Section 8. AIDS

(1) SKIPS AND FILTERS

Check that filters have been marked correctly, and skip instructions followed.

(2) END OF INTERVIEW

Check the ranges for hour and minutes in Q.811. This information should be reasonably consistent with Q.101.

Section 9. Height and Weight

Check that height and weight are obtained for all interviewed women who have given birth since January [1994]—even if none of the children has survived—and all living children listed in the birth history born since January [1994]. The measures of the children should lie within the ranges specified 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.

SUMMARY OF EDITING CHECKS FOR THE "B" CORE QUESTIONNAIRE

1. Range and consistency of Qs.105 and 106.
2. Consistency of Qs.108 and 109.
3. Correctness of filter in Q.120.
4. Numerical consistency of Qs.203, 205, 207 and 208.
5. Consistency of birth history with Qs.203, 205, 207 and 208.
6. Numerical consistency of Qs.215, 217 and 219.
7. Consistency of Q.217 with the age recorded in the Household Questionnaire.
8. Consistency of birth order with Q.215.
9. Birth intervals; age at first birth.
10. Response to Q.236.
11. Consistency of Qs.301, 302 and 303.
12. Consistency of Qs.314 and 303.
13. Consistency of entries in Q.403 with the birth history.
14. Consistency of entries in Qs.441-442 with Qs.403-404.
15. Consistency of information in vaccination record.
16. Range of Qs.512 and 513.
17. Consistency of Qs.609 and 302.
18. Response to Q.515.
19. Responses to Qs.603, 612, and 614-619.
20. Consistency of Qs.704 and 705.
21. Response to Q.710.
22. Children's heights and weights within ranges specified in Annex 1.

**ANNEX 1
LENGTH (cm)**

MALES		Age in months	FEMALES	
Minimum	Maximum		Minimum	Maximum
36.0	74.0	00 - 02	36.0	72.0
45.0	83.0	03 - 05	44.0	80.0
51.0	87.0	06 - 08	50.0	86.0
56.0	91.0	09 - 11	54.0	90.0
59.0	96.0	12 - 14	57.0	95.0
62.0	100.0	15 - 17	60.0	99.0
64.0	104.0	18 - 20	62.0	102.0
65.0	107.0	21 - 23	64.0	106.0
67.0	108.0	24 - 26	66.0	107.0
68.0	112.0	27 - 29	68.0	111.0
70.0	115.0	30 - 32	69.0	114.0
71.0	118.0	33 - 35	71.0	117.0
73.0	121.0	36 - 38	72.0	120.0
74.0	124.0	39 - 41	74.0	122.0
75.0	127.0	42 - 44	75.0	124.0
77.0	129.0	45 - 47	77.0	126.0
78.0	132.0	48 - 50	78.0	129.0
79.0	134.0	51 - 53	79.0	131.0
80.0	136.0	54 - 56	81.0	133.0
82.0	139.0	57 - 60	81.0	136.0

WEIGHT (kg)

MALES		Age in months	FEMALES	
Minimum	Maximum		Minimum	Maximum
0.5	10.0	00 - 02	0.5	9.0
1.0	13.0	03 - 05	1.0	12.0
2.0	15.0	06 - 08	2.0	14.0
3.0	16.5	09 - 11	2.5	15.5
4.0	17.5	12 - 14	3.0	16.5
4.0	18.5	15 - 17	3.5	17.5
4.0	19.5	18 - 20	3.5	18.5
4.5	20.5	21 - 23	4.0	19.5
4.5	23.0	24 - 26	4.5	21.5
5.0	24.0	27 - 29	5.0	23.0
5.0	24.5	30 - 32	5.0	24.5
5.0	25.5	33 - 35	5.0	25.5
5.0	26.0	36 - 38	5.0	27.0
5.0	27.0	39 - 41	5.0	28.0
5.0	28.0	42 - 44	5.5	29.0
5.0	29.0	45 - 47	5.5	30.0
5.0	30.0	48 - 50	5.5	31.0
5.0	31.0	51 - 53	5.5	32.0
5.5	32.0	54 - 56	6.0	33.0
5.5	33.0	57 - 60	6.0	34.5

