DEMOGRAPHIC AND HEALTH SURVEY

Supervisor's and Editor's Manual

The DHS Program

ICF
Rockville, Maryland

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The DHS Program is a five-year project to assist institutions in collecting and analyzing data needed to plan, monitor, and evaluate population, health, and nutrition programs. The DHS Program is funded by the U.S. Agency for International Development (USAID). The project is implemented by ICF in Rockville, Maryland, in partnership with the Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, the Program for Appropriate Technology in Health (PATH), Avenir Health, Vysnova, Blue Raster, EnCompass, and Kimetrica.

The main objectives of The DHS Program are to: 1) provide improved information through appropriate data collection, analysis, and evaluation; 2) improve coordination and partnerships in data collection at the international and country levels; 3) increase host-country institutionalization of data collection capacity; 4) improve data collection and analysis tools and methodologies; and 5) improve the dissemination and utilization of data.

For information about the Demographic and Health Surveys (DHS) Program, write to DHS, ICF, 530 Gaither Road, Suite 500, Rockville, MD 20850, U.S.A.; Telephone: +1.301-407-6500; Fax: +1.301-407-6501; E-mail: info@dhsprogram.com; Internet: http://dhsprogram.com.

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NOTE TO SURVEY ORGANIZERS: HOW TO USE THIS MANUAL

This manual is designed to explain to field supervisors and field editors how to do their jobs. The instructions for both positions have been combined into one manual because supervisors and field editors are expected to share many activities (e.g., editing questionnaires and tracking interviewers' performance).

Like other DHS manuals, this is a "model" manual that reflects the standard DHS protocol for how to organize and implement the survey. Any changes from the standard protocol will need to be reflected in modifications to this manual. Similarly, this manual is based on the DHS Model Questionnaire. Country-specific changes to the Household and Individual Questionnaires may necessitate changes in this manual, so it is important for survey organizers to carefully review the manual prior to using it. To facilitate the task of customizing this manual, the text in certain places has been put in brackets to denote that it is likely to require modification.

The most responsible and mature field staff should be appointed to the positions of field supervisor and field editor. Supervisors can be either male or female. It is usually desirable that field editors be women, since they will be observing interviews with female respondents about personal topics having to do with family building and child care. The first opportunity for the training of supervisors and field editors occurs with the pretest of the questionnaire. If at all possible, staff who will be supervisors and field editors during the main survey should participate in the pretest. They should attend all pretest training sessions, and female supervisors and field editors 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.

In cases in which supervisors and field editors have been designated prior to the interviewer training, it is important that they participate in the interviewer training for the main survey. 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 latter activity gives supervisors, editors, and interviewers experience in working together as a team (see *Training Fieldstaff for DHS Surveys*).

In other cases, the final selection of supervisors and field editors will be made after completion of interviewer training. In either case, after interviewer training and prior to the beginning of fieldwork for the main survey, two to three days of additional training should 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. The additional training is particularly important for individuals who did not participate in the pretest but were selected to be supervisors or field editors at the conclusion of interviewer training. It is at this additional training that this manual will be discussed in detail.

I. INTRODUCTION TO THE DHS SURVEY

The [COUNTRY][1] Demographic and Health Survey (DHS) is a national sample survey designed to provide information on population, family planning, reproductive health, maternal and child health, nutrition, child survival, and AIDS. The [COUNTRY] DHS will involve interviewing a randomly selected group of women who are between 15 and 49 years of age and men ages 15 to [49].[2] These respondents will be asked questions about their background, the children they have given birth to or fathered, their knowledge and use of family planning methods, the health of their children, reproductive health, and other information that will be helpful to policymakers and administrators in health and family planning.

Field supervisors and field editors for the [COUNTRY] DHS have an important position. They are the primary links between the senior survey staff 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 questionnaires and procedures for completing them. Individuals selected to serve as supervisors and field editors should continue to refer to these manuals throughout the fieldwork period.

A. SURVEY OBJECTIVES

The DHS is part of a worldwide survey program. The DHS Program is designed to:

- Collect information on population, health, and nutrition
- Measure differences across the country in fertility and family planning use
- Assist countries in conducting surveys periodically to monitor changes in population, health, and nutrition
- Provide an international database that can be used by researchers investigating topics related to population, health, and nutrition.

As part of The DHS Program, surveys are being carried out in countries in Africa, South America, Central America, the Caribbean, Asia, Europe, and the Near East.

Data from the survey will be used by policymakers to evaluate the demographic and health status of the country's population. For example, information on the immunization coverage among young children may be used to assess the success of the government's vaccination campaign and might point to areas of the country that should be targeted for special programs in order to improve coverage in the future. Data on the types of contraceptive methods used by couples may be utilized to determine the numbers of supplies that need to be ordered in future

[1] Text in [ ] is to be modified on a country-specific basis. This manual was written assuming fieldwork will be conducted in 2015; appropriate changes will have to be made when fieldwork is to be conducted at a later date.
[2] The age range for eligible male respondents varies by country. In countries not conducting a male survey, or restricting interviews to ever-married women, instructions throughout the manual should be reviewed and revised as necessary.

years. Because the survey covers many interrelated topics, it will be possible to investigate questions such as: are children who are too closely spaced together more likely to die in early childhood, and which variables related to childhood malnutrition are the most important. The information collected in this survey will be used for many years.

B. SURVEY ORGANIZATION

[DESCRIBE THE SURVEY ORGANIZATION. THE DESCRIPTION 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, [four] interviewers, one biomarker technician, [and one driver]. He/she will be assisted by the field editor, who will be in charge in the absence of the supervisor. Field supervisors may be either male or female; however, field editors should 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 daily, it is expected that they will assist each other in completing their respective duties.

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 main survey 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 in all phases of the classroom training including “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, two to three days of additional training will be provided on the specific duties of supervisors and field editors. This ensures that all teams follow 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/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 supervisor receives his/her assignments from and reports to the [field coordinator/project director]. 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 spotcheck reinterviews.

To prepare for fieldwork, the supervisor must:

- Obtain sample household lists and maps for each area in which his/her team will be working.

- Become familiar with the area where the team will be working and determine the best arrangements for travel and accommodations.

- Contact local authorities to inform them about the survey and gain their cooperation.

- 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:

- Assign work to interviewers, taking into account the linguistic competence of individual interviewers and ensuring that there is an equitable distribution of the workload.

- Maintain fieldwork control sheets and make sure that assignments are carried out.

- Regularly send completed questionnaires and progress reports to the central office and keep headquarters informed of the team's location.

- Communicate any problems to the [field coordinator/project director].

- [TAKE CHARGE OF THE TEAM VEHICLE, ENSURING THAT IT IS KEPT IN GOOD REPAIR AND THAT IT IS USED ONLY FOR PROJECT WORK.]

- Arrange for lodging and food for the team.

- Make an effort to develop a positive team spirit. A congenial work atmosphere, along with careful planning of field activities, contributes to the overall quality of the survey.

E. RESPONSIBILITIES OF THE FIELD EDITOR

The specific duties of the 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:

- Observe at least one interview every day.

- Edit all completed questionnaires in the field. The supervisor may need to assist the field editor in performing this task since all editing must be completed prior to leaving the sample area.

- Conduct regular review sessions with each interviewer and advise her of any problems found in her questionnaires.

- Put completed questionnaires from a sample area in order and pack them to be sent to the central office.

F. SOCIAL MEDIA POLICY

The use of social media and other digital media is now common and continues to grow in popularity. Platforms and applications including blogs, social networking sites (such as *Twitter* or *Facebook*), video streaming sites (such as *YouTube*), and digital messaging applications (*Whatsapp*), have made it easy for anyone to reach a wide audience very quickly. Public and private companies and their staff also use these platforms and sites to share work experiences, images, or videos taken in the workplace, or to seek professional advice from colleagues or friends. However, in the [XDHS], the use of social media may break the promise we make to our respondents to maintain their privacy and keep all information confidential. The [XDHS] has also made a promise to the ICF Institutional Review Board to maintain anonymity of all survey respondents.

