AIDS Indicator Survey

Supervisor's and Editor's Manual

Macro International Inc.
Calverton, Maryland

April 2007

The AIDS Indicator Survey was developed as part of the MEASURE DHS project. MEASURE DHS assists countries worldwide with the collection and use of data to monitor and evaluate population, health and nutrition programs. Funded by the U.S. Agency for International Development (USAID), MEASURE DHS is implemented by Macro International Inc. in Calverton, Maryland.

Information about the MEASURE DHS project can be obtained by contacting Macro International Inc., 11785 Beltsville Drive, Suite 300, Calverton, MD, 20705, USA. Telephone: 301-572-0200; Fax: 301-572-0999; E-mail: reports@orcmacro.com; Internet: http://www.measuredhs.com.

Suggested citation:
Macro International. 2007. *AIDS Indicator Survey: Supervisor's and Editor's Manual*
MEASURE DHS Calverton, Maryland, USA.: Macro International Inc.

CONTENTS

I. INTRODUCTION TO THE AIDS INDICATOR SURVEY

The [COUNTRY][1] AIDS Indicator Survey (AIS) is a national sample survey designed to provide information on monitoring and evaluation (M&E) of [COUNTRY]'s national HIV/AIDS programs. The AIS will involve interviewing a randomly selected group of women and men who are between 15 and 49 years of age. These respondents will be asked questions about their background, the children they have given birth to, marriage and sexual behavior, their knowledge, attitudes and testing experience of HIV, and other information that will be helpful to policymakers and administrators in HIV and AIDS control.

Field supervisors and field editors for the AIS 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 quality and progress of fieldwork.

This manual has been prepared to provide the information needed by field supervisors and field editors to carry out their duties. Candidates for the positions of field supervisor and field editor for the survey should study this manual carefully during their training. They should also study the Interviewer's Manual since it is necessary for them to thoroughly understand the questionnaire and the procedures for completing it. Individuals selected to serve as supervisors and field editors should continue to refer to these manuals throughout the fieldwork period.

A. Survey Objectives

The AIS is designed to

- Collect information on behavioral aspects of HIV and AIDS
- Measure differences across the country in HIV indicators
- Assist [COUNTRY] in conducting surveys periodically to monitor and evaluate the national HIV and AIDS program
- Provide an international database that can be used by researchers investigating topics related to HIV and AIDS.

B. Survey Organization

[Description of survey organization, naming the project director, deputy director, and fieldwork coordinators. Should be similar to what is presented in the Interviewer's Manual but with specific clarification of how supervisors and field editors relate to senior survey staff and lines of authority.]

Each field supervisor will be responsible for one team consisting of one field editor, two female interviewers, and two male interviewers. He will be assisted by the field editor, who will be in charge in the absence of the supervisor. Field supervisors will be male since they will be observing interviews with male respondents about personal topics, while field editors will be female since they will be observing interviews with female respondents about personal topics. As 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.

1 Text in [] is to be modified on a country-specific basis. This manual was written assuming fieldwork will be conducted in 2006; appropriate changes will have to be made when fieldwork in conducted at a later date.

C. Training

It is important that field supervisors and field editors attend the interviewer training for the main survey. Supervisors and field editors should not skip any of the training sessions, even if they participated in the pretest. Active involvement of supervisors and field 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 field 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 practice interviewing gives supervisors, field editors, and interviewers experience in working together as a team.

After interviewer training, one day of additional training will be provided on the specific duties of supervisors and field editors. This is to ensure that all teams will be following a uniform set of procedures and to teach supervisors and editors how to check the fieldwork and edit completed questionnaires.

D. Responsibilities of the Field Supervisor

The field supervisor is the senior member of the field team. He 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 supervisor receives his assignments from and reports to the central office. The specific responsibilities of the supervisor are to make the necessary preparations for the fieldwork, to organize and direct the fieldwork, and to conduct periodic spot-check re-interviews.

To prepare for fieldwork, the supervisor must—

1) Obtain sample household lists and/or maps for each area in which his team will be working.
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 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.

During the fieldwork, the supervisor will—

1) Assign work to interviewers, ensuring that there is an equitable distribution of the workload.
2) Maintain fieldwork control sheets and make sure that assignments are carried out.
3) Regularly send completed questionnaires and progress reports to the central office and keep headquarters informed of the team's location.
4) Communicate any problems to the central office.
5) Take charge of the team vehicle, ensuring that it is kept in good repair and that it is used only for project work.
6) Arrange for lodging and food for the team.
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 the survey.

In addition, the field supervisor will also monitor performance of the interviewers (see description below for the field editor).

E. Responsibilities of the Field Editor

The specific duties of the field editor are to monitor interviewer performance with the aim of improving and maintaining the quality of the data collected. Close supervision of interviewers and editing of completed interviews are essential to ensure that accurate and complete data are collected. Because the collection of high-quality data is crucial to the success of the survey, it is important that field editors are mature, responsible women who 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 habits.

Monitoring interviewer performance requires that the field editor—

1) Observe at least one interview every day.
2) Edit all completed questionnaires in the field; editing must be completed prior to leaving the sample area. As far as possible, the supervisor should assist the editor in performing this task so that all interviews are edited while still in the sample area.
3) Conduct regular review sessions with each interviewer and advise her of any problems found in her questionnaires.
4) Put completed questionnaires from a sample area in order and pack them up to be sent to the central office.

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

Supplies:

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

Funds for Field Expenses:

- Sufficient funds to cover expenses for the team
- Funds for fuel and minor vehicle repairs
- Funds for guides
- Funds for communicating with the central office
- Advances for per diem allowances for the team.

