PN ABJ-912

DHS Demographic and Health Surveys

Phase II

Supervisor's and Editor's Manual

PN-ABJ-942

Demographic and Health Surveys - Phase II

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

DHS-II Basic Documentation
Number 5

Institute for Resource Development/Macro International, Inc.
Columbia, Maryland

July 1991

The Demographic and Health Surveys (DHS) is a nine-year project to assist government and private agencies in developing countries to conduct national sample surveys on population and health. DHS is funded by the U.S. Agency for International Development and administered by the Institute for Resource Development.

The main objectives of the DHS program are: (1) to provide decisionmakers in survey countries with data and analyses useful for informed policy choices, (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 demographic and health surveys.

For information about the Demographic and Health Surveys program, write to DHS, IRD/Macro International, 8850 Stanford Boulevard, Suite 4000, Columbia, MD 21045, USA (Telephone 301-290-2800; Telex 87775; Fax 301-290-2999).

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ACKNOWLEDGMENTS

Production of this manual was primarily the responsibility of Albert M. Marckwardt. Other DHS staff members who contributed substantially to this effort were Alfredo Aliaga, Mohamed Ayad, Bernard Barrére, George Bicego, Anne Cross, Edilberto Loaiza, Kaye Mitchell, Sidney Moore, Luis Ochoa, Sri Poedjastoeti, Kia Reinis, Shea Rutstein, Elisabeth Sommerfelt, Jeremiah M. Sullivan, and Robert Wolf.

I. INTRODUCTION TO THE [COUNTRY] 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 [survey name] should study the 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 [country survey] 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.

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 utliizing 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 the 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 the 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 extends to 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 the 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 assuring that there is an equitable distribution of the workload;

(2) maintain fieldwork control sheets, and make sure that assignments are carried out;

(3) make spot checks of the household questionnaire by conducting household interviews according to the procedure described in Section IV.C;

(4) regularly send completed questionnaires and progress reports to the field coordinator and keep headquarters informed of the team's location;

(5) communicate any problems to the [field coordinator/project director];

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

(7) 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 a 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 Instruction Manual for the [Country] DHS. [It is DHS policy that anthropometric measurements be made by two persons who are trained to preform 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 Manuals
Maps and household listing forms for all clusters in the assigned area
Letters of introduction
Questionnaires
Supervisor's Assignment Sheets
Interviewer's Assignment Sheets
Interviewer's Progress Sheets

Supplies: Blue pens for interviewers, red pens for the field editor and supervisor, clipboards, paper clips, envelopes to store completed questionnaires, briefcases, scissors, string, staplers and staples, scotch tape, first aid kit, etc.

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, such as boats, horses, mules, etc.

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 a 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). 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:

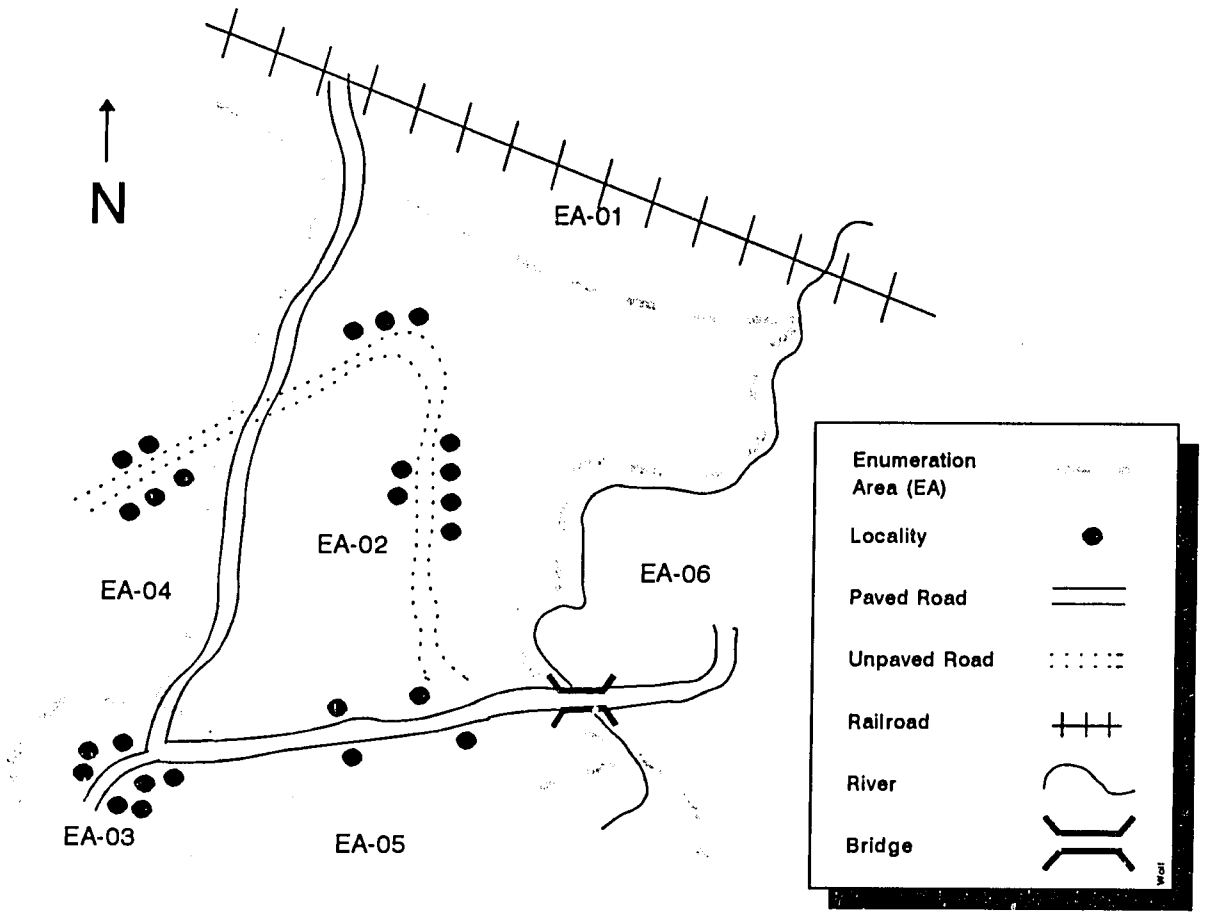
In rural areas:

(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 (demolished), 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