To fulfill our promise to all survey respondents to maintain strict confidentiality, all fieldworkers are obligated to follow these rules:

Social media rules for maintaining confidentiality of survey respondents	
1.	Survey staff have an ethical obligation to maintain respondent privacy and confidentiality at all times.
2.	Limiting access to social media postings by using privacy settings is not enough to ensure privacy or maintain the confidentiality of respondents.
3.	Do not transmit any respondent-related image or video that includes the respondent, respondent family members, or their homes, through any social media platform.
4.	Do not identify respondents, enumeration areas, or clusters by name through any social media platform. Do not post any information that may lead to the identification of a respondent or an enumeration area.
5.	Do not take any photos or videos of respondents or their homes – not even if the respondent gives permission – on personal mobile devices - including mobile phones, tablets, and cameras.
6.	Turn off or disable geolocation or geotagging permissions in social media applications on personal mobile devices while conducting fieldwork.
7.	Promptly report any violations of privacy or confidentiality.

<u>What is geolocation and geotagging?</u>

Geolocation or geotagging refers to identifying an object (for example a photo) by its location. Many social media platforms, including Twitter and Facebook, now include geolocation or geotagging, so users can add location information to their messages. The location information can be a broad location such as a city or village, or a precise location with the exact latitude and longitude of the location from which a message was sent. A fieldworker who posts a geolocated or geotagged social media message from the field violates confidentiality by disclosing the location of the cluster.

Geolocation or geotagging in social media applications may also have security implications. In security-risk countries, where field work must undergo stringent protocols to protect field teams, it is imperative that survey-related staff disable geolocation from their personal devices so as to not give away secure locations.

Common Misunderstandings of Social Media

Misuse of social media is often unintentional and the result of misunderstandings of how social media platforms function. A number of factors may contribute to survey-related staff inadvertently violating survey respondent privacy and confidentiality while using social media.

Test your knowledge. TRUE or FALSE?

Q 1. A communication or post is private and can only be seen by the intended recipient. True or False?

> FALSE. Why? Once you send or post something, it can be sent by someone else to others, without you knowing.

Q 2. You can always delete posted content and make it “go away”. True or False?

> FALSE. Why? What happens on the Internet, stays on the Internet.

II. PREPARING FOR FIELDWORK

A. COLLECTING MATERIALS FOR FIELDWORK

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

Fieldwork Documents

- Supervisor's and Editor's Manual
- Interviewer's Manual
- Maps and household listing forms for all clusters in the assigned area
- IDs/name tags
- Letters of introduction to local authorities
- Contact information for central office
- Household, Woman's, Man's, and Biomarker Questionnaires [in the appropriate languages]
- Supervisor's/Editor's Assignment Sheets
- Interviewer's Assignment Sheets
- Interviewer Progress Sheets
- Biomarker Field Manual

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
- Height Boards
- Scales
- Spare AA batteries
- Salt test kits
- [Additional biomarker supplies]

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].

[DESCRIBE THE 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 will generally transport the team to assigned work areas. 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 some cases, it may be necessary to arrange for other means of transportation; the supervisor also has the responsibility for making these arrangements.

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 [regional, provincial, district, 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. 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 AND SELECTED HOUSEHOLDS

[ADAPT SECTION TO REFLECT SPECIFIC CHARACTERISTICS OF SAMPLE DESIGN.]

A major responsibility of the field supervisor is to assist interviewers in locating households in the sample. The [FIELD COORDINATOR/PROJECT DIRECTOR] will provide the supervisor 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.

Each team will be given general cluster maps, household listing forms, and sketch maps and/or written descriptions of the boundaries of selected areas. Regional or provincial 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.

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:

Figure 1. Example of a General EA Map

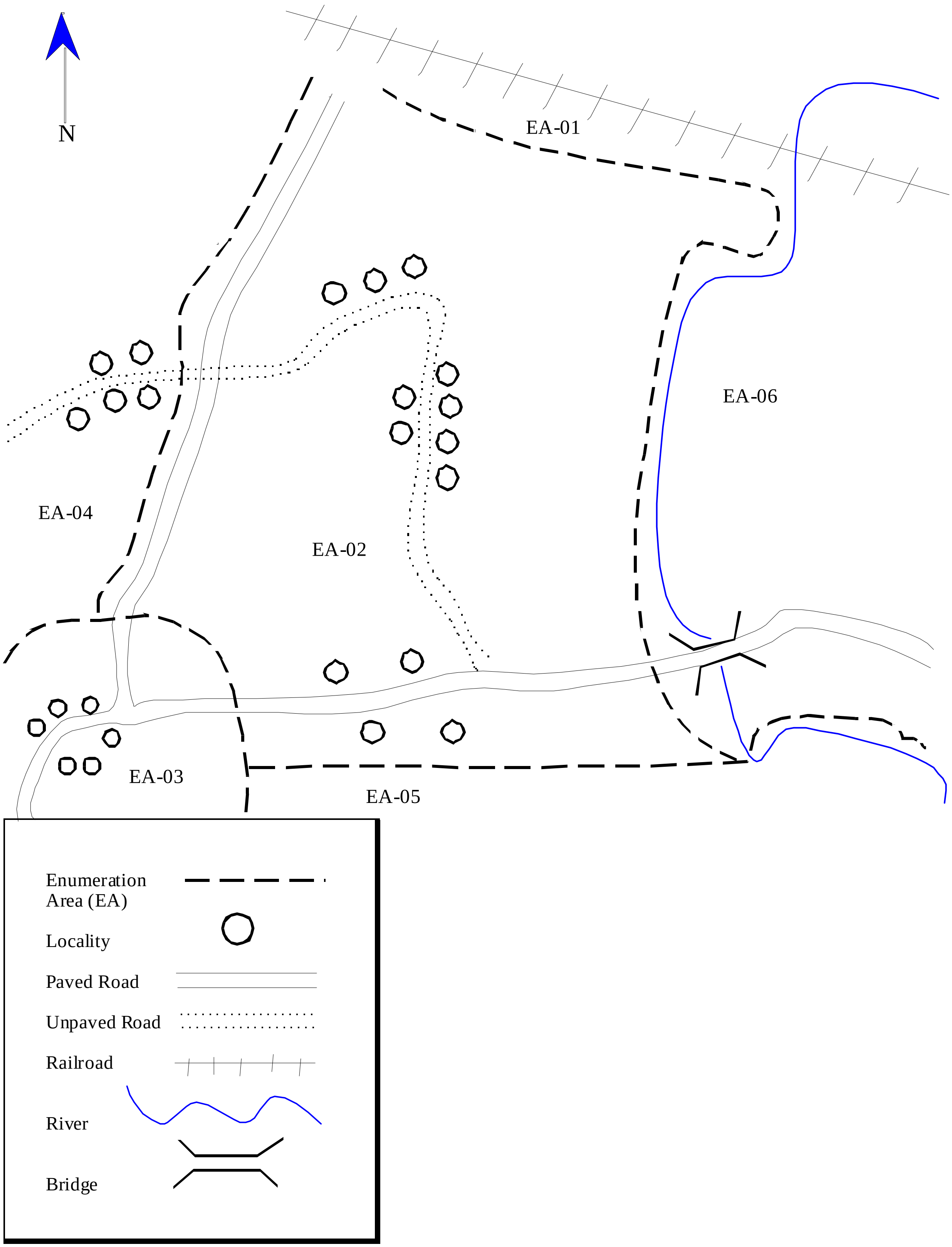
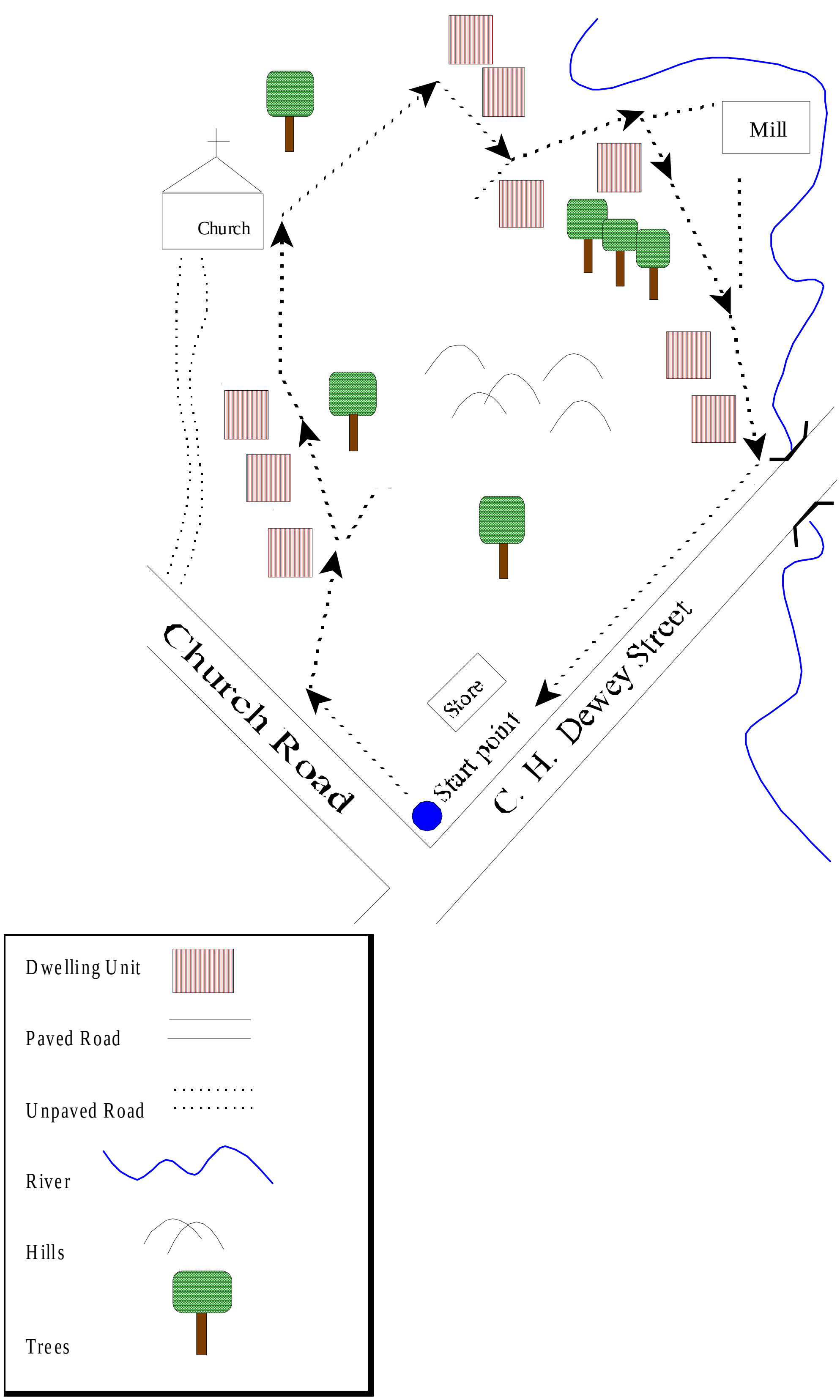


