

**INSTRUCTIONS
FOR
SUPERVISORS**

**STATISTICAL INSTITUTE OF BELIZE
MICS5 - 2015**

INTRODUCTION TO THE MICS APPROACH

Field supervisors for the Multiple Indicators Cluster Survey have an important position. They are the primary links between the fieldwork coordinator and the interviewers. As such, they are responsible for ensuring both the progress and quality of fieldwork.

These Instructions provide the information needed by field supervisors to carry out their duties. Candidates for these positions for MICS5 should study these instructions carefully. They should also study the *Instructions for Interviewers*, since it is necessary to thoroughly understand the questionnaire and the procedures for completing it. Individuals selected to serve as field supervisors should continue to refer to these Instructions throughout the fieldwork period.

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 work and the maintenance of data quality. The field supervisor receives his/her assignments from and reports to the fieldwork coordinator.

The specific responsibilities of the field supervisor are to make the necessary preparations for the fieldwork, to organize and direct the data collection in his/her assigned clusters, and to spot-check the data collected in especially the Household Questionnaire.

Preparing for fieldwork requires that the field supervisor:

- (1) Obtains sample household lists and maps for each area in which his/her team will be working, and discuss any special issues, such as potential security conditions in certain areas, with the fieldwork coordinator.
- (2) Becomes familiar with the area where the team will be working and determine the best arrangements for travel (and accommodations, if necessary).
- (3) Contacts local authorities to inform them about the survey and to gain their support and cooperation.
- (4) Obtains all supplies and equipment necessary for the team to complete its assigned interviews.

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

Organizing fieldwork requires that the field supervisor:

- (1) Assigns work to interviewers, taking into account the linguistic competence of individual interviewers, and assures that there is an equitable distribution of the workload.

- (2) Coordinate the work of the measurer by making sure he/she knows where to find the households that interviewers are conducting interviews in and approximately how many children and at what time a visit to the household should happen.
- (3) Maintains Cluster Control Sheets, and makes sure that assignments are carried out.
- (4) Makes spot-checks of the Household Questionnaire (and individual questionnaires when appropriate) by conducting interviews according to the procedure described below.
- (5) **Regularly sends completed questionnaires and progress reports to the fieldwork coordinator and keeps headquarters informed of the team's location.**
- (6) Communicates any problems to the fieldwork coordinator.
- (7) Takes charge of the team vehicle, ensuring that it is kept in good repair and that it is used only for project work.
- (8) Makes an effort to develop a positive team spirit. A congenial work atmosphere, along with careful planning of field activities, contributes to the overall quality of a survey.

Although the responsibility mainly of the interviewers, the field supervisor is also responsible for assisting the measurer, as needed, and carefully monitoring the quality of the anthropometric measurements.

Over the course of fieldwork, Field Check Tables will be produced at headquarters. These are tables that tabulate the raw data already entered in the database and are used to monitor the results of each of the field teams. The fieldwork coordinator will be discussing these with field supervisors during field monitoring visits and over the telephone.

PREPARING FOR FIELDWORK

COLLECTING MATERIALS FOR FIELDWORK

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

Fieldwork documents:

- Instructions for Supervisors
- Instructions for Interviewers
- Location Maps and Household Sample Listing for all sampled clusters in the assigned area
- Letters of introduction
- ID cards
- Back-up Questionnaires
- Supervisor's Cluster Control Sheets
- Interviewer's Cluster Control Sheets
- Reading Literacy Cards
- Life Satisfaction Cards
- Table of Children's Measurements

- Immunization Schedules
- Age Calculator

Supplies:

- Pens/pencils
- Clipboards
- Bags
- Paper clips, staplers and staples, cello tape, etc.
- Envelopes to store completed questionnaires
- First aid supplies
- Spare batteries
- Flashlights
- Trash bags
- Disinfectant wipes, hand sanitizer, disposable diapers
- Snacks for kids
- Tokens for households
- Purchase orders for fuel

Field equipment:

- Salt test kits
- Height measuring boards
- Weighing scales
- Tablets (including back-up)
- Back-up power supply

The field supervisor should arrange for a system to maintain regular contact with the fieldwork coordinator before leaving for the field. Regular contact is needed for supervision of the team by HQ staff, and the transmittal of completed questionnaires to HQ for timely data processing.