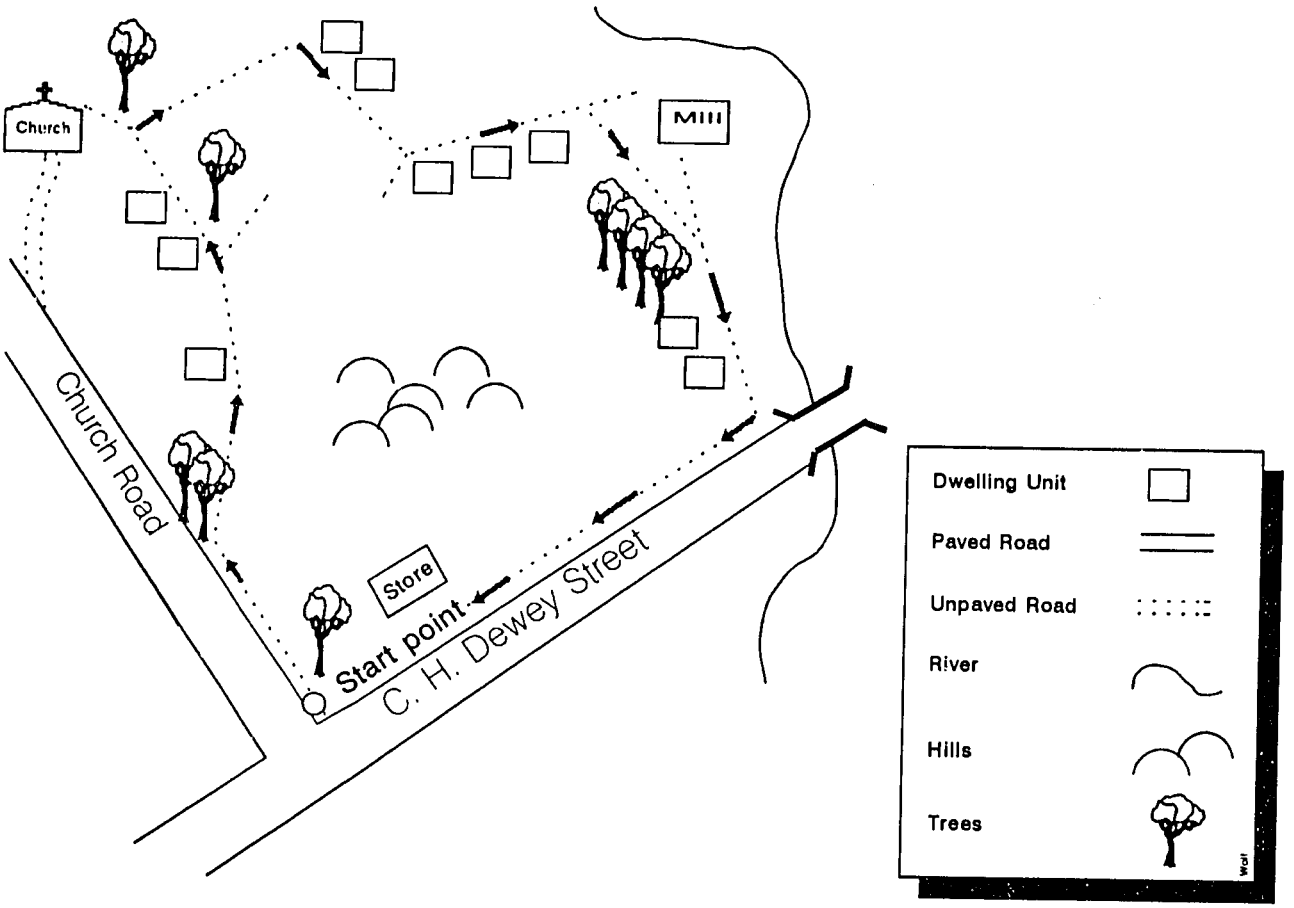
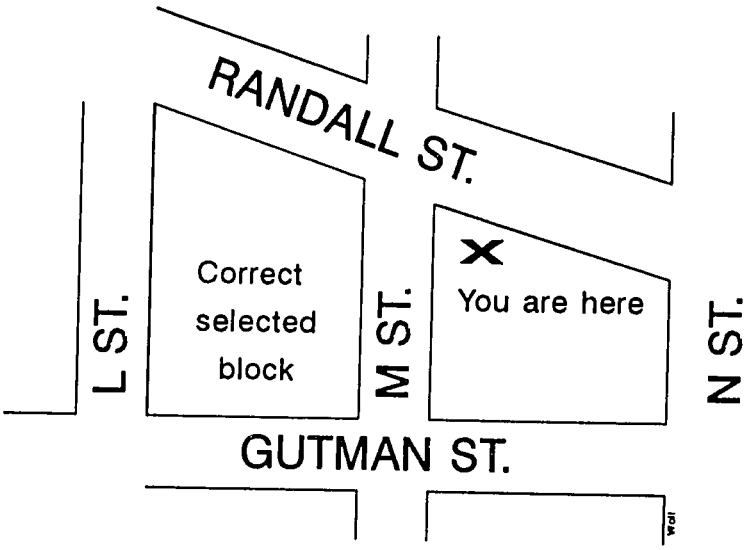


Figure 3 Importance of identifying all cluster boundaries



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 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 Assignment Sheet next to the household that was not on the listing. Assign the new household a household number, enter the number on your Supervisor's Assignment Sheet, and instruct the interviewer to enter the new household number on the Interviewer's Assignment Sheet and on the 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 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 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 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 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) It will be necessary to assign more interviews than an interviewer can actually do in one day because some households and/or women may not be available to interview at the time of the interviewer's visit. Sometimes there may be as many as three or four of these cases a day for a particular interviewer. In general, assign fewer households at the beginning of fieldwork, to allow time for discussion of problems and for close supervision.

(3) 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 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, a Household Questionnaire cover sheet should be filled out.

(c) *Structure nonresidential, vacant, or demolished.* If the interviewer indicates that a structure is not a dwelling unit or that it is vacant or demolished, the supervisor 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, a Household Questionnaire cover sheet 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 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

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

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

A. SUPERVISOR'S ASSIGNMENT SHEET

One Supervisor's Assignment Sheet should be completed for each cluster by the supervisor and returned to the office with the questionnaires from that cluster. An example of the Supervisor's Assignment Sheet is shown in Annex 2.