[Include a brief description of procedures for making periodic payments to the teams, including funds for fuel and vehicle repairs, guides, illnesses or injuries to team members, and communicating with the central office. Explain how and when advances for per diem allowances and salary payments will be made.]

B. Arranging Transportation and Accommodations

It is the supervisor's responsibility to make all necessary travel arrangements for his or her team, whenever possible, in consultation with the central office. Vehicles are generally provided to transport the team to assigned work areas; however, in some cases, it may be necessary to arrange for other means of transportation. The supervisor is responsible for the maintenance and security of the team vehicle. The vehicle should be used exclusively for survey-related travel, and when not in use, it should be kept in a safe place. The driver of the vehicle takes instructions from the supervisor.

In addition to arranging transportation, the supervisor is in charge of arranging for food and lodging for the team. If they wish, interviewers may make their own arrangements, as long as these do not interfere with fieldwork activities or break the team spirit. Lodging should be reasonably comfortable, located as close as possible to the interview area, and 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 provincial, district, and communal 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. Contacting the Central Office

Each 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.

E. Using Maps to Locate Clusters

A major responsibility of the field supervisor is to assist interviewers in locating households in the sample. The supervisor will be provided with maps and a copy of the household listing for each of the clusters in which his/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 whole survey depends on finding and visiting every sampled household.

Provincial and district-level maps help the supervisor to determine the location of sample areas and the distance between them, while general cluster maps and sketch maps of the sampled clusters will help identify how to reach selected households or dwellings.

Each team will be given general cluster maps, household listing forms, and sketch maps and/or written descriptions of the boundaries of selected areas. A cluster is the smallest working unit in any census or survey operation that can easily be covered by one enumerator. It has identifiable boundaries and lies wholly within an administrative or statistical area. The general cluster maps may show more than one cluster (see Figure 1). Each cluster is identified by a number (e.g., EA-05, enumeration area 05). Symbols are used to indicate certain features on the map such as roads, footpaths, rivers, and railroads (see Figure 1). Sketch maps show more details of the selected cluster (see Figure 2).

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 will require some ingenuity. The following guidelines are suggested to locate the selected clusters:

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 asking local authorities or people living in the area. In most cases, these people will know where the villages or other landmarks are, and by locating these, you can usually determine where the boundary runs.