Figure 2. Example of a Sketch Map



1) Identify on the map the road used to reach the cluster. When you reach what appears to be the boundary, verify this by checking the location of 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.

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 [FIELD COORDINATOR/PROJECT DIRECTOR].

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

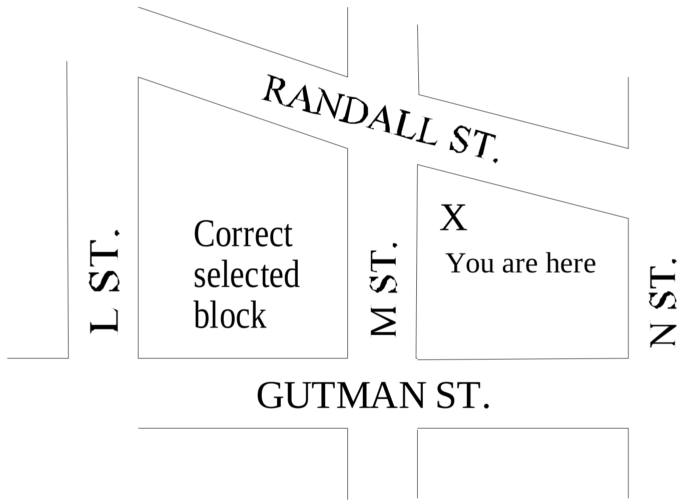
5) Check the general shape of the cluster. This will help you determine whether you are in the right place.

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).

8) 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. See the Interviewer's manual for a discussion of how to find selected households.

Figure 3. Importance of Identifying All Cluster Boundaries



III. ORGANIZING AND SUPERVISING FIELDWORK

A. ASSIGNING WORK TO INTERVIEWERS

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

- 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 [FIELD COORDINATOR/PROJECT DIRECTOR] will advise you about how many interviews each interviewer should be able to complete in a day.

- Assign more households to interview than an interviewer can actually do in one day. This will be necessary because some households and/or women may not be available for interview at the time of the interviewer's visit. Sometimes there may be as many as three or four of these cases a day for a particular interviewer. Assign fewer households at the beginning of the survey to allow time for discussion of problems and for close supervision.

- 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.

- Ensure that each interviewer has all the required information and materials for completing the work assignment.

- 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.

- Make sure that all selected households and eligible respondents for that cluster have been interviewed before leaving an area. See Section C for details on how to handle pending interviews.

- Reassign a household or individual interview to a different interviewer if it turns out that the interviewer knows the respondent. Interviewers are not allowed to interview anyone they know.

- 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 he or 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 [and men]. 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 selected household cannot be located
Type 2 – a respondent eligible for the individual interview cannot be located
Type 3 – a 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. He or she 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 the interviewer 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 and a result code '6' (DWELLING VACANT OR ADDRESS NOT A DWELLING) should be entered.

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:

- *Approach respondent from their 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 them. 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.

- *Postpone interview to another day.* If interviewers sense that they have arrived at an inconvenient or awkward time, they should try to leave before the respondent gives a final "no"; they can then return another day when circumstances are more likely to result in a successful interview.

- *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 he or she has completed the pending interview. Supervisors and field editors should keep track of all assignments including pending interviews 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:

- Rather than giving direct orders, try to gain voluntary compliance before demanding it.

- 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.

- When pointing out an error, do it with tact, in a friendly manner, and in private. Listen to the interviewer's explanation, show him/her that you are trying to help, and examine the causes of the problem together.

- When interviewers voice complaints, listen with patience and try to resolve them.

- Try to foster team spirit and group work.

- Under no circumstances show preference for one or another of the interviewers.

- 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:

- Supervisor's/Editor's Assignment Sheet
- Interviewer's Assignment Sheet
- 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 locality) from the household listing form or the map. The cluster number is a [four]-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 [FIELD COORDINATOR/PROJECT DIRECTOR] 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 (page 1 of 5 pages, p. 2 of 5 pages, etc.). If an additional sheet is needed, either because additional households were found during the interviewing or because a household has more than four eligible children, women, or men, the supervisor should staple that sheet to the others for that cluster and correct the total number of pages 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 (5) of the Supervisor's/Editor's Assignment Sheet should be completed.

The interviewers are then responsible for 1) interviewing the assigned households, 2) determining who in the household is eligible for interview with the Individual Questionnaires, and 3) interviewing all the eligible respondents in the household.

At the end of each day, the interviewers will return the questionnaires in which all interviews have been completed to the field editor or supervisor for checking. The field editor or supervisor should review the Household and Individual Questionnaires to check that:

- All eligible respondents have been correctly identified on the Household Questionnaire.

- Each eligible respondent has an Individual Questionnaire, even if the interview was not completed.

- Each household with someone eligible for biomarkers has a Biomarker Questionnaire.

- The identification information on the cover pages of the Household, Individual, and Biomarker Questionnaires is correct.

Next, copy the information from the questionnaires about the results of the interview into Columns (6) through (17) of the Supervisor's/Editor's Assignment Sheet. Record the final result of the household interview in Column (6) and the number of children 6 to 59 months in Column (7). Record the line numbers of eligible children and whether or not each child was tested for anemia in Columns (8) and (9). Record the total number of eligible women in each household in Column (10) and list their line numbers in Column (11), final interview result in Column (12) and whether or not they gave a blood sample for HIV testing in Column (13). For men, record the total number eligible in Column (14), their line numbers in Column (15), interview result in Column (16) and whether or not they gave a blood sample for HIV testing in Column (17). [If the household is not selected for male interview, leave (14) through (17) blank. If the household is not selected for blood testing, leave Columns (7), (8), (9), (13), and (17) blank.]

If there are more eligible children, women, or men in a household than there is space on the Assignment Sheet (i.e., more than four), 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, for example: "See p. 5". On page 5, take the space for two households so that there is room to list up to eight eligible children, women, and men.

Remarks and comments about the interview assignment, results, or interviews may be recorded in Column (18). 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 spotchecks or reinterviews.

Check to be sure that you have listed all the households on the Supervisor's/Editor's Assignment Sheet that were selected. 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. This sheet should be included in the package of questionnaires going back to the central office. 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 the Interviewer's Manual.