Assignment of Interviews

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

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

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

(1) interviewing all the households;
(2) determining the number of eligible women in each of the households;
(3) interviewing all eligible women in each of the households or dwellings assigned to her.

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

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

Household Visits and Individual Interviews: Columns 5-10

At the end of each day the interviewers will return the completed questionnaires to the field editor or supervisor, who will check them. As the questionnaires are received, the information on the cover sheets can be used to complete columns 5-10 of the Supervisor's Assignment Sheet. The following procedure is suggested:

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

(1) eligible women have been correctly identified on the household questionnaire;
(2) individual questionnaires were assigned to each of the eligible women, even if the actual interview was not completed;
(3) the identification information on the cover pages of both the household and individual questionnaires is correct.

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

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

Remarks: Column 11

Remarks and comments regarding the interview assignment, results, or interviews may be recorded here. For example, reassignment of a pending interview may be recorded here, or a change in the name of a household head, etc. Also, note here any irregularities observed during spot checks or reinterviews.

Bottom of Sheet

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

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

B. INTERVIEWER'S ASSIGNMENT SHEET

The Interviewer's Assignment Sheet (see Annex 3) is similar to the Supervisor's Assignment Sheet, and helps each interviewer keep track of the households assigned to her. 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.

C. SYSTEMATIC SPOT-CHECKING OF HOUSEHOLD COMPOSITION

As noted earlier, the most important function of field supervisors is to control the quality of the data collection. A problem that arises frequently is that some interviewers may deliberately subtract years from the age of women who are 15 to 19, or add years to women who are over 40 in order to place them outside the age range of eligibility for the individual questionnaire. Sometimes interviewers may simply omit eligible women from the listing, especially if they are visitors in the household. In these ways they reduce their workload. If such practices are widespread, they can have a substantial impact on the quality of the survey data.

A powerful tool for detecting and preventing this kind of interviewer error is to systematically spot-check household composition. This will involve returning to certain households with a blank household questionnaire and filling in columns 2 to 7 for each person, i.e., name, relationship to head, residence, sex and age. You should carefully probe the ages of girls declared to be of 11 to 14 years of age, and of women 50 to 55 years of age. The spot check should, if possible, be made the same day as the interviewer's visit so that any visitors who slept there the night before can still be contacted.

The spot check can help detect another type of interviewer error. Some interviewers may deliberately subtract a year or two from the date of birth of a child in order to avoid having to ask all of the questions in Section 4 concerning that child. A shrewd interviewer may also change the age of the child on the household questionnaire to avoid suspicion. This practice can be detected in the spot check.

The field supervisor will be responsible for conducting two spot checks of household composition in each sample cluster. [In some surveys, it will be more appropriate for the field editor to carry out this task.] The selection of households to be checked should *not* be random. Rather, you should select households that contain women of borderline ages, i.e., 11 to 14 and 50 to 55. Furthermore, you should make sure that all of the team's interviewers are occasionally spot-checked.

After you have selected the households for the spot check, you will fill out the identification information on the cover sheets of blank household questionnaires with your red pen. At the top of the cover page write clearly "SPOT CHECK." You will then visit the selected households with only the spot-check questionnaire. After completing columns 2-7 of the household listing for each household member and visitor, obtain the household questionnaire completed by the interviewer and compare your listing with that of the interviewer. Write the results of this comparison with a red pen in any available space on the spot-check questionnaire (for example, in the unfilled space in columns 8-15 of the household listing or at the bottom of the page). There are a variety of possible results: identical listings; additional persons; fewer persons (perhaps because a visitor has left), a child under 5 years of age who, in the original interview was listed as older; and most importantly, detection of an (additional) eligible respondent not identified in the original interview.

If you discover a woman eligible for the individual interview who was not identified in the original interview, you must call the error to the interviewer's attention, and send her back to interview the woman. If you discover a child, for which Section 4 should have been asked but was not, send the interviewer back to gather the missing information (for Section 4 as well as Section 8).

The questionnaires resulting from the spot check should be included with the other materials sent back to the central office when fieldwork in the cluster is completed.