Figure 1. Example of a General EA Map

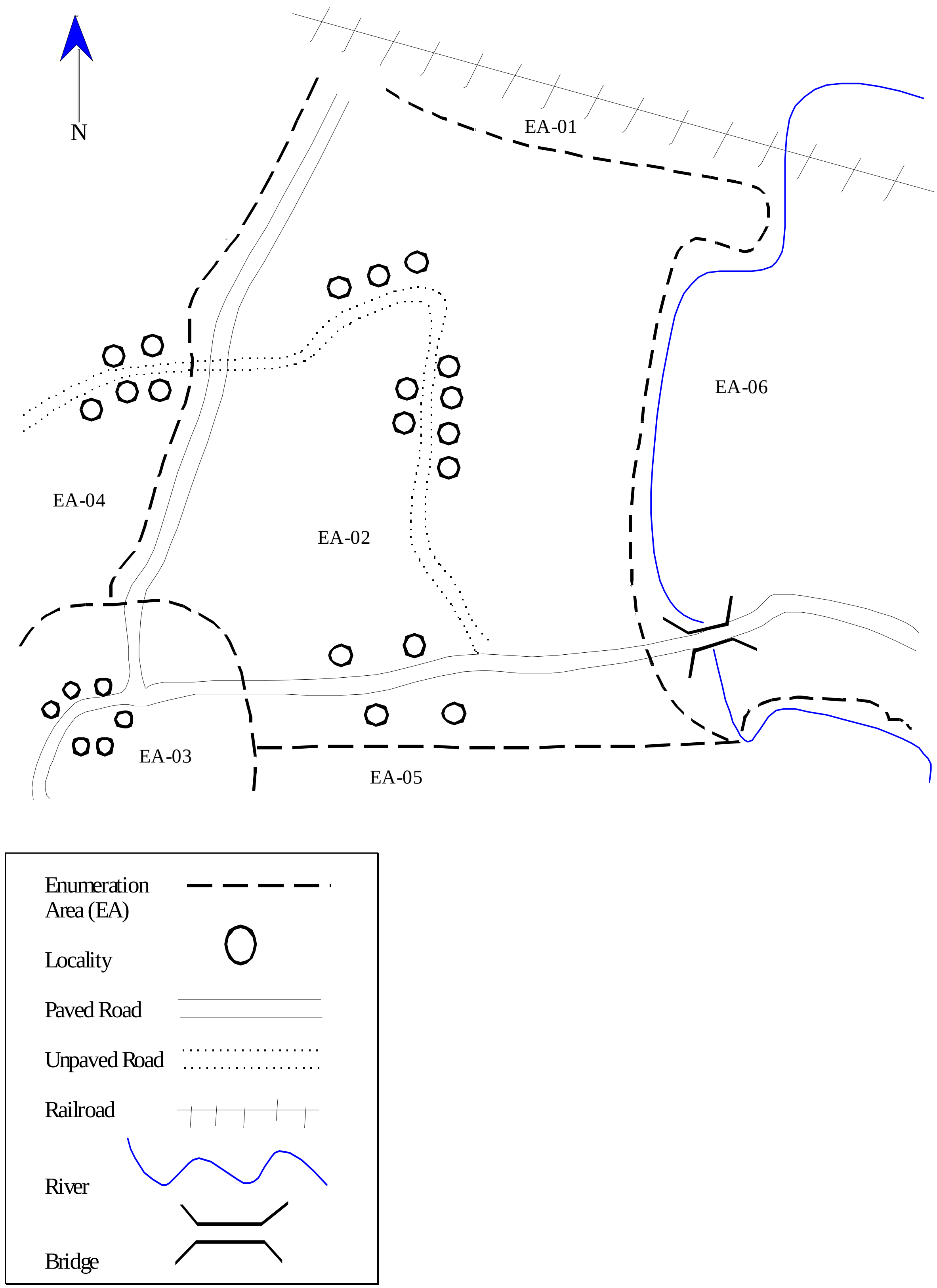
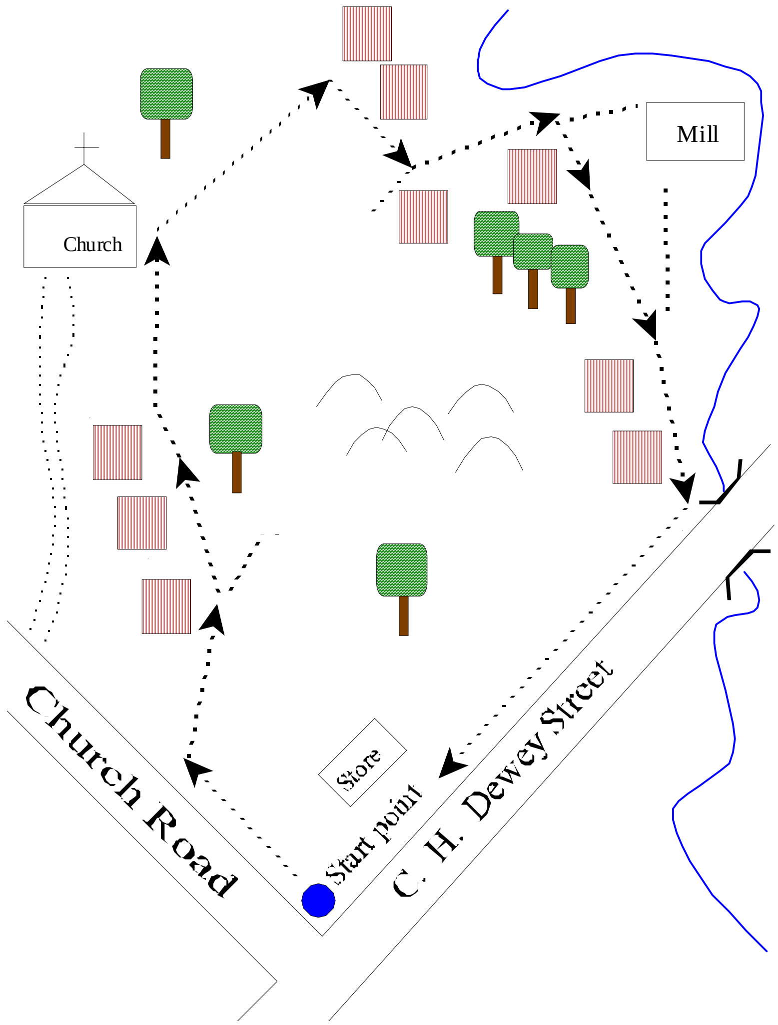
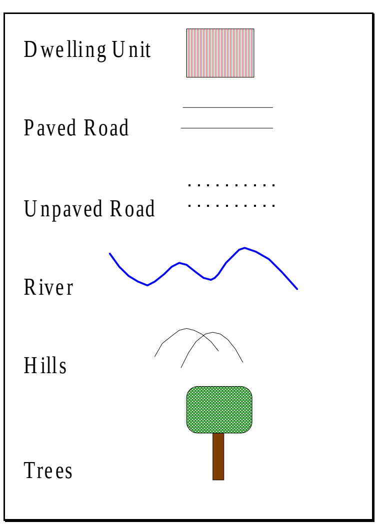


Figure 2. Example of a Sketch Map





3) Although there are cases in which boundaries shown on the map no longer exist or have changed location (e.g., a road has been relocated or a river has changed course), do not jump to conclusions. If you cannot locate a cluster, go on to the next one and discuss the matter later with the central office.

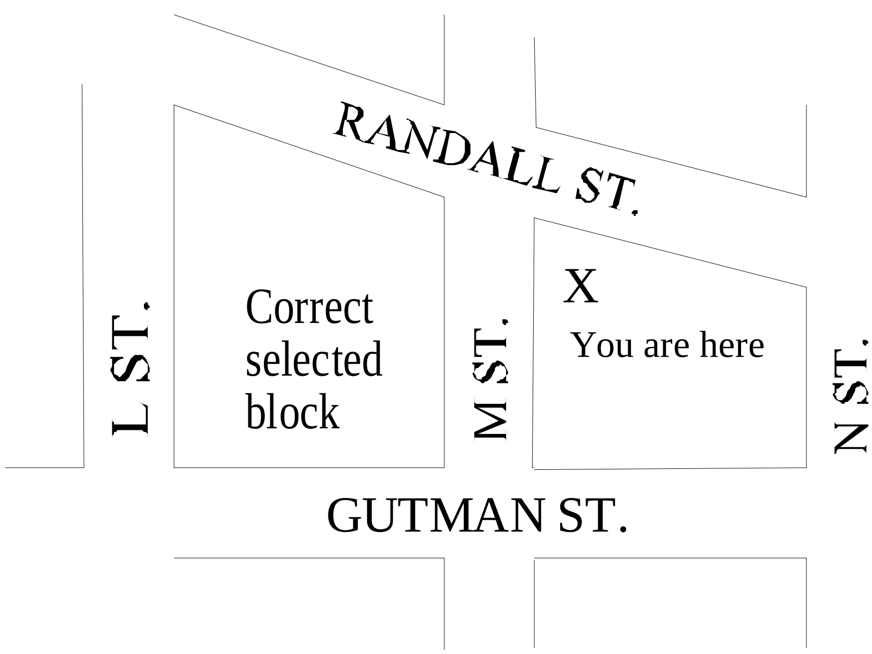
4) In urban areas, street names will often help you locate the general area of clusters. Boundaries can be streets, alleys, streams, city limits, power cables, walls, rows of trees, etc.