C. BLOOD SAMPLE TRANSMITTAL SHEET

Surveys including HIV testing will use a separate form called the Blood Sample Transmittal Sheet. This sheet will hold one bar code label for each person in the cluster from whom a blood sample was collected for HIV testing. The form is used to help keep track of the number of blood samples taken in each cluster. For further details, see the DHS Biomarker Field Manual.

D. INTERVIEWER'S 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 his or 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, spotchecking 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 him/her, pointing out the problems, suggesting ways he/she can improve, and indicating that he/she must perform better. If 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 Woman's Questionnaires completed in Column (6) and the number not completed in Column (8).

Columns (10) and (12): Enter the number of Man's Questionnaires completed in Column (10) and the number not completed in Column (12).

Columns (3), (5), (7), (9), (11) and (13): 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 their 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 interviewers conduct themselves, how they treat the respondents, and how they fill 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 Chapter 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. REINTERVIEWS

As said before, 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 spotcheck the information for particular households. This is done by conducting a short reinterview in some households and checking the results with what was collected by the interviewer. Reinterviews help reduce three types of problems that affect the accuracy of the survey data.

First, reinterviews 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. Reinterviews are a means of detecting these problems.

Another problem that arises frequently is that some interviewers may deliberately subtract years from the age of women who are 15-19 or add years to women who are in their forties in order to place them outside the age range of eligibility for the Woman's Questionnaire. Sometimes interviewers may simply omit eligible women 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.

Similarly, 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 Sections 4 through 6 for that child. An interviewer may even change the age of the child on the Household Questionnaire to avoid suspicion by people checking the questionnaires. Or, interviewers may omit listing a child altogether.

It is also important to ensure that the interviewer has administered the informed consent properly, so the person conducting the reinterview should also ask the respondent if he/she was fully informed by the interviewer about the voluntary nature of participation, the confidentiality of the information provided, and other key aspects of informed consent.

To reduce the occurrence of such problems, supervisors will be responsible for conducting one reinterview in each cluster. [In some surveys, it will be more appropriate for the field editor to carry out this task.] The supervisor should focus the reinterviews on households that contain women at the borderline ages of 12-14 and 50-52, and children age 6. Also, supervisors should make sure that households from all of the team's interviewers are occasionally reinterviewed. The reinterview should, if possible, be made on the same day as the interviewer's visit so that any visitors who stayed there the night before can still be contacted.

To conduct the reinterview, the supervisor should take a blank Household Questionnaire, fill in the identification information on the cover sheet with a red pen, and write clearly "REINTERVIEW" on the top of the cover page. The supervisor should then visit the selected household with only the reinterview questionnaire (without taking the original questionnaire) and interview the household, filling in Columns (2) through (7) of the Household Questionnaire only. After completing the reinterview, the supervisor should obtain the original questionnaire and compare the information. He or she should write the results of the comparison on the reinterview 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 reinterview. However, if the supervisor discovers an eligible woman or man 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. Similarly, if a child who is under five was either omitted from the original questionnaire or listed as being age five or older in the original questionnaire, the interviewer should return to gather the missing information on the original questionnaire.

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 displace or omit women or births if they know that this practice will be exposed during reinterviews.

The reinterview 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) Correct errors following the system described in the Interviewer’s Manual. Draw two lines through the existing code and circle or enter the new response.

ALWAYS USE A RED PEN TO MAKE CORRECTIONS.

901	Now I would like to talk about something else. Have you ever heard of an illness called AIDS?	YES....................1 NO.....................~~2~~	 → 937

Blue pens are NOT to be used by supervisors or editors.

2) As you go through the questionnaires, if a response is missing (the question should have been asked, but there is no answer recorded), 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, using your red pen.

3) As you review questionnaires, write the page number or the question number on the front or back of the questionnaire those pages or questions that indicate the issues you need to discuss with the interviewer. When you have completed the editing, discuss with each interviewer, individually, the observations you found. Refer to the page/question numbers you wrote on the front or back of the questionnaire to be sure you address all the problems you found. Any errors that you find frequently should be discussed with the whole team.

4) 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. 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.

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.

5) 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).

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

   - 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, using your red pen).

   - Questions for which *no* response is recorded when it appears there *should* be a response (in this case, work with the interviewer to determine whether the correct response is known, but never make up a response. If the response is not known, leave it blank).

7) Check the ranges for all variables that are not precoded (for example, a woman cannot have 24 sons living with her), and carry out the other consistency checks that are listed. Mark any inconsistencies using your red pen.

8) The field editor should advise the team supervisor about questionnaires that have been returned to interviewers for further work.

B. <u>EDITING THE HOUSEHOLD QUESTIONNAIRE</u>

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) <u>Cover Page</u>

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 TOTAL

ELIGIBLE WOMEN on the cover page is equal to the number whose line numbers are circled in Column (9), and if the household is selected for male interviews, that the TOTAL ELIGIBLE MEN on the cover page is equal to the number whose line numbers are circled in Column (10).

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 information on the language of interview has been completed correctly. If a translator was used, check that the response has been recorded correctly.

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

g) Check that Q.100 has been filled using the correct time format (24 hour) and that the time recorded is plausible.

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) Columns (9) through (11): ELIGIBILITY. Check that the line numbers of women age 15-49 and men age 15-[49] have been circled in Columns (9) and (10), respectively. 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. Similarly check that the line numbers of all children under age six (that is, ages '00'-'05') have been circled in Column (11).

d) Columns (12) through (15): 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 (12) is 'NO' or 'DON'T KNOW,' Column (13) should be blank. If the answer in Column (12) is 'YES,' Column (13) 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 (13) 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.

e) Columns (16) and (17): EVER ATTENDED SCHOOL. These columns should be blank for children under five years of age. Column (16) must not be blank for persons five years or older.

f) Columns (18) and (19): CURRENT/RECENT SCHOOL ATTENDANCE. Columns (18) and (19) should be filled for all persons age 5-24 years. The columns should be blank for children age 0-4 years and adults age 25 and older.

If the answer in Column (16) is 'NO,' then Columns (17) through (19) should be blank.
If the answer in Column (16) is 'YES,' then there must be information in Columns (17) and (18). Check that the skip patterns in Columns (16) and (18) have been correctly followed.

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.

g) Column (20): BIRTH REGISTRATION. Column 20 should be filled for children age 0-4 years and blank for persons five years or older.

h) QUESTIONS (2A) THROUGH (2C). Check the YES/NO boxes to these three questions at the bottom of the listing of persons to make sure the interviewer tried to obtain a complete listing.

3) **Household Characteristics**

Qs. 101-124. Check that answers to Questions 101-124 have been recorded as appropriate.

Qs. 117 and 118: ANIMALS OWNED. If Q.117 is YES, check that each row of Qs. 118a through 118f are filled in with how many of each is owned.

Qs. 121 and 122: POSSESSIONS. There should be a '1' or '2' circled for each of the items listed.

4) **Mosquito Nets**

a) Qs. 128 and 129: NUMBER OF NETS. Check that the number of nets recorded in Q. 128 matches the number of nets reported in Q.129 MOSQUITO NET columns, up to 7 nets.

b) Q. 131: BRAND. If many cases of "OTHER" are found of a particular brand that is not pre-coded on the questionnaire (Code 16), inform the survey management team.

c) Q. 137: NAME AND LINE NUMBERS OF PERSONS SLEEPING UNDER NETS. Check that the names and line numbers recorded for persons sleeping under nets correspond to the Household Schedule.

5) **Additional Household Characteristics**

a) Qs. 139-145: Check that a response is recorded as appropriate.

b) Check that Q.146 has been filled using the correct time format (24 hour) and that duration of the interview (using time recorded in Q. 100) is plausible.

C. EDITING THE WOMAN'S QUESTIONNAIRE

[THE INSTRUCTIONS ASSUME FIELDWORK WAS CARRIED OUT IN 2015. ADJUSTMENTS MUST BE MADE FOR SURVEYS CONDUCTED IN SUBSEQUENT YEARS.]

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 Woman's Questionnaire, it is important that the following guidelines be followed. In particular, ensure that the set of editing checks listed in Annex 4 are completed for each Woman's Questionnaire.

Cover Sheet

a) 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 woman is the same as it is in the Household Questionnaire.

b) 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 Woman's Questionnaire.

c) Check that the information on the language of interview has been completed correctly. If a translator was used, check that the response has been recorded correctly.