D. INTERVIEWER PROGRESS SHEET

The Interviewer Progress Sheet (see Annex 4) 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's Progress Sheet for each interviewer. Make new entries as work in each cluster is completed. The supervisor should keep these sheets for the duration of the survey. The procedure for filling in the Interviewer's Progress Sheet is as follows:

Columns 1-5: Enter each cluster number on a separate line in column 1. Then for each cluster, enter the number of completed household and individual questionnaires in columns 2-3 and the number that were not completed in columns 4-5.

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

The cumulative figures 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.

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 (see Chapter IV, Section C).

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 of the [survey name] has prepared a computer program that will check each questionnaire and print out a listing of all errors. If the errors are major ones, an entire questionnaire may be omitted from the analysis. As you are editing questionnaires in the field, it may help 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 page; then, the interviewer can quickly see whether there are any observations. Upon completion of editing, discuss with each interviewer, individually, the problems encountered and review errors which occur frequently with the whole team.

(2) If the problems are major, such as discrepancies in the birth history or the 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 (e.g., that the interviewer followed the skip instructions). You will need to look for:

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

(b) Questions for which there is *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 D: 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 particulars have 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 16-24 on household facilities have been recorded. Note that there should be a "yes" or "no" code circled for each of the items listed in questions 21 and 24.

(10) The number of individual questionnaires assigned for this household should be the same as the number of eligible respondents shown under column (15). Check with the interviewer for any inconsistency.

C. EDITING THE INDIVIDUAL QUESTIONNAIRE

In general, you will be checking to see that *skip* instructions have been followed, that answers are legible, and that there is consistency between the answers to related questions. [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.]

D. 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 15 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 Assignment Sheet to make certain that:

(a) The correct number of Household Questionnaires are present;

(b) The household final result codes are correct;

(c) The correct number of Individual Questionnaires are present;

(d) The individual final result codes are correct.

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

E. FORWARDING QUESTIONNAIRES TO THE HEAD OFFICE

Once all the checking described above has been completed, and any differences have been reconciled, the questionnaires are ready 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 the letter 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 the survey was carried out in 1990. 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.103 (Month of Birth) is either between "01" and "12" or "98"; that Year of Birth is not less than "40" and not greater than "75," or "98," and that Q.104 is between "15" and "49." Question 104 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 of/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.107 is consistent with the level of education given in Q.106.

(5) FILTER

Check the response to the filter in Q.115. If the woman is a usual resident, Questions 116-126 should be blank. Otherwise, these questions should have been asked. Questions 118-126 correspond exactly to Questions 16-24 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 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 220. 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.220 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) COMPARISON WITH HOUSEHOLD QUESTIONNAIRE

For living children who reside with their mother (yes to Q.218), check whether the age reported in Q.217 is the same as the age reported in column (7) of the Household Questionnaire. Make no changes to either Q.217 or column (7) based upon this comparison. However, if a child is reported as 5 years or younger in the Household Questionnaire, and then is subsequently reported as being 6 or 7 years old in Q.217, report this fact to the supervisor. It could represent an effort on the part of the interviewer to avoid asking the questions in Section 4 about this child.

(7) 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.

(8) 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.

(9) AGE AT FIRST BIRTH

After checking the birth order, use the respondent's age (Q.104) 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.103 and 104) are incorrect;
(c) The birth date (age) of the first child (Qs.215 and 217) are incorrect.

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

(10) LAST MENSTRUAL PERIOD

Check that Q.234 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.

(11) 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 1985 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.228-232 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.226. Finally, check that the information at the bottom of the calendar on the last live birth prior to 1985 has been recorded correctly.

Section 3. Contraception

(1) QUESTIONS 302, 303, 304

Wherever codes "1" or "2" have been circled for a specific method for Q.302, Qs.303 and 304 should always be completed for that method.

(2) QUESTIONS 315 AND 303

Check that if the respondent is currently using a family planning method (Q.315 coded "01" through "10"), 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.306), 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 "6" (or "7") 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.315 should have been entered in the square corresponding to the month of interview (a "10" in Q.315 should be recorded as "W").

(5) CALENDAR, COLUMNS 1 AND 2

Now, focusing attention only on the calendar, there should be no blank squares in column 1, except those postdating 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.