5) Check the general shape of the cluster. This will help you determine whether you are in the right place.

6) Read the written description.

7) 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).

Figure 3. Importance of Identifying All Cluster Boundaries



F. Finding Selected Households

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 (SAS) (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 Thomas Moore is listed as the household head for dwelling number 003, but when the interviewer goes to dwelling number 003, she finds that the household living there is headed by Robert Burns. Consider whichever household is living in dwelling number 003 as the selected household, i.e., the household headed by Robert Burns 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, Thomas Moore is listed as the household head for dwelling number 003, but Thomas Moore actually lives in dwelling number 028, the household living in dwelling number 003 should be interviewed. In other words, if there is a discrepancy between the dwelling number and the name of the household head, interview whoever 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 SAS next to the household that was not on the listing. Assign the new household a household number, enter the number on your SAS, 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 in the dwelling unit, only one of which was selected, and you find three or more households there now, only interview the one that had been selected and ignore the others.

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’ (ENTIRE HOUSEHOLD ABSENT FOR EXTENDED PERIOD OF TIME) on the SAS.

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 SAS.

9) A selected dwelling is actually a shop and no one lives there. Check very carefully to see whether anyone is living there. If not, enter code '6' (DWELLING VACANT OR ADDRESS NOT A DWELLING) on the SAS.

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 SAS.

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. Supervisors will be advised about how many interviews each interviewer should be able to complete in a day.

2) Assign more interviews than an interviewer can actually do in one day. This will be necessary because some households and/or respondents may not be available for interview at the time of the interviewer's visit. Sometimes there may be as many as three or four of these cases a day for a particular interviewer. Assign fewer households at the beginning of the survey 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 III.C for details on how to handle pending interviews.

7) Finally, it is the responsibility of the supervisor and field editor 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 respondents. 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 need to 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 respondent eligible for the individual interview
Type 3: the respondent refuses to be interviewed.

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

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

a) *Occupied structure inaccessible.* There may be some occupied structures for which no interviews can be made because of impassable roads, etc. The interviewer should be instructed to hold the questionnaire until later. She/he should make another attempt to reach the dwelling at a later date when the situation may have changed. The supervisor should immediately inform the director of field operations 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/he is still unsuccessful, the supervisor or field editor should attempt to locate the structure and ask neighbors whether they know anything about the structure or the household members. Again, if this problem occurs frequently, it should be reported to the director of field operations. Although no interview has taken place, the cover sheet of a Household Questionnaire should be filled out and code '8' (DWELLING NOT FOUND) filled in for the result code.

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 callbacks (return visits). Although no interview has taken place, the cover sheet of a Household Questionnaire should be filled out.

Type 2 - The interviewer is unable to locate the respondent eligible for the 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, in the 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 callbacks 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 he or 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 include the following:

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/he has arrived at an inconvenient or awkward time, she/he should try to leave before the respondent gives a final "no"; she/he can then return another day when circumstances are more likely to result in a successful interview.

c) *Have field editor or supervisor carry out the interview.* The field editor and supervisor's knowledge, skill, and maturity may enable him/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/he has completed the pending interview. Supervisors and field editors should keep track of all assignments on the Supervisor's/Editor's Assignment Sheet (see Section IV.A).

Completing callbacks 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. 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 decision making, 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 high-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

Control of fieldwork within sample clusters is maintained by keeping control sheets for interviewer assignments. Three forms are used to maintain control of questionnaires and measure progress:

1) The Supervisor's/Editor's Assignment Sheet

2) The Interviewer's Assignment Sheet

3) The Interviewer's Progress Sheet

A. Supervisor's/Editor's Assignment Sheet

One Supervisor's/Editor's Assignment Sheet should be completed for each cluster by the supervisor and editor and returned to the head office with the questionnaires from that cluster. An example of the Supervisor's/Editor's Assignment Sheet is shown in Annex 1.

The first step in completing the Supervisor's/Editor's Assignment Sheet is to copy the cluster identification information (cluster number and name of the province, district and commune) from the household listing form or the map. The cluster number is a three-digit number and will be written on the top of each page of the household listing.

The next step is to record the information for all selected households from the household listing forms or the maps. They should be written on the Supervisor's/Editor's Assignment Sheet **in the same order** in which they are written on the household listing forms. When the households are written in a different order, it causes unnecessary confusion during the data processing operation, especially since the questionnaires will be put in order by household number. The director of field operations will provide the supervisor with the appropriate forms or maps for each cluster the team is assigned.

Several pages of the Supervisor's/Editor's Assignment Sheet will usually be needed to list all of the selected households in a cluster. The cluster number and name of locality should be filled in on all of the pages, and they should be numbered sequentially in the space provided at the top of the sheet (e.g., page 1 of 5, p. 2 of 5, etc.). If an additional sheet is needed, either because additional households were found during the interviewing or because a household has more than three eligible women, the supervisor should staple that sheet to the others for that cluster and correct the total number of sheets reported for the cluster.