Section 1. Respondent's Background

a) INFORMED CONSENT. Check that the informed consent statement has been signed by the interviewer.

b) Q. 101: TIME STARTED INTERVIEW. Check that the hour in Q. 101 is less than 24 and the minutes are less than 60.

c) Qs. 105 and 106: 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 ['1965'] and not greater than ['2000'] or is '9998', and that Q. 106 is between '15' and '49'. Q. 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 this with the interviewer. The age response in Q. 106 does not have to be consistent with the age recorded for the woman in the Household Questionnaire. Do not change either response unless there is an obvious recording error.

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 Woman's Questionnaires in an effort to resolve the inconsistency. Items that should be considered include the following:

- Age recorded for respondent in Household Questionnaire (Column 7)
- Number of live births (Q. 208)
- Date of birth of respondent's first child (Q. 215)
- Date or age at first marriage (Q. 710 or 711)

d) ELIGIBILITY. If the respondent's age is either less than '15' or more than '49,' write "NOT ELIGIBLE" on the cover of the Woman's Questionnaire. This questionnaire should not be processed. Also check, and correct if necessary, the age of this woman in the Household Questionnaire.

e) Qs.108-109: EDUCATION. Make sure that the response given to Q. 108 is consistent with the level of education given in Q. 109. This information does not have to be consistent with the information on the woman's educational level in the Household Questionnaire. Do not change the responses in the Household Questionnaire unless there is an obvious recording error.

Section 2. Reproduction

a) Qs. 203, 205, 207, 208, and 210: CHILDREN EVER BORN. 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, the interviewer should have recorded '00' in Q. 208. Make sure the interviewer has marked the appropriate box in Q. 210.

b) Q. 208 and NUMBER OF BIRTHS RECORDED IN BIRTH HISTORY. Check that the total number of births listed in the birth history is equal to the number in Q. 208. If fewer births are recorded in the birth history than in Q. 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 Q. 208 to be consistent with the number of births recorded in the history after checking with the interviewer.

c) Qs. 203, 205, 207 and 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.

d) Qs. 215 and 220: AGE AT DEATH. Check the consistency of Qs. 215 and 220. A child cannot have died at an age older 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 response of '01 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.

e) Qs. 215 and 217: 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.

f) Q. 215: BIRTH ORDER. Using the information in Q. 215, check that births are listed in order. If you find a birth out of order, correct it by drawing arrows and changing the birth order numbers printed on the left of Q. 212.

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

h) Q. 219: LINE NUMBER FROM HOUSEHOLD SCHEDULE. For all women who are usual members of the household (Column (5) in the Household Schedule in the Household Questionnaire is '1') and who report in the birth history that they have children who live with them (Q. 218 is '1'), check that the line number in Q. 219 refers to the same person in the Household Schedule by comparing the name, age, and sex in the birth history table with the name, age, and sex in the Household Schedule.

i) CHILDREN AGE 0-5 YEARS. For children under age six, check that they are listed in Q. 102 in the Biomarker Questionnaire. Check that the line number in Q. 102 of the Biomarker Questionnaire is the same as in Q. 219 of the Woman's Questionnaire, and that the name and age of the child are the same in both questionnaires.

If you find that a child is listed in the Woman's Questionnaire as being under age six and living with his/her mother who is a usual member of the household and the child is not listed in Q, 102 of the Biomarker Questionnaire, check Columns (1) through (11) of the Household Schedule to try to resolve the discrepancy. It might be that in the Household Schedule, the child is listed as being age six or older, while in the Woman's Questionnaire, the child is under age six. In this case, you will need to find out which age is correct, probably by returning to the household. If the child is under age six, you will need to change the child's age in Column (7) of the Household Schedule to make the child eligible for the height and weight and hemoglobin testing. Circle the child's line number in Column (11) and fill in the information on height and weight and anemia testing in Qs. 102-104 for the child in the Biomarker Questionnaire. A team member will have to return to the household to collect the biomarker data in Qs. 105-113 of the Biomarker Questionnaire.

Note that you will check the consistency of the age data between the Household Questionnaire and the Individual Questionnaire only for children under age six. Do not check for older children.

j) AGE AT FIRST BIRTH. After checking the birth order, use the respondent's age (Q. 106) and the age of her first-born 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 because:

- The child is not the respondent's own (biological) child
- The respondent's birth date or age (Qs. 105 or 106) is incorrect
- The birth date and/or age of the first child (Qs. 215 and 217) is incorrect.

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

k) CALENDAR. Now turn to the calendar at the back of the questionnaire. Make sure that each live birth from the birth history that occurred since [2010] has been recorded with a 'B' in the appropriate month and year of birth. The 'B' should be preceded by at least six 'Ps'. If there are fewer than 6 'Ps', check with the interviewer. The name of the child should have been recorded to the left of the 'B' code.

Also verify that any pregnancy losses recorded in the sequence of Qs. 230-238 are recorded as 'T' in their month of occurrence, preceded by the appropriate number of months of 'P's. 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, is equal to the number of months in Q. 227.

l) Q. 239: LAST MENSTRUAL PERIOD. Check that Q. 239 has been filled in 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

a) Qs. 311 and 312: CALENDAR (PAPER OPTION). Check that information on periods of contraceptive use is correctly recorded in the calendar. There should be a code recorded in every month of Column 1 of the calendar, either a code relating to a reproductive event (a 'B' for a birth, a 'T' for a termination, or a 'P' for pregnancy), a code indicating the use of a contraceptive method, or a '0' indicating that no method was used in the month. Column 2 should have a code that describes the reason a contraceptive method was terminated in the last month that contraceptive method was used.

If the woman has never used contraception (Q. 314 is 'NO'), a '0' should have been entered in each month of the calendar in which there is no code relating to a reproductive event.

If the woman (or her partner) has been sterilized, code '1' (or '2') should have been entered in the month and year of the operation (Q. 308) and in the remaining months to interview. If the woman is a current user of some other method, the code for that method should be entered in the month and year she started using the method continuously (Q. 309) and in the remaining months up to the month of interview.

b) Qs. 307, 316, and 325: FAMILY PLANNING SOURCE. If a respondent was asked any of these questions, check that a code has been circled for the source. If the interviewer did not circle a code but wrote the name of the place under the question, check with the team supervisor to try to identify the type of source. The team supervisor may identify the source by reviewing the list of health facilities provided by the central office or by consulting with local authorities. If the source cannot be identified, note any information below the name of the place the interviewer recorded and leave the source code blank. The central office will determine the correct response.

Section 4. Pregnancy and Postnatal Care

a) Qs. 401-404: IDENTIFICATION. Check the information in the birth history to make certain that **each live birth born in [2010-2015] has been entered in Qs. 403 and 404, beginning with the most recent birth in the "Last Birth" column**. Check that the line number, name, and survival status are identical to those in the birth history. The line number in Q. 403 should be the line number from Q. 212, not the line number from the Household Schedule. Questions in Section 4 should be asked for living children and for children who have died. If the respondent has had no births in [2010-2015], Sections 4 and 5 will not be asked, but check that the interviewer properly skipped to Q. 648.

b) Qs. 407, 431, 436, 439, 442, 446, 450, 454, and 466: TIME REFERENCES. Check that only one set of boxes is completed in each of these questions and that the code to the left of the boxes corresponding to the unit of time is circled.

c) Q. 413: ANTENATAL CARE COMPONENTS. Check to make sure that a code was circled for each item.

d) Qs. 410, 430, 444, 448, 452, and 456: MATERNAL HEALTH CARE SOURCE. Follow the same procedures described with regard to family planning sources in determining the type of source if it was not identified by the interviewer.

e) Q. 457: POSTNATAL CARE COMPONENTS. Check to make sure that a code was circled for each item.

Section 5A. Child Immunization for LAST BIRTH

a) Qs. 502A and 503A: IDENTIFICATION. Check that the line number, name, and survival status for the last birth recorded in Qs. 502A and 503A are the same as in Qs. 403 and 404 for the last birth in the first column. If the last birth has died, Qs. 502A and 503A should still be filled in, but Qs. 504A - 525A should be blank (skipped) for that child.

b) Q. 508A: VACCINATION DATES.
▪ If an immunization card for the last birth was seen by the interviewer (Codes '1', '2', or '3' in Q. 507A), check that the date of each vaccination in Q. 508A is consistent with the child's date of birth. For example, a vaccination cannot be prior to the date of birth.

▪Check that the dates for the vaccinations given more than once (polio, pentavalent, pneumococcal, rotavirus, and measles) are in chronological order.

▪ If Codes “44” or “66” were entered, check that they were used correctly.