(6) CALENDAR AND Q.403

Now compare Q.403 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." In a similar vein, 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.

Section 4A. Pregnancy and Breastfeeding (Questions 401-449)

(1) IDENTIFICATION

Check the information in the birth history to make certain that each birth since January 1985 has been entered in Q.402, even if the child has since died, with its line number from the birth history and its survival status. If the respondent has had no births since January 1985, the only relevant part of this section will be Qs.444-449.

(2) SKIPS AND FILTERS

Check the skip pattern throughout the section, and make sure that all filters have been correctly marked.

(3) CALENDAR AND Q.418

Compare the response in Q.418 with column 3 of the calendar. If the response to Q.418 is "no," there should be an "X" in column 3 for the month following the last birth, and in each month to interview.

For all births in the calendar, there should be either a "0" or an "X" in column 3 for the month following birth.

(4) CALENDAR AND Q.422

Compare the response in Q.422 with column 4 of the calendar. If the response to Q.422 is "no," there should be an "X" in column 4 for the month following the last birth, and in each month to interview. For all births in the calendar, there should be either a "0" or an "X" in column 4 for the month following birth.

(5) CALENDAR AND Q.425

Compare the responses in Q.425 with column 5 of the calendar. If there is a "no" response for a given birth, there should be an "N" in column 5 for the month following that birth, indicating that the child was not breastfed. Conversely, if a child was breastfed, there should be either a "0" or an "X" in column 5 for the month following birth.

(6) CALENDAR AND Q.430

Compare the response in Q.430 with column 5 of the calendar. If the response is "yes," there should be an "X" in column 5 for the month following the last birth, and in each month to interview.

Section 4B. Immunization and Health (Questions 451-497)

(1) IDENTIFICATION

Check that the names and the line numbers recorded in Q.451 are the same as in Q.402. If the respondent has had no births since January 1985, all of this section should be blank. If a child has died, only Qs.452-458 will be applicable for that child; the questions on the following three pages (Qs.460-489) 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.452), check that the date of each vaccination is consistent with the child's date of birth. For example, it cannot be prior to the date of birth. Check also that the dates for the three polio and the three DPT vaccinations are in chronological order.

(3) SKIPS AND FILTERS

This section is somewhat more complicated than the rest of the questionnaire. 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.507 is in the range of "50" through "90," or "98"; and that the age in Q.508 is in the range of "10" through "49," or "98." Note, however, that "98" is not a valid response for both items: the information needed is either year of marriage or age at marriage (or both).

(2) CONSISTENCY CHECK

Check that the interviewer in Q.510 has correctly tested the consistency between year of marriage and age at marriage.

(3) LAST INTERCOURSE

Make sure that only one set of boxes is filled in Q.514, i.e., DAYS or WEEKS or MONTHS or YEARS or "996." If more than one category has been coded, recalculate the answer and enter it at the appropriate unit of measurement.

(4) CALENDAR, COLUMN 6

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.507 to the month of interview (or from the bottom up, if this occurred prior to January 1985). 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) Q.604 AND Q.613

Check that only one set of boxes is filled out in Q. 604, either MONTHS or YEARS. The same is true of Q.613.

(2) Q.612 AND Q.613

The only two questions in this Section that are asked of all respondents are Qs. 612 and 613. Make sure that these have not been skipped.

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

(1) EDUCATION

Make sure that the response given to Q.704 is consistent with the level of education given in Q.703.

(2) CALENDAR AND Q.708

If the respondent reports only one community in Q.708, only one code should appear in column 7 of the calendar, running from January 1985 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.

(3) CALENDAR, COLUMN 8

If the respondent has not worked since January 1985 ("no" to Qs.713, 714 and 715), a code "0" should appear in column 8 of the calendar from January 1985 to the month of interview.

(4) CALENDAR AND Q.717

Based on the description of the respondent's occupation in Question 717, check the coding employed by the interviewer in column 8.

(5) Q. 719, Q.723 AND Q.724

Check that these three filters have been marked correctly.

(6) CALENDAR, COLUMNS 7 AND 8

Check that no blanks appear in columns 7 or 8 of the calendar, except those squares postdating the month of interview.