Using the guidelines in Section III, the supervisor should assign each interviewer a number of households to interview. When making household interview assignments, Columns (1) through (4) of the Supervisor's/Editor's Assignment Sheet should be completed.

The interviewer is then responsible for 1) interviewing the assigned households, 2) determining who in the household is eligible for interview with the Individual Questionnaire, 3) (if the interviewer is female) interviewing all the eligible women in the household or (if the interviewer is male) interviewing all the eligible men in the household, and 4) reporting to the supervisor how many eligible respondents of the opposite sex need to be interviewed.

At the end of each day, the interviewers will return the completed questionnaires to the field editor or supervisor for checking.

First, review the Household and Individual Questionnaires to check that—

1) Eligible women and men have been correctly identified on the Household Questionnaire

2) Each eligible woman and man has an Individual Questionnaire, even if the interview was not completed

3) The identification information on the cover pages of the Household and Individual Questionnaires is correct.

Second, copy the information from the questionnaires about the results of the interview into Columns (5) through (10) of the Supervisor's/Editor's Assignment Sheet. Record the final result of the household interview in Column (5), the date the Household Questionnaire was completed in Column (6), and the number of eligible respondents in Column (7). The line number of each eligible respondent is listed in Column (8), the final result of the individual interviews in Column (9), and the date the Individual Questionnaire was returned to the supervisor or field editor in Column (10).

If there are more eligible respondents in a household than there is space on the Assignment Sheet, the results for that household should be entered on the final page of the Supervisor's/Editor's Assignment Sheet. Put a line through the information for that household where it was originally listed and put a note "SEE p. 5." On page 5, take the space for two households so that there is room to list up to six eligible respondents.

Remarks and comments about the interview assignment, results, or interviews may be recorded in Column (11). For example, reassignment of a pending interview or a change in the name of a household head may be recorded here. Also note here any irregularities observed during spot-checks or re-interviews.

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

Always start a new cluster on a separate Supervisor's/Editor's Assignment Sheet. Be sure to write neatly since these forms will be used for control purposes in the central office.

B. Interviewer's Assignment Sheet

Each interviewer will fill out an Interviewer's Assignment Sheet for each cluster (it may be necessary to use more than one sheet per cluster). The Interviewer's Assignment Sheet is similar to the Supervisor's/Editor's Assignment Sheet and helps each interviewer keep track of the households assigned to him/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. Interviewer Progress Sheet

The supervisor will keep an Interviewer Progress Sheet (see Annex 2) for each interviewer. The supervisor will update the Progress Sheet at the end of work in each cluster. The supervisor will keep these sheets until the end of fieldwork (they will not be included in the package of questionnaires going back to the central office).

The Interviewer Progress Sheet is designed to give the supervisor and editor an objective and continuous measure of the interviewer's performance. Serious discord within a team 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 lower performance or whether the interviewer is just taking it easy and 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 whether the nonresponses or refusals are due to poor interviewer performance. If the interviewer is at fault, the supervisor should have a serious talk with her, pointing out the problems, suggesting ways she can improve, and indicating that she must perform better. If her performance does not improve, the director of field operations must be informed. He or she will decide what further action to take.

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

> Column (1): Enter each cluster number on a separate line in Column (1).
>
> Columns (2) and (4): For each cluster, enter the number of completed Household Questionnaires (i.e., with result code ‘1’) in Column (2) and the number of Household Questionnaires not completed (with result codes ‘2’ through ‘9’) in Column (4).
>
> Columns (6) and (8): Enter the number of Individual Questionnaires completed in Column (6) and the number not completed in Column (8).
>
> Columns (3), (5), (7), and (9): The figures recorded in these columns are cumulative for all clusters. In Column (3), you will keep a cumulative count of the numbers recorded in Column (2), and in Column (5), you will keep a cumulative count of the numbers recorded in Column (4), etc.

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 whether 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 whether the interviewer interprets the respondent correctly and follows the proper skip patterns. It is important to write 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 made 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 things that the interviewer did correctly as well as any problems or 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 Section VI). She should discuss examples of actual mistakes, being careful not to embarrass individual interviewers. Re-reading relevant sections from the Interviewer's Manual together with the team can help resolve problems. The field editor can also encourage the interviewers to talk about any situations they encountered in the field that 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.

C. Re-Interviews

As mentioned previously, the most important function of the supervisor is to ensure that the information collected by the interviewers is accurate. A powerful tool in checking the quality of the data is to systematically spot-check the information for particular households. This is done by conducting a short re-interview in some households and checking the results with what was collected by the interviewer. Re-interviews help reduce three types of problems that affect the accuracy of the survey data.

First, re-interviews are used to check that the interviewer actually interviewed the selected household. Sometimes interviewers either inadvertently locate the wrong household or they may deliberately interview a household that is smaller or a household in which someone is home at the time they are in that area, thus making it easier to finish their work quickly. Occasionally, an interviewer may not interview any household and just fill in a questionnaire on her own. Re-interviews are a means of detecting these problems.

Another problem that arises frequently is that some interviewers may deliberately subtract years from the age of respondents who are 15-19 or add years to respondents who are over 49 in order to place them outside the age range of eligibility for the Individual Questionnaire. Sometimes interviewers may simply omit eligible respondents from the household listing, especially if they are visitors in the household. In these ways, they reduce their workload. If this happens frequently, it can have a substantial impact on the quality of the data.