ARRANGING TRANSPORTATION AND ACCOMMODATIONS

It is the field supervisor's responsibility to make all necessary travel arrangements for his/her team, in consultation with HQ.

- The field 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, should be parked in a safe place.
- The driver of the vehicle takes instructions from the field supervisor.
- If another mode of transportation is required, such as a boat or golf cart, the field supervisor is responsible for the procurement and security of said vehicle.

CONTACTING LOCAL AUTHORITIES

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

USING MAPS TO LOCATE CLUSTERS

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

selected for the sample. The representativeness of the sample depends on finding and visiting every sampled household.

Maps are generally needed during all stages of a survey, since they provide a picture of the areas in which interviews are to be carried out and help to eliminate errors, such as duplication or omission of areas. Moreover, maps help the team determine the location of sample areas, the distance to them, and how to reach selected households or dwellings.

Each team will be given location maps and Household Listing Forms for the selected cluster. A cluster (i.e., PSU or ED) has identifiable boundaries and lies wholly within an administrative or statistical area. Each cluster is identified by a 3-digit number (for example, 350). Symbols are used to indicate certain features on the map such as roads, footpaths, rivers, localities, boundaries, etc. If symbols are shown on the map, the field supervisor should know how to interpret them by using the legend.

In most clusters, the boundaries follow easily recognizable land features such as rivers, roads, railroads, swamps, etc. However, at times, boundaries are invisible lines. The location and determination of invisible boundaries calls for some ingenuity, particularly in rural areas. If the location maps and descriptions do not provide enough detail, the following procedure is suggested:

In rural areas:

- (1) Identify on the map the road used to reach the cluster. When you reach what appears to be the cluster boundary, verify this by checking the location of actual terrain features and landmarks against their location on the map. Do not depend on one single feature; rather, use as many as possible.
- (2) It is usually possible to locate unnamed roads or imaginary lines by asking people living in the vicinity. In most cases, these people will know where the villages are and, by locating the villages, you can usually determine where the boundaries run. Local authorities may be helpful, as well as residents.
- (3) While there are cases in which boundaries shown on the map no longer exist (for example, they have been demolished), or have changed location (for example, a road has been relocated or a river has changed course), do not be hasty in jumping to conclusions. If you cannot locate a cluster, go on to the next one and discuss the matter later with the fieldwork coordinator.

In urban areas:

- (1) There should be no problem with invisible lines, as urban areas generally have plenty of boundaries for use.
- (2) Street names in urban areas will often help you to locate the general area of clusters. Boundaries can be streets, alleys, streams, city limits, walls, etc.
- (3) Check the general shape of the cluster. This will help you find out if you are in the right place.

- (4) Read the written description.
- (5) You should locate all the cluster boundaries before you begin interviewing. For example, if the cluster is a rectangular block, the names of three boundary streets is not enough to unequivocally identify the cluster; check all four boundary streets.

FINDING SELECTED HOUSEHOLDS

In most cases, the selected households can be located by referring to the Household Listing Form or to the detailed maps of the selected clusters. Because people move around, and sometimes the listing teams may have made errors, you may have difficulty locating the households that were selected.

In most cases, you can deal with issues by simply talking to residents or neighbours. Below are examples of some problems you may encounter and how to deal with them. Note that some inconsistencies should be reported to the fieldwork coordinator:

- (1) The selected household has moved away and the dwelling is vacant. If a household has moved out of the dwelling/structure where it was listed and no one is living in the dwelling, you should consider the dwelling vacant and enter code '05' ('Dwelling vacant') on your Supervisor's Cluster Control Sheet. Also make sure that the interviewer fills the cover page of the household questionnaire indicating the result code as '05' for the vacant dwelling.
- (2) The building number, household number, and name of household head do not match what is found in the field. Say, for example, that Albert Jennies is listed as the household head for household 14 in building 7, but when the interviewer goes to building 7 she finds that the only household living there is headed by Mary Olson. Consider whichever household is now living in the dwelling previously occupied by the originally selected household as the selected household (that is, the household headed by Mary Olson should be interviewed). Check carefully, however, that you are indeed in the right cluster and have identified the selected dwelling.
- (3) The selected household listed in a certain dwelling is actually living in another dwelling. If, for example, Albert Jennies is listed as the household head for selected household 14 in building 7, but Albert Jennies actually lives in building 8, the household living in the dwelling space originally selected should be interviewed (that is, whichever household occupies the dwelling space in building 7). In other words, if there is a discrepancy between the structure number and the name of the household head, interview whoever is living in the selected dwelling. Again, make absolutely sure that you are in the right cluster and have identified the correct building.
- (4) The listing shows only one household in the dwelling but two households are living there now. In this case, both households should be interviewed.
 - Make a note on your Supervisor's Cluster Control Sheet next to the household that was not on the listing.
 - Assign the new household a household number, enter the number on your Supervisor's Cluster Control Sheet, and instruct the interviewer to enter the new

household number on the Interviewer's Cluster Control Sheet and on the questionnaire.

However, if the listing already shows two households, only one of which was selected, and you find two or more households in the selected dwelling now, only interview the one that had been selected and ignore the rest.

- (5) The head of the household has changed. In some cases, the person who is listed as the household head may have moved away or died since the listing. Interview the household regardless of who is now identified as the head.
- (6) The house is all closed up and the neighbours say the people are away and will be not be back for several weeks or longer. Enter code '03' ('Entire household absent for extended period of time') on the Supervisor's Cluster Control Sheet. Also make sure that the interviewer fills the cover page of the household questionnaire indicating the result code as '03'. Caution is advised here and you will need to carefully monitor such cases. If you think you will have a chance to revisit much later in fieldwork, discuss with the fieldwork coordinator.
- (7) The house is all closed up and the neighbours say that no one lives there; the household has moved away permanently. Enter code '05' ('Dwelling vacant') on the Supervisor's Cluster Control Sheet make sure that the interviewer fills the cover page of the household questionnaire indicating the result code as '05'.
- (8) A selected household is listed in a building that is actually a shop and no one lives there. Check very carefully to see if anyone is living there. If not, enter code '05' ('Address not dwelling') on the Supervisor's Cluster Control Sheet and take note of the specific situation. Also make sure that the interviewer fills the cover page of the household questionnaire indicating the result code as '05'.
- (9) A selected household is listed in a building that is not found in the cluster, and residents say that the building was destroyed in a recent fire. Enter code '06' ('Dwelling destroyed') on the Supervisor's Cluster Control Sheet. Also make sure that the interviewer fills the cover page of the household questionnaire indicating the result code as '06'.
- (10) If a selected household and/or structure cannot be found, first carefully check if you indeed are in the right cluster. Once confirmed, you should scrutinize the map and any notes taken by the listing team as well as discuss with neighborhood residents, as it may turn out to be wrongly indicated on the map or hidden behind other buildings. If you still cannot locate the building you must call the fieldwork coordinator and present the observation. If no further information is available from headquarters, you may indicate result code as '07' ('Dwelling not found').
- (11) Result code '96' ('Other') is reserved for other situations and you will only use it on rare occasions, e.g. a building that cannot be reached due to a natural phenomenon, such as flooding, or unexpected situations, such as dangerous animals in surroundings, etc. Please use the space provided to specify the situation and discuss with the fieldwork coordinator.