(7) END OF INTERVIEW

Check the ranges for hour and minutes in Q.727. This information should be reasonably consistent with Q.101.

Section 8. Height and Weight

Check that height and weight are obtained for all interviewed women who have given birth since January 1985—even if none of the children has survived—and all living children listed in the birth history born since January 1985. 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.103 and 104.
2. Consistency of Qs.106 and 107.
3. Correctness of filter in Q.115.
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 220.
7. Consistency of Qs.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.234.
11. Consistency of Calendar Column 1 with birth and pregnancy history.
12. Consistency of Qs.302, 303 and 304.
13. Consistency of Qs.315 and 303.
14. Consistency of Section 3 with Columns 1 and 2 of Calendar.
15. Consistency of entries in Q.402 with the birth history.
16. Consistency of Q.403 with Column 2 of the Calendar.
17. Consistency of responses in Section 4 with Cols. 3,4,5 of Calendar.
18. Consistency of entries in Q.451 with Q.402.
19. Consistency of information in vaccination record.
20. Consistency of Qs.507 and 508.
21. Accuracy of computations in Q.510.
22. Response to Q.514.
23. Consistency of Calendar Column 6 with Section 5.
24. Responses to Qs.604, 612 and 613.
25. Consistency of Qs.703 and 704.
26. Consistency of Calendar Columns 7 and 8 with Section 7.
27. Children's heights and weights within ranges specified in Annex 1.

APPENDIX B: EDITING THE "B" CORE QUESTIONNAIRE

[Note: The instructions presented here assume the survey was carried out in 1990. 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 "40" and not greater than "75," or "98," 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 of/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.117. If the woman is a usual resident, Questions 118-128 should be blank. Otherwise, these questions should have been asked. Questions 120-128 correspond exactly to Questions 16-24 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 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 220. 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.220 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) COMPARISON WITH HOUSEHOLD QUESTIONNAIRE

For living children who reside with their mother (yes to Q.218), check whether the age reported in Q.217 is the same as the age reported in column (7) of the Household Questionnaire. Make no changes to either Q.217 or column (7) based upon this comparison. However, if a child is reported as 5 years or younger in the Household Questionnaire, and then is subsequently reported as being 6 or 7 years old in Q.217, report this fact to the supervisor. It could represent an effort on the part of the interviewer to avoid asking the questions in Section 4 about this child.

(7) 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.

(8) 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.

(9) 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 should be made, if at all possible, to determine the source of error.

(10) LAST MENSTRUAL PERIOD

Check that Q.226 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) QUESTIONS 302, 303, 304

Wherever codes "1" or "2" have been circled for a specific method for Q.302, Qs.303 and 304 should always be completed for that method.

(2) QUESTIONS 312 AND 303

Check that if the respondent is currently using a family planning method (Q.312 coded "01" through "10"), Q.303 for that method has been coded "1."

(3) QUESTIONS 327 AND 302

Verify that whatever the method mentioned in Q.327, 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.

(4) 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 401-440)

(1) IDENTIFICATION

Check the information in the birth history to make certain that each birth since January 1985 has been entered in Q.402, even if the child has since died, with its line number from the birth history and its survival status.

(2) SKIPS AND FILTERS

Check the skip pattern throughout the section, and make sure that all filters have been correctly marked.

Section 4B. Immunization and Health (Questions 441-487)

(1) IDENTIFICATION

Check that the names and the line numbers recorded in Q.441 are the same as in Q.402. If a child has died, only Qs.442 through 448 will be applicable for that child; the questions on the following three pages (Qs.450-479) 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.442), check that the date of each vaccination is consistent with the child's date of birth. For example, it cannot be prior to the date of birth. Check also that the dates for the three polio and the three DPT vaccinations are in chronological order.

(3) SKIPS AND FILTERS

This section is somewhat more complicated than the rest of the questionnaire. 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.508 is in the range of "50" through "90," or "98"; and that the age in Q.509 is in the range of "10" through "49," or "98." Note, however, that "98" is not a valid response for both items: the inforamtion needed is either year of marriage or age at marriage (or both).

(2) CONSISTENCY CHECK

Check that the interviewer in Q.511 has correctly tested the consistency between year of marriage and age at marriage.