Section 5B. Child Immunization for NEXT-TO-LAST BIRTH

a) Qs. 502B and 503B: IDENTIFICATION. Check that the line number, name, and survival status for the next-to-last birth recorded in Qs. 502B and 503B are the same as in Qs. 403 and 404 in the next-to-last birth column. If the next-to-last birth has died, Qs. 502B and 503B should still be filled in, but Qs. 504B-524B should be blank (skipped) for that child.

b) Q. 508B: VACCINATION DATES.
▪If an immunization card for the next-to-last birth was seen by the interviewer Codes ‘1’, ‘2’, or ‘3’ in Q. 507B), check that the date of each vaccination in Q. 508B is consistent with the child’s date of birth. For example, a vaccination cannot be prior to the date of birth.
▪Check that the dates for the vaccinations given more than once (polio, pentavalent, pneumococcal, rotavirus, and measles) are in chronological order.

▪If Codes “44” or “66” were entered, check that they were used correctly.

c) Q. 526B: FILTER FOR MORE BIRTHS. Verify that this filter was filled in correctly by checking against the birth history table. It will only be left blank if Q. 501A or Q. 501B directed the interviewer to Q. 601, or if Q. 401 directed the interviewer to Q. 648.

Section 6. Child Health and Nutrition

a) Q. 601: FILTER. Check that the filter has been correctly recorded. If the respondent has had no births in [2010-2015], check that the interviewer properly skipped from Q. 601 to Q. 648.

b) Qs. 603 and 604: IDENTIFICATION. Check the information in the birth history to make certain that each live birth born in [2010-2015] has been entered in Qs. 603 and 604, beginning with the most recent birth in the “Last Birth” column. Check that the line number, name, and survival status are identical to those in the birth history. The line number in Q. 603 should be the line number from Q. 212, not the line number from the Household Schedule.

   Questions in Section 6 should be asked for living children, if the child has died, check that the interviewer properly skipped to Q. 646 in that column.

c) Q. 615: FLUIDS GIVEN CHILD. Check that one code is circled for each item.

d) Qs. 612 and 625: SOURCE CONSULTED ABOUT CHILDHOOD ILLNESS EPISODE. Follow the same procedures described with regard to family planning sources in determining the type of source if it was not identified by the interviewer.

e) Q. 650: FOODS CONSUMED. Check that a code has been circled for each item for the child in Q. 650. If milk, infant formula or yogurt are yes, check that a number of times has been entered in the box.

f) Q. 651: FILTER. Check that the filter has been correctly recorded and correctly followed by the interviewer going to Q. 652 and/or 653 as appropriate.

Section 7. Marriage and Sexual Activity

a) Q. 705: HUSBAND'S LINE NUMBER. If the husband lives with the respondent and the woman usually lives in that household, check that the name and line number in Q. 705 are consistent with what is listed in the Household Schedule and that the person is a male age 15 or older.

b) Qs. 710 and 711: YEAR OR AGE AT MARRIAGE. Check that the year in Q. 710 is in the range of [1966] through [2015] or '9998.' If a year is reported in Q. 710, then no age should be reported in Q. 711. If the year in Q. 710 is '9998,' then there must be an age at marriage reported in Q. 711. Check that the age in Q. 711 is in the range of '10' through '49'.

c) Qs. 714 and 715: LAST (most recent) INTERCOURSE WITH EACH PARTNER. Make sure that only one set of boxes is filled in for Qs. 714 and 715, 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.

d) Q. 719: LENGTH OF RELATIONSHIP. Make sure that only one set of boxes is filled in for Q. 719, 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.

f) Q. 730: CONDOM SOURCE. Follow the same procedures described with regard to family planning sources in determining the type of source if it was not identified by the interviewer.

g) Q. 731: PRIVACY. Check to be sure there is a code circled for each item.

Section 8. Fertility Preferences

NOTE: This section contains many filters, check that questions, filters, and skips have been correctly recorded and followed.

a) Qs. 801 and 802: FILTERS. Check that the filters have been correctly recorded.

b) Q. 805: DESIRED SPACING. Check that only one set of boxes is filled in for Q. 805, either MONTHS or YEARS.

c) Qs. 813 and 814: PREFERENCE FOR BOYS OR GIRLS. Check that the sum of the number of BOYS, GIRLS, and EITHER in Q. 814 is equal to the number in Q. 813.

d) Q. 815: EXPOSURE TO FAMILY PLANNING MESSAGES. Check that there is a code circled for each item.

Section 9. Husband's Background and Woman's Work

a) Qs. 904 and 905: EDUCATION. Make sure that the response given to Q. 905 is consistent with the level of education given in Q. 904. This information does not have to be consistent with the information on the husband's educational level in the Household Questionnaire. Do not change the responses in the Household Questionnaire unless there is an obvious recording error.

Qs. 908 and 913: OCCUPATION. Make sure that any occupation information written in Qs. 908 and 913 is legible and specific (for example, 'Business' or 'Sales' is not specific enough).

b) Qs. 931 (PRIVACY) and Q. 932 (ATTITUDES ABOUT BEATING). Check to be sure there is a code circled for each item.

Section 10. HIV/AIDS

NOTE: This section contains complex skips, please check that questions, filters, and skips have been correctly recorded and followed.

a) Qs. 1008 (TRANSMISSION FROM MOTHER TO BABY) AND 1014 (HIV DISCUSSIONS DURING ANTENATAL VISIT). Check that there is a code circled for each item.

b) Qs. 1017, 1030, 1032: SOURCE FOR HIV TESTING and Q. 1050: SOURCE FOR STI TREATMENT. Follow the same procedures described with regard to family planning sources in determining the type of source if it was not identified by the interviewer.

Section 11. Other Health Issues

a) Q. 1108: PROBLEMS IN ACCESSING HEALTH CARE. Check that there is a code circled for each item.

b) Q. 1111: TIME ENDED INTERVIEW. Check the ranges for hour and minutes. This information should be reasonably consistent with Q. 101.

D. EDITING THE MAN'S 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 Man's Questionnaire, it is important that the following guidelines be followed. In particular, ensure that the set of editing checks listed in Annex 4 are completed for each Man's Questionnaire.

Cover Sheet

a) 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 man is the same as it is in the Household Questionnaire.

b) 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 Man’s Questionnaire.

c) Check that the information on the language of interview has been completed correctly. If a translator was used, check that the response has been recorded correctly.

Section 1. <u>Respondent’s Background</u>

a) <u>INFORMED CONSENT</u>. Check that the informed consent statement has been signed by the interviewer.

b) <u>Q. 101: TIME STARTED INTERVIEW</u>. Check that the hour in Q. 101 is less than 24 and the minutes less than 60.

c) <u>Qs. 105 and 106: DATE OF BIRTH</u>. 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 [‘1965’] and not greater than [‘2000’] or is ‘9998’, and that Q. 106 is between ‘15’ and ‘[49]’. Q. 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 this with the interviewer. The age response in Q. 106 does not have to be consistent with the age recorded for the man in the Household Questionnaire. Do not change either response unless there is an obvious recording error.

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 Man’s Questionnaires in an effort to resolve the inconsistency. Items that should be considered include the following:

- Age recorded for respondent in Household Questionnaire (Column 7)
- Age at birth of respondent’s first child (Q. 211)
- Date or age at first marriage (Qs. 411 or 412)

d) <u>ELIGIBILITY</u>. If the respondent’s age is either less than ‘15’ or more than ‘[49],’ write “NOT ELIGIBLE” on the cover of the Man’s Questionnaire. This questionnaire should not be processed. Also check, and correct if necessary, the age of this man in the Household Questionnaire.

e) <u>Qs. 108 and 109: EDUCATION</u>. Make sure that the response given to Q. 109 is consistent with the level of education given in Q. 108. This information does not have to be consistent with the information on the man’s educational level in the Household Questionnaire. Do not change the responses in the Household Questionnaire unless there is an obvious recording error.

Section 2. <u>Reproduction</u>

a) Qs. 203, 205, 207, and 208: CHILDREN EVER BORN. 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 been the biological father of any live births, the interviewer should have recorded '00' in Q. 208. Make sure the interviewer has marked the appropriate box in Q. 209.

Section 3. Contraception

a) Qs. 302 and 307: EXPOSURE TO FAMILY PLANNING MESSAGES AND ATTITUDES TOWARDS FAMILY PLANNING. Check that there is a code circled for each item.