ANNEX 2

NAME OF LOCALITY Kunditown

CLUSTER NUMBER 021

DHS SUPERVISOR'S/FIELD EDITOR'S ASSIGNMENT SHEET

PAGE 1 OF 5 PAGES

DHS HOUSEHOLD NUMBER (1)	DHS STRUCTURE NUMBER OR ADDRESS (2)	NAME OF HEAD OF HOUSEHOLD (3)	HOUSE-HOLD INTERVIEWER NAME AND DATE ASSIGNED (4)	HOUSEHOLD INTERVIEW			FEMALE INTERVIEWER NAME AND DATE ASSIGNED (8)	FEMALE INTERVIEW				(NUMBER OF CHILDREN AGE 3 AND UNDER IN HOUSEHOLD SCHEDULE) MINUS (NUMBER IN BIRTH HISTORY) (13)
				FINAL RESULT (5)	TOTAL ELIG. WOMEN (6)	DATE COMPLETED (7)		LINE NO. OF ELIG. WOMAN (9)	RESIDENT OR VISITOR (10)	FINAL RESULT (11)	DATE RETURNED (12)	
004	121 High St.	Robert Harris	Mary H. 3/6	1	2	4/6	Edna 4/6	02	1	1	4/6	0
								03	1	1	4/6	0
008	123 High St.	Leanna Jones	Mary H. 3/6	1	0	3/6						
012	130 High St.	George Roder	Mary H. 3/6	2	0	5/6						
016	5 Brook St.	Bob Anker	Mary 3/6	1	1	3/6	Carol 3/6	04	1	1	3/6	0
024	20 Brook St.	David Nizer	Mary 3/6	1	3	3/6	Carol 3/6	02	1	1	4/6	0
								03	1	1	3/6	0
								07	2	1	3/6	0

48

CODES FOR COLUMN 5

- 1 COMPLETED
- 2 NO HH MEMBER AT HOME/ NO COMPETENT RESPONDENT
- 3 ENTIRE HH ABSENT FOR EXTENDED PERIOD
- 4 POSTPONED
- 5 REFUSED

- 6 DWELLING VACANT/ ADDRESS NOT A DWELLING
- 7 DWELLING DESTROYED
- 8 DWELLING NOT FOUND
- 9 OTHER

COLUMN 10

- 1 RESIDENT
- 2 VISITOR

CODES FOR COLUMN 11

- 1 COMPLETED
- 2 NOT AT HOME
- 3 POSTPONED
- 4 REFUSED
- 5 PARTLY COMPLETED
- 6 INCAPACITATED
- 7 OTHER

NUMBER OF HOUSEHOLDS SELECTED

23

NUMBER OF HOUSEHOLD QUESTIONNAIRES

23

ANNEX 3

CLUSTER NUMBER 021NAME OF LOCALITY Kunditown

DHS INTERVIEWER'S ASSIGNMENT SHEET

PAGE 1 OF 2 PAGES

DHS HOUSEHOLD NUMBER (1)	NAME OF HEAD OF HOUSEHOLD (2)	DATE ASSIGNED (3)	FEMALE INTERVIEW					OBSERVATIONS (9)	
			NAME OF ELIGIBLE WOMAN (4)	LINE NO. OF ELIG. WOMAN (5)	RESIDENT OR VISITOR (6)	FINAL RESULT (7)	DATE RETURNED (8)		
016	Bob Anker	3/6	Eleni Anker	04	1	1	3/6		
024	David Nizer	3/6	Suzanne Nizer	02	1	1	4/6		
			Paulette Nizer	03	1	1	3/6		
			Lana Fahmi	07	2	1	3/6		
031	Dorothy Uchi	3/6	Dorothy Uchi	01	1	1	4/6		
037	Eugene Kariba	4/6	Lola Kariba	02	1	1	4/6	refused at first	
052	Diane Obote	4/6	Diane Obote	01	1	1	4/6		
061	George Sidibi	4/6	Anna Sidibi	02	1	1	5/6		
			Ann Tonde	05	2	1	4/6		
						CODES FOR COLUMN 6 1 RESIDENT 2 VISITOR		CODES FOR COLUMN 7 1 COMPLETED 2 NOT AT HOME 3 POSTPONED 4 REFUSED 5 PARTLY COMPLETED 6 INCAPACITATED 7 OTHER	

INTERVIEWER NAME Carol08

NUMBER OF ELIGIBLE WOMEN

13

NUMBER OF INDIVIDUAL QUESTIONNAIRES

13

ANNEX 5

EXAMPLES OF BIRTH OMISSION AND DISPLACEMENT

Field Editing to uncover omission and displacement of births.

[Examples assume fieldwork is conducted in 1995, and a cutoff date of January 1992.]

If the number of (living) children under age 4 recorded in the Household Schedule for a particular woman is greater than the number of living children born since January 1992 recorded in her birth history, it indicates omission or displacement. To ascertain which of the two, the field editor needs to evaluate ages and names of the children.

Example 1.

In the Household Schedule, three children under age 4 are recorded (John, age 0; Laura, age 1; and Gina, age 3) who were born to Elisabeth. Also, say, Samuel (age 4) and Lisa (age 6) are recorded as Elisabeth's children in the Household Schedule.

In Elisabeth's birth history are found the following:

John (age 0), Laura (age 2), Samuel (age 4), and Lisa (age 6).

This scenario is the simplest case of apparent omission (Gina is missing), and should be followed-up by the team leader.

Example 2.

In the Household Schedule, three children under 4 are recorded (Jashua, age 0; Frank, age 2; and George, age 3) who were born to Anne. Also, say, Desmond (age 4) is also recorded as Anne's child in the Household Schedule.

In Anne's birth history are found the following:

Jashua (age 0), Frank (age 2), George (age 4) and Desmond (age 5).

This scenario is a simple case of apparent displacement. George's age and (assuming age and birth date are consistent) birth date have been displaced to before the cutoff date. It appears that perhaps even Desmond's age has been changed so as to allow George's age to shift.