(3) 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 "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) QUESTIONS 604, 614 AND 618

Check that only one set of boxes is filled out in Q. 604, either MONTHS or YEARS. The same is true of Qs.614 and 618.

(2) SKIPS AND FILTERS

Check that the skip pattern has been followed by the interviewer, and that the appropriate questions have been asked.

(3) Q.617 AND Q.618

The only two questions in this Section that are asked of all respondents are Qs. 617 and 618. Make sure that these have not been skipped.

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

(1) EDUCATION

Make sure that the response given to Q.704 is consistent with the level of education given in Q.703.

(2) QUESTION 710

Verify that the description of the occupation in Q.710 is legible.

(3) SKIPS

Check that the skip pattern has been correctly observed.

(4) END OF INTERVIEW

Check the ranges for hour and minutes in Q.717. This information should be reasonably consistent with Q.101.

Section 8. Height and Weight

Check that height and weight are obtained for all interviewed women who have given birth since January 1985—even if none of the children has survived—and all living children listed in the birth history born since January 1985. 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.117.
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 220.
7. Consistency of Qs. 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.226.
11. Consistency of Qs.302, 303 and 304.
12. Consistency of Qs.312 and 303.
13. Consistency of Qs.327 and 302.
14. Consistency of entries in Q.402 with the birth history.
15. Consistency of entries in Q.441 with Q.402.
16. Consistency of information in vaccination record.
17. Consistency of Qs.508 and 509.
18. Accuracy of computations in Q.511.
19. Response to Q.515.
20. Responses to Qs.604, 614, 617 and 618.
21. Consistency of Qs.703 and 704.
22. Response to Q.710.
23. Children's heights and weights within ranges specified in Annex 1.

ANNEX 1

LENGTH (cm)

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

WEIGHT (kg)

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

ANNEX 2

SUPERVISOR'S ASSIGNMENT SHEET

CLUSTER NUMBER 0 1 0

NAME OF LOCALITY Kunditown

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

CODES FOR COLUMN 5

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

CODES FOR COLUMN 9

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

Number of dwellings/households selected 1 2

Number of household questionnaires 1 2

ANNEX 3

INTERVIEWER'S ASSIGNMENT SHEET

INTERVIEWER NAME: Rauta

CLUSTER NUMBER: 4 1 2

NAME OF LOCALITY: Cross River

HOUSE-HOLD NUMBER (1)	ADDRESS (2)	NAME OF HOUSEHOLD HEAD (3)	DATE ASSIGNED (4)	HOUSEHOLD INTERVIEW FINAL RESULT (5)	HOUSEHOLD INTERVIEW NO. OF ELIG. Rs. (6)	INDIVIDUAL INTERVIEW LINE NO. ELIG Rs. (7)	INDIVIDUAL INTERVIEW FINAL RESULT (8)	INDIVIDUAL INTERVIEW DATE COMPLETED (9)	DATE RETURN HHOLD AND INDIV QNN. (10)
12	21 Eleke Crescent	Abu Ahmad	12/7/90	1	1	02	1	12/7	12/7
14	27 Eleke Crescent	Monday Salawu	12/7/90	1	2	02 07	1 2	12/7 15/7	15/7
18	35 Eleke Crescent	George Okediji	12/7/90	1	1	05	5	15/7	15/7
23	121 Garden Rd.	Hamid Siddiqu	13/7	1	1	04	1	13/7	13/7
27	128 Garden Rd.	Zahid Mir	13/7	1	1	02	1	13/7	13/7
32	133 Garden Rd.	Ambreen Zafar	13/7	1	2	02 06	1 1	14/7	14/7

CODES FOR COLUMN 5:

1 COMPLETED
2 HOUSEHOLD PRESENT BUT NO COMPETENT RESP. AT HOME
3 HOUSEHOLD ABSENT
4 POSTPONED
5 REFUSED
6 DWELLING VACANT/ADDRESS NOT A DWELLING
7 DWELLING DESTROYED
8 DWELLING NOT FOUND
9 OTHER _____

CODES FOR COLUMN 8:

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

ANNEX 4

INTERVIEWER'S PROGRESS SHEET

(1 SHEET FOR EACH INTERVIEWER)

INTERVIEWER NAME Mary H.

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