Section 4. Marriage and Sexual Activity

a) Q. 407: WIFE'S LINE NUMBER [OR LINE NUMBERS OF WIVES]. If the respondent usually lives in that household, check that the name/[name(s)] and line number/[line numbers] in Q. 407 is/[are] consistent with what is listed in the Household Schedule for all wives who usually live in that household, and that each person listed is a female age 10 or older.

b) Qs. 411 and 412: YEAR OR AGE AT MARRIAGE. Check that the year in Q. 411 is in the range of [1980] through [2015] or '9998.' If a year is reported in Q. 411, then no age should be reported in Q. 412. If the year in Q. 411 is '9998,' then there must be an age at marriage reported in Q. 412. Check that the age in Q. 412 is in the range of '15' through '[49].'

c) Qs. 415 and 416: LAST (most recent) INTERCOURSE WITH EACH PARTNER. Make sure that only one set of boxes is filled in for Qs. 416 and 417, 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.

d) Q. 420: LENGTH OF RELATIONSHIP. Make sure that only one set of boxes is filled in for Q. 420, 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.

e) Q. 436: CONDOM SOURCE. Follow the same procedures described with regard to family planning sources in determining the type of source if it was not identified by the interviewer.

Section 5. Fertility Preferences

NOTE: This section contains many filters, check that questions, filters, and skips have been correctly recorded and/or followed.

a) Qs. 501-[503] Check that the filters have been correctly recorded.

b) Qs. 506, 508, [511, and 513]: DESIRED SPACING. Check that only one set of boxes is filled in for Qs. 506, 508, [511, and 513] in either MONTHS or YEARS.

c) Qs. 514 and 515: PREFERENCE FOR BOYS OR GIRLS. Check that the sum of the number of BOYS, GIRLS, and EITHER in Q. 515 is equal to the number in Q. 514.

Section 6. Employment and Gender Roles

a) Q. 604: OCCUPATION. Make sure that any occupation information written in Q. 604 is legible and specific (for example, 'Business' or 'Sales' is not specific enough).

b) Q. 618 ATTITUDES ABOUT BEATING. Check to be sure there is a code circled for each item.

Section 7. HIV/AIDS

a) Q. 708: TRANSMISSION FROM MOTHER TO BABY. Check that there is a code circled for each item.

b) Qs. 715 and 717: SOURCE FOR HIV TESTING and Q. 735: SOURCE FOR STI TREATMENT. Follow the same procedures described with regard to family planning sources in determining the type of source if it was not identified by the interviewer.

Section 8. Other Health Issues

a) Qs. 811 and 812: SMOKE TOBACCO. Check to be sure there is a response for each item, as appropriate.
b) Qs. 814 and 815: SMOKELESS TOBACCO. Check to be sure there is a response for each item, as appropriate.

c) Q. 818: TIME ENDED INTERVIEW. Check the ranges for hour and minutes. This information should be reasonably consistent with Q. 101.

E. EDITING THE BIOMARKER QUESTIONNAIRE

Cover Sheet

a) 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.

b) Check that the TOTAL ELIGIBLE WOMEN, TOTAL ELIGIBLE MEN, and TOTAL ELIGIBLE CHILDREN is equal to the number of people whose line numbers are circled in Column (9), Column (10), and Column (11) in the Household Schedule. [If biomarkers are conducted in a sub-sample of households, edit this instruction accordingly.]

c) Check that the information on the language of interview has been completed correctly. If a translator was used, check that the response has been recorded correctly.

1) Weight, Height and Hemoglobin Measurement for Children Age 0-5

a) Q. 102: NAMES AND LINE NUMBERS OF CHILDREN 0-5 YEARS. Check that the names and line numbers of any children identified in Column (11) of the Household Schedule as eligible are listed in Q. 102.

b) Q. 103: BIRTH DATE. Check that a complete birth date is recorded for each child including the day, month, and year. [In a survey using paper data capture the date of birth should be copied from the Woman's Questionnaire.]

c) WEIGHT AND HEIGHT CONSISTENT WITH EXPECTED RANGES. For all children measured, check that the weight and height in Qs. 105 and 106 lie within the ranges specified in Annex 3. If a measure falls outside the acceptable range, the measurer should revisit the household, re-measure the child, and check that the child's date of birth has been correctly recorded.

d) Q. 108: Check that measurer has recorded his/her fieldworker number.

e) Qs. 109-111: ANEMIA TEST CONSENT. Check that procedures for obtaining consent from a parent or other adult responsible for children were followed correctly. The line number of Parent/Other adult responsible in Q. 110 should be consistent with the line number listed in the Household Schedule.

f) Q. 112: CONSENT STATEMENT. Check that the interviewer has signed their name to testify that they read the anemia consent statement.

g) Q. 113: OUTCOME OF HEMOGLOBIN MEASUREMENT. Check that a hemoglobin level is recorded in Q. 113 for every eligible child for which code '1' (GRANTED) is circled in Q. 112.

2) **Weight, Height, Hemoglobin Measurement and HIV Testing for Women Age 15-49**

a) Q. 202: NAMES AND LINE NUMBERS FOR WOMEN AGE 15-49. Check that all women age 15-49 identified in Column (9) of the Household Schedule are included in Q. 202. [If biomarkers are conducted in a sub-sample of households, edit this instruction accordingly.]

b) Qs. 203 and 204: AGE AND MARITAL STATUS: Ensure that the correct answer is circled for Qs. 203-204 by comparing with the information in the Household Schedule.

c) Qs. 205 and 206: OUTCOME OF WEIGHT AND HEIGHT MEASUREMENT. Check that weight and height measurements are recorded in Qs. 205 and 206 for every eligible woman listed in Q. 202.

d) Q. 207: Check that measurer has recorded his/her fieldworker number.

e) Qs. 210-215: ANEMIA, HIV, and ADDITIONAL TESTING CONSENT FOR ADULT WOMEN. Check that procedures for obtaining consent from each eligible adult woman were followed correctly.

f) Qs. 216-228: ANEMIA, HIV, and ADDITIONAL TESTING CONSENT FOR MINOR RESPONDENTS. Check that procedures for obtaining consent from each eligible woman and from a parent or other adult responsible for never-in-union women age 15-17 were followed correctly.

g) Qs. 211A AND 220A: PREGNANCY STATUS: Check that information on the woman's pregnancy status is recorded for each eligible woman. For women for whom an Individual Questionnaire was completed, check that the responses in Qs. 211A and/or 220A are the same as the response to Q. 226 in the Woman's Questionnaire.

h) Q. 231: OUTCOME OF HEMOGLOBIN MEASUREMENT. Check that a hemoglobin level is recorded in Q. 231 for every eligible woman for which code '1' (GRANTED) is circled in Qs. 211 or 220.

i) Q. 232: OUTCOME OF HIV TEST PROCEDURE. Check that a bar code label is recorded in Q. 232 for every eligible woman for which code '1' (GRANTED) is circled in Qs. 213 or 224.

3) **Weight, Height, Hemoglobin Measurement, and HIV Testing for Men Age 15-[49]**

a) Q. 302: NAMES AND LINE NUMBERS FOR MEN AGE 15-[49]. Check that all men age 15-[49] identified in Column (10) of the Household Schedule are included in Q. 302. [If biomarkers are conducted in a sub-sample of households, edit this instruction accordingly.]

b) Qs. 303 and 304: AGE AND MARITAL STATUS: Ensure that the correct answer is circled for Qs. 303-304 by comparing with the information in the Household Schedule.

c) Qs. 305 and 306: OUTCOME OF WEIGHT AND HEIGHT MEASUREMENT. Check that weight and height measurements are recorded in Qs. 305 and 306 for every eligible man listed in Q. 302.

d) Q. 307: Check that measurer has recorded his/her fieldworker number.

e) Qs. 310-315: ANEMIA, HIV, and ADDITIONAL TESTING CONSENT FOR ADULT MEN. Check that procedures for obtaining consent from each eligible adult man were followed correctly.

f) Qs. 316-328: ANEMIA, HIV, and ADDITIONAL TESTING CONSENT FOR MINOR RESPONDENTS. Check that procedures for obtaining consent from each eligible man and from a parent or other adult responsible for never-in-union men age 15-17 were followed correctly.

g) Q. 331: OUTCOME OF HEMOGLOBIN MEASUREMENT. Check that a hemoglobin level is recorded in Q. 331 for every eligible man for which code '1' (GRANTED) is circled in Qs. 311 or 320.

h) Q. 332: OUTCOME OF HIV TEST PROCEDURE. Check that a bar code label is recorded in Q. 332 for every eligible man for which code '1' (GRANTED) is circled in Qs. 313 or 324.