To reduce the occurrence of such problems, supervisors and field editors will be responsible for conducting one re-interview in each cluster. The supervisor should focus the re-interviews on households that contain respondents at the borderline ages, i.e., 12-14 and 50-52. Also, supervisors should make sure that households from all of the team's interviewers are occasionally re-interviewed. The re-interview should, if possible, be made on the same day as the interviewer's visit so that any visitors who slept there the night before can still be contacted.

To conduct the re-interview, the supervisor should take a blank Household Questionnaire, fill in the identification information on the cover sheet with a red pen, and write clearly "RE-INTERVIEW" on the top of the cover page. The supervisor should then visit the selected household with only the re-interview questionnaire (i.e., without taking the original questionnaire) and interview the household, filling in Columns (2) through (9) of the Household Questionnaire only. After completing the re-interview, the supervisor should obtain the original questionnaire and compare the information. He or she should write the results of the comparison on the re-interview questionnaire. For example: "identical listings," "Person on Line 02 not in original questionnaire," Person on Line 05 in original questionnaire not there now," "Child on Line 06 was age 07 in original questionnaire," "Eligible woman on Line 08 not in original questionnaire." Some differences in information are to be expected, especially if a different household member is interviewed during the re-interview. However, if the supervisor discovers an eligible respondent who was not identified in the original interview, he or she should call this to the interviewer's attention and send him/her back to interview the eligible respondent. If such omissions or displacements occur frequently with the same interviewer, the supervisor should send the field editor to observe the interviewer and should check the interviewer's work very closely. Interviewers will be less tempted to omit respondents if they know that this practice will be exposed during re-interviews.

The re-interview questionnaires should be included with the other materials sent back to the central office when fieldwork in the cluster is completed.

VI. EDITING QUESTIONNAIRES

Ensuring that questionnaires are edited for completeness, legibility, and consistency is the most important task of the field editor. *Every* questionnaire must be completely checked in the field. This is necessary because even a small error can create much bigger problems after the information has been entered into the computer and tabulations have been run. Often, small errors can be corrected just by asking the interviewer. For example, if an answer of '02 MONTHS' is inconsistent with another response, the interviewer may recall that the respondent said '2 years,' and the error can easily be corrected. In other cases, the interviewer will have to go back to the respondent to get the correct information. Timely editing permits correction of questionnaires in the field.

Since errors make the analysis of the data much more difficult, the data processing staff has prepared a computer program that will check each questionnaire and print out a list 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 that describe the procedures for editing questionnaires.

A. General Instructions

1) As you go through the questionnaires, if a response is missing (that is, there is no answer recorded because the question was not asked) or the response is inconsistent with other information in the questionnaire and you cannot determine the correct response, put a question mark ('?') next to the item **with a red pen.** Write the page number or the question number on the front or back of the questionnaire; this way, you can quickly remember later what problems you found. When you have completed the editing, discuss with each interviewer, individually, the observations you found. Any errors that you find frequently should be discussed with the whole team.

2) If the problems are major, 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. For example, if there is no code circled to indicate a person's sex, you might be able, with the interviewer's help, to determine from the name which sex the person is.

   NOTE: UNDER NO CIRCUMSTANCES SHOULD YOU MAKE UP AN ANSWER.

   If it is not possible to return to the household to resolve inconsistencies or missing information, then leave the items as they are. Do not try to fill in every question or to make the questionnaire consistent.

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

4) In checking each questionnaire, make certain that the respondent was asked all questions appropriate for her (check that the interviewer followed the skip instructions). You will need to look for—

   a) Questions for which a response is recorded when it appears there should be *no* response (in this case, cross out the response by drawing two lines through the code with your red pen)

b) Questions for which *no* response is recorded when it appears there *should* be a response (in this case, try to find the correct response as described in paragraph (2) above or leave blank). 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 TO MAKE 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 that are listed. Mark any inconsistencies with a red pen.

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

B. Editing the Household Questionnaire

Check to see that skip and filter instructions have been followed, that answers are readable, and that answers to related questions are consistent. In editing the Household Questionnaire, it is important that the following guidelines be followed.

1) **Cover Page**

a) Check that the household identification information has been completed correctly.

b) 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 rest of the Household Questionnaire.

c) Check that the TOTAL PERSONS IN HOUSEHOLD recorded on the cover sheet is equal to the number of people listed in the Household Schedule and that the sum of TOTAL ELIGIBLE WOMEN and TOTAL ELIGIBLE MEN on the cover page is equal to the number whose line numbers are circled in Column (9).

d) CONTINUATION SHEET: If there are more than 20 household members, check that the box indicating that a continuation sheet was used at the bottom of the listing of household members is ticked and that a second Household Questionnaire (marked ‘CONTINUATION’) is completed for the household. Compare the information in the identification section of the original and continuation questionnaires to be sure it is correct.

e) Check that the informed consent statement has been signed by the interviewer.

2) **Household Schedule**

a) Columns (3) through (7): RELATIONSHIP TO HOUSEHOLD HEAD, SEX, RESIDENCE AND AGE. These columns should be completed for each person listed in Column (2) as a usual household resident or visitor. There should be no blanks in these columns.

b) Column (8): MARITAL STATUS. Check that there is a response for all persons age 15 years and older. The column should be left blank for persons age 14 years and younger.

c) Column (9): ELIGIBILITY. Check that the line numbers of women and men age 15-49 have been circled in Column (9). If you find errors regarding eligible respondents in the household, check with the interviewer to make certain the correct number of interviews have been conducted in that household.

d) Column (10): SICK PERSON. Check that there is a response circled for persons age 18-59 and that there are no entries for younger (17 years and younger) and older (60 years and older) members.

e) Columns (11) through (18): SURVIVORSHIP AND RESIDENCE OF BIOLOGICAL PARENTS. These columns should include information for each person 0-17 years of age and should be blank for household members age 18 and older.