F. ORGANIZING QUESTIONNAIRES FOR RETURN TO THE OFFICE

1) Put all the Individual Questionnaires inside their respective Household Questionnaires. If there is more than one Woman's Questionnaire in a household, organize them sequentially in ascending order of the line numbers of the respondents. Put the Man's Questionnaires after the Woman's Questionnaires. Put the Biomarker Questionnaire after the Man's questionnaires.

2) Organize the Household Questionnaires in numerical order by household number within the cluster. Also, any continuation questionnaires (for example, if there are more than 12 children in a birth history) should be inside the primary questionnaire and should have "CONTINUATION" written across the top of the cover sheet. The primary questionnaire for that set should say "SEE CONTINUATION" across the top of the cover sheet.

3) Check the questionnaires against the Supervisor's/Editor's Assignment Sheet to be sure that:

- The correct number of Household Questionnaires are present.
- The final result codes are correct on the Household Questionnaires.
- The correct number of Woman's Questionnaires are present.
- The final result codes are correct on the Woman's Questionnaires.
- The correct number of Man's Questionnaires are present.
- The final result codes are correct on the Man's Questionnaires.
- A Biomarker Questionnaire is present for every household that was eligible for biomarkers.

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.

G. 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 name of the locality, 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. [INCLUDE OR REPLACE WITH COUNTRY-SPECIFIC INSTRUCTIONS ON BUNDLING, LABELING, AND SHIPMENT.]

ANNEX 1: Supervisor’s / Editor’s Assignment Sheet

SUPERVISOR’S NAME__________________________ ☐☐

SUPERVISOR’S / EDITOR’S ASSIGNMENT SHEET

CLUSTER NUMBER ☐☐☐

NAME OF LOCALITY_______________________

PAGE _____________ OF ___________ PAGES

HOUSEHOLDS						CHILDREN			WOMEN				MEN				
DHS HOUSE-HOLD NUMBER (1)	STRUC-TURE NUMBER OR ADDRESS (2)	NAME OF HOUSEHOLD HEAD (3)	HOUSE-HOLD SELECTED FOR MALE SURVEY (4)	INTER-VIEWER AND DATE ASSIGNED (5)	INTER-VIEW FINAL RESULT (6)*	TOTAL CHILDREN 6-59 MOS (7)	LINE NUMBER OF ELIG. CHILD (8)	TESTED FOR ANEMIA (9)	TOTAL ELIGIBLE WOMEN (10)	LINE NUMBER OF ELIG. WOMAN (11)	INTER-VIEW FINAL RESULT (12)**	BLOOD SAMPLE TAKEN FOR HIV TEST (13)	TOTAL ELIGIBLE MEN (14)	LINE NUMBER OF ELIG. MAN (15)	INTER-VIEW FINAL RESULT (16)**	BLOOD SAMPLE TAKEN FOR HIV TEST (17)	NOTES (18)
			Y N					Y N				Y N				Y N	
								Y N				Y N				Y N	
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								Y N				Y N				Y N	
								Y N				Y N				Y N	
			Y N					Y N				Y N				Y N	
								Y N				Y N				Y N	
								Y N				Y N				Y N	
								Y N				Y N				Y N	
			Y N					Y N				Y N				Y N	
								Y N				Y N				Y N	
								Y N				Y N				Y N	
								Y N				Y N				Y N	

*CODES FOR COLUMN (6)

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

**CODES FOR COLUMN (12) AND (16)

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

NUMBER OF HOUSEHOLDS SELECTED ☐☐	NUMBER OF HOUSEHOLD QUESTIONNAIRES ☐☐	NUMBER OF WOMAN’S QUESTIONNAIRES ☐☐	NUMBER OF MAN’S QUESTIONNAIRES ☐☐

NO. OF CHILDREN 6-59 MONTHS ☐☐	NUMBER OF ADULTS ELIGIBLE FOR HIV TEST ☐☐
NO. OF CHILDREN TESTED FOR ANEMIA ☐☐	NUMBER OF FILTER PAPER CARDS ☐☐

ANNEX 2: Interviewer Progress Sheet

DHS INTERVIEWER PROGRESS SHEET

(USE A SEPARATE SHEET FOR EACH INTERVIEWER)

INTERVIEWER NAME ______________________________

	HOUSEHOLD QUESTIONNAIRES				WOMAN'S QUESTIONNAIRES				MAN'S QUESTIONNAIRES			
	NUMBER COMPLETED		NUMBER NOT COMPLETED		NUMBER COMPLETED		NUMBER NOT COMPLETED		NUMBER COMPLETED		NUMBER NOT COMPLETED	
CLUSTER NUMBER (1)	PER CLUSTER (2)	CUMULATIVE (3)	PER CLUSTER (4)	CUMULATIVE (5)	PER CLUSTER (6)	CUMULATIVE (7)	PER CLUSTER (8)	CUMULATIVE (9)	PER CLUSTER (10)	CUMULATIVE (11)	PER CLUSTER (12)	CUMULATIVE (13)

ANNEX 3: Weight and Height Charts

WEIGHT AND HEIGHT CHARTS

WEIGHT (kg)

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

LENGTH (cm)

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

ANNEX 4: Key Editing Checks

Key Editing Checks for the Household Questionnaire

1. Check information on the cover page. If the final result code is not ‘1,’ check to see that the remaining pages are blank.

2. Consistency of TOTAL PERSONS IN HOUSEHOLD on the cover sheet with the number of people listed in the Household Schedule

3. Consistency of TOTAL ELIGIBLE WOMEN on the cover page with the number of women whose line numbers are circled in Column (9)

4. If household is selected for male interviews, consistency of TOTAL ELIGIBLE MEN on the cover page equal to the number whose line numbers are circled in Column (10).

Key Editing Checks for the Woman’s Questionnaire

1. Range and consistency of date of birth and age (Qs. 105 and 106).
2. Consistency of education (Qs. 108 and 109).
3. Numerical consistency of live births (Qs. 203, 205, 207, and 208).
4. Consistency of birth history with number of live births in Qs. 203, 205, 207, and 208.
5. Numerical consistency of date of birth and age in birth history (Qs. 215 and 217).
6. Consistency of line number in birth history (Q. 219) with Household Schedule.
7. Age at death (Q. 220) reported in days if less than one month and in months if less than two years.
8. Consistency of line number/birth order with date of birth (Q. 215).
9. Birth intervals in birth history are nine months or longer.
10. Respondent’s age at first birth is 12 years or older (compare respondent’s date of birth (Q. 105) with the date of birth of her first child (Q. 215).
11. Response to Q. 239 (last menstrual period) is recorded correctly.
12. Consistency of Calendar with birth and pregnancy history.
13. Consistency of current method (Q. 304) with the Calendar.
14. Consistency of date began current method (Q. 308 or 309) with the Calendar.
15. All births since January [2010] listed in Q. 403 and 404
16. Consistency of birth history line number, name, and survival status in Qs. 403 and 404 with the birth history.
17. Consistency of entries in Qs. 502A & B and 503A & B (live births in [2012-2015])with the birth history.

18. Consistency of dates in vaccination record (508A & 508B)
19. Consistency of entries in Qs. 603-604 with Qs. 403-404 (live births in [2010-2015]).
20. Values for Qs. 710 and 711 (year and age at marriage) within ranges.
21. Responses to Qs. 714, 715 (last intercourse) recorded correctly.
22. Response to Q. 805 (desired spacing of next birth) recorded correctly.

<u>Key Editing Checks for the Man's Questionnaire</u>

1. Range and consistency of date of birth and age (Qs. 105 and 106).
2. Consistency of education (Qs. 108 and 109).
3. Numerical consistency of live births (Qs. 203, 205, 207, and 208).
5. Values for Qs. 411 and 412 (year and age at marriage) within ranges.
6. Responses to Qs. 415-416 (last intercourse) recorded correctly.
7. Response to Qs. 506, 508, [511, 513] (desired spacing of next birth) recorded correctly.

<u>Key Editing Checks for the Biomarker Questionnaire</u>

1. Check that the number of TOTAL ELIGIBLE WOMEN, MEN, and CHILDREN are equal to the number of people whose line numbers are circled in Column (9), Column (10), and Column (11) in the Household Schedule.

2. Check that the LINE NUMBERS and NAMES of WOMEN, MEN, and CHILDREN eligible for biomarker testing have been listed on top of each subsequent page.