   If the answer in Column (11) is 'NO' or 'DON'T KNOW,' Column (12) should be blank. If the answer 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 (14) and (15). Check that the line numbers recorded in Column (12) refer to women who are old enough to be the child's mother and that the line numbers in Column (15) refer to men who are old enough to be the child's father.

   Columns (13) and (16) should be completed only when the parent in question is alive but is not a household resident, i.e., when '00' is recorded in Column (12) or Column (15).

   Check that Column (17) has been completed correctly. The line number in Column (17) should be circled only if '2' is circled in Column (11) or Column (14), or if '1' is circled in Column (13) or Column (16).

   Check that the instructions for Column (18) have been followed correctly. Code '1' should be circled when the child's parents are both alive, i.e., when code '1' is circled in Columns (11) and (14).

f) Column (19) and (20): BROTHERS AND SISTERS. These columns should include information for each person 0-17 years of age and should be blank for persons age 18 and older. The columns should be blank if a child's parents are both alive, i.e., code '1' is circled in Column (18), and completed for all other children.

g) Columns (21) and (22): EVER ATTENDED SCHOOL. These columns should be blank for children under five years of age. Column (21) must not be blank for persons five years or older.

h) Column (23): CURRENT/RECENT SCHOOL ATTENDANCE. Column 23 should be filled for all persons age 5-24 years. The column should be blank for children age 0-4 years and adults age 25 and older.

   If the answer in Column (21) is 'NO,' then Columns (22) and (23) should be blank. If the answer in Column (21) is 'YES,' then there must be information in Column (22).

   Check that the level of education is more or less appropriate for the age of the child, keeping in mind that some children may be very advanced or quite far behind in school for their age. Still, one would not expect, say, a seven-year-old child to have attended secondary school. If the level of education appears to be grossly out of line with the child's age, make a note on the back of the questionnaire and check with the interviewer.

i) Columns (24) through (26): BASIC MATERIAL NEEDS. Columns 24 through 26 should be filled for all persons age 5-17 years. The columns should be blank for children age 0-4 years and persons age 18 and older.

j) Column (27): BIRTH REGISTRATION. Column 27 should be filled for children age 0-4 years and blank for persons five years or older.

k) QUESTIONS (2A) THROUGH (2C). Check the boxes to the right of the three questions at the bottom of the listing of persons to make sure the interviewer marked these questions.

3) **Household Characteristics**

a) Qs. 101-119. Check that answers to Questions 101-119 have been recorded as appropriate. Note that there should be a '1' or '2' circled for each of the items listed in Qs. 104 and 110.

b) Q. 120: LINE NUMBERS OF PERSONS SLEEPING UNDER NETS. Check that the names and line numbers recorded for persons sleeping under nets correspond.

4) **Support for Sick People**

a) Q. 201: NUMBER OF SICK PEOPLE AGE 18-59. Check the number of people recorded in the boxes in Q. 201 is equal to the number of persons age 18-59 for which code '1' (YES) is circled in Column (12) in the household listing. Check that the names(s) and line number(s) of the person(s) recorded in Q. 203 match the individuals recorded in Column (12) as being very sick.

b) Check that Qs. 204-215 are blank if there are no very sick people age 18-59 in the household.

c) Check that Qs. 204-215 have been completed as appropriate for each sick person listed in Q. 203.

5) **Support for Persons Who Have Died**

If code '1' (YES) is recorded in Q. 301, check the number of columns for which there are entries for Qs. 304-321 is equal to the number of household members recorded as having died in Q. 302. If code '2' (NO) or '8' (DON'T KNOW) is circled in Q. 301, check that there are no entries in Qs. 302-321.

6) **Support for Orphans and Vulnerable Children**

Qs. 401-406: FILTERS IDENTIFYING ORPHANS AND VULNERABLE CHILDREN. Check that the interviewer has correctly completed the filter(s) in Qs. 401-404 and recorded the name(s), line number(s), and age(s) in Q. 406 of any child(ren) age 0-17 years in the household identified as an orphan or vulnerable.

C. Editing the Individual Questionnaire

Check to see that *skip* instructions have been followed, that answers are readable, and that answers to related questions are consistent.

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. Check that the line number of the respondent is the same as it is in 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) Check that the informed consent statement has been signed by the interviewer.

2) TIME STARTED INTERVIEW (Q. 101). Check that the hour in Q. 101 is less than 24 and the minutes less than 60.

3) DATE OF BIRTH (Q.102-103). Check that the answer to Q. 102 (month of birth) is either between ‘01’ and ‘12’ or ‘98,’ that year of birth is not less than [1956] and not greater than [1991] or is ‘9998,’ and that Q. 103 is between ‘15’ and ‘49.’ Question 103 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 this with the interviewer.

   If at all possible, an effort should be made to revisit the respondent to resolve inconsistencies with age since it 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 that should be considered include the following:

   - Age recorded for respondent in Household Questionnaire
   - Number of live births
   - Date or age at first marriage.

4) 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 age of this respondent in the Household Questionnaire.

5) EDUCATION (Q. 105-106). Make sure that the response given to Q. 106 is consistent with the level of education given in Q. 105.

Section 2. Reproduction

1) CHILDREN EVER BORN/FATHERED (Qs. 203, 205, 207, 208). Check that Q. 208 is equal to the sum of the six values in Qs. 203, 205, and 207. Q. 208 must have a code filled in. If the respondent has never had any births or fathered any children, the interviewer should have recorded ‘00’ in Q. 208.

2) LAST BIRTH (Q.212-213). (For female respondents only). Check that the year in Q. 212 is in the range of [1966] through [2006] or ‘9998.’ If a year is reported in Q. 212, then no age should be reported in Q. 213. If Q. 212 is ‘9998,’ then there must be an age at last birth reported in Q. 213. Check that the age in Q. 213 is in the range of ‘10’ through ‘49.’

Section 3. Marriage and Sexual Activity

1) SPOUSE'S LINE NUMBER (Q. 307). If the husband/wife lives with the respondent and the respondent usually lives in that household, check that the name and line number in Q. 307 are consistent with what is listed in the Household Schedule.

2) YEAR OR AGE AT MARRIAGE (Q. 318/318A). Check that the year in Q. 318/318A is in the range of [1966] through [2006] or '9998.' If a year is reported in Q. 318/318A, then no age should be reported in Q. 319. If Q. 318/318A is '9998,' then there must be an age at marriage reported in Q. 319. Check that the age in Q. 319 is in the range of '10' through '49.'

3) AGE OF RESPONDENT (Qs. 322, 324, 335). Look at Q. 103 to make sure that the filter boxes in Qs. 322, 324, and 335 have been correctly checked.

4) LAST INTERCOURSE (Q. 329-330). Make sure that only one set of boxes is filled in for Qs. 329 and 330, i.e., DAYS or WEEKS or MONTHS or YEARS. If more than one category has been coded, recalculate the answer and enter it at the appropriate unit of measurement.

5) LENGTH OF RELATIONSHIP (Q. 334). Make sure that only one set of boxes is filled in for Q. 334, i.e., DAYS or MONTHS or YEARS. If more than one category has been coded, recalculate the answer and enter it at the appropriate unit of measurement.

Section 4. HIV/AIDS

1) SKIPS AND FILTERS. Check that filters were marked correctly and skip instructions were followed.

Section 5. Other Reproductive Health Issues

1) SKIPS AND FILTERS. Check that filters were marked correctly and skip instructions were followed.

2) TIME ENDED INTERVIEW. Check the ranges for hour and minutes in Q. 527. This information should be reasonably consistent with Q. 101.

D. Organizing Questionnaires for Return to the Office

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) Organize the Household Questionnaires in numerical order by household number within the cluster. Also, any continuation questionnaires (e.g., if the household has more than 20 members) 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.

3) Check the questionnaires against the Supervisor's/Editor's Assignment Sheet to be sure 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 respondent's final result codes are correct.

Remember, there must be an Individual Questionnaire assigned for each eligible respondent, 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

After all the checking described above has been completed, the field editor should put all the questionnaires along with the Supervisor's/Editor's Assignment Sheet and the sketch maps for the sample point into the envelopes provided. On the outside of the envelope, she should write the cluster number, the names of the province, district and commune, and the number of Household Questionnaires for that cluster. If the questionnaires are too bulky to fit into one envelope, she should use two or more and write PACKET 1 OF 3, PACKET 2 of 3, etc. on the outside of each envelope. The packets should be kept securely until they can be transported to the central office. It is very important that questionnaires are bundled and labeled properly and protected from dampness and dust.

ANNEX 1

CLUSTER NUMBER | | | |

AIS SUPERVISOR'S/EDITOR'S ASSIGNMENT SHEET

NAME OF LOCALITY ____________________

PAGE ________ OF __________ PAGES

HOUSEHOLD INTERVIEW							INDIVIDUAL INTERVIEW			
AIS HOUSE-HOLD NUMBER (1)	AIS STRUCTURE NUMBER OR ADDRESS (2)	NAME OF HEAD OF HOUSEHOLD (3)	INTER-VIEWERS AND DATE ASSIGNED (4)	FINAL RESULT (5)	DATE COM-PLETED (6)	TOTAL ELIGIBLE RESPON-DENTS (7)	LINE NUMBER OF ELIG. RESPON-DENT (8)	FINAL RESULT (9)	DATE RETURNED (10)	OBSERVATIONS (11)

CODES FOR COLUMN 5		CODES FOR COLUMN 9	
1 COMPLETED	6 DWELLING VACANT/ADDRESS NOT A DWELLING	1 COMPLETED	5 PARTLY COMPLETED
2 NO HH MEMBER AT HOME/NO COMPETENT	7 DWELLING DESTROYED	2 NOT AT HOME	6 INCAPACITATED
3 ENTIRE HH ABSENT FOR EXTEND PERIOD	8 DWELLING NOT FOUND	3 POSTPONED	7 OTHER
4 POSTPONED	9 OTHER	4 REFUSED	
5 REFUSED			

SUPERVISOR'S NAME ____________________ | | |

NUMBER OF HOUSEHOLDS SELECTED | | |

NUMBER OF HOUSEHOLD QUESTIONNAIRES | | |

ANNEX 2

AIS INTERVIEWER PROGRESS SHEET

(USE A SEPARATE SHEET FOR EACH INTERVIEWER)

INTERVIEWER NAME ________________________________

CLUSTER NUMBER (1)	HOUSEHOLD QUESTIONNAIRES				INDIVIDUAL QUESTIONNAIRES			
	NUMBER COMPLETED		NUMBER NOT COMPLETED		NUMBER COMPLETED		NUMBER NOT COMPLETED	
	PER CLUSTER (2)	CUMULATIVE (3)	PER CLUSTER (4)	CUMULATIVE (5)	PER CLUSTER (6)	CUMULATIVE (7)	PER CLUSTER (8)	CUMULATIVE (9)