ORGANIZING AND SUPERVISING FIELDWORK

ASSIGNING WORK TO INTERVIEWERS AND MEASURER

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

- (1) Make daily work assignments. Be sure each interviewer has enough work to do for the day, taking into account the duration of an interview and the working conditions in the area. The fieldwork coordinator will advise you about how many interviews to assign per day.
- (2) It will be necessary to assign more interviews than an interviewer can actually do in one day because some households and/or eligible members may not be available to interview at the time of the interviewer's visit. Sometimes there may be as many as three or four of these cases a day for a particular interviewer. In general, assign fewer households at the beginning of fieldwork to allow time for discussion of problems and for close supervision.
- (3) Distribute work fairly among the interviewers. Work should be assigned taking into account the capabilities and strengths of each interviewer, but never consistently assigning more difficult workloads to certain interviewers. If an interviewer is unlucky and consistently draws difficult assignments, the field supervisor can purposely provide her some easier assignments.
- (4) Ensure that each interviewer has all the required information and materials for completing the work assignment.
- (5) Adopt a communication procedure between the measurer and interviewers to ensure efficient movement of the measurer. It is advisable that the measurer (and field supervisor) is stationed in a central location to be able to reach households easily. In some clusters with scattered households it will be most efficient that the measurer is transported with the team vehicle as it can be tiring to carry the anthropometric equipment over long distances.
- (6) Maintain complete records each day using the Supervisor's Cluster Control Sheet and the Interviewer's Cluster Control Sheets. All assignments and work completed by each interviewer and for each work area should be carefully monitored for completeness and accuracy.
- (7) Make sure that all selected households and eligible women, men, and children for that cluster have been interviewed and anthropometric measurements have been completed before leaving an area. See below for details on how to handle pending interviews.
- (8) Finally, it is the responsibility of the field 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 field supervisor and approved by the fieldwork coordinator, and adherence to it is crucial to avoid overruns in the total amount of time and money allocated for the fieldwork. Field supervisors should also monitor the work of each interviewer to assess whether she is performing according to the standards set by HQ.

REDUCING NON-RESPONSE

One of the most serious problems in this type of sample survey is non-response, that is, failure to obtain information for selected households or failure to interview eligible individuals (women, men, and mothers/caretakers of children under five). A serious bias could occur if the level of non-response is high. One of the most important duties of the field supervisor is to try to minimize this problem and to obtain the most complete information possible. In many cases, interviewers will make return visits to households in the evening or on the weekends to reduce non-response. It is a time-consuming task and requires strict monitoring by means of the Supervisor's and Interviewer's Cluster Control Sheets.

Non-response may be classified into three basic types:

Type 1: The interviewer is unable to locate the selected household.

Type 2: The interviewer is unable to locate an eligible respondent to the household questionnaire or the eligible woman, man, or mother/caretaker of children under five for whom information will be collected in the individual interview.

Type 3: The respondent refuses to be interviewed.

Various ways of dealing with these types of non-response are discussed below.

Type 1: The interviewer is unable to locate the selected household.

- (a) *Occupied dwelling inaccessible.* There may be some occupied structures for which no interviews can be made because of impassable roads, etc. The interviewer should be instructed to hold the questionnaire until later. Another attempt should be made to reach the dwelling at a later date when the situation may have changed. The fieldwork coordinator should be informed immediately of any difficulty in gaining access to a whole cluster or a sizeable number of buildings within the same cluster.
- (b) *Dwelling not found.* The field supervisor should try several times to locate the building using the Household Listing Form and map. If still unsuccessful, the field supervisor should attempt to locate the building by asking neighbours if they know anything about the structure or the household members. Whenever this problem occurs it should be reported to the fieldwork coordinator. Although no interview has taken place, a Household Information Panel (the cover page) should be filled out in the Household Questionnaire.
- (c) *Dwelling non-residential, vacant, or demolished.* If the interviewer indicates that a structure is not a dwelling unit or that it is vacant or demolished, the field supervisor should verify that this is the case. If the interviewer is correct, there is no need for further call-backs (return visits). Although no interview has taken place, a Household Information Panel should be filled out in the Household Questionnaire.

Type 2: The interviewer is unable to locate an eligible respondent to the household questionnaire or the eligible woman, man, or mother/caretaker of children under five for whom information will be collected in the individual interview.

- (a) *No one home at time of call.* The interviewer should make every effort to contact neighbours to find out when the members of the household will be at home or where they might be

contacted. At least three visits should be made to locate the household members. Sometimes it may be necessary to call at mealtimes, in the early morning, 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. It is not advisable to make all three visits on the same day, except in cases where it is known that the household will return during 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 neighbours when the respondent can best be contacted, and a return visit should be made then. If the respondent is still not at home at the time of the second visit, another time should be set for a return visit. At least three attempts should be made to locate the respondent. If the interviewer is not able to complete the entire interview during the initial visit, the procedure for call-backs should be followed.

Type 3: The respondent refuses to be interviewed.

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

- (a) *Approach respondent from her point of view.* Refusals may stem from misconceptions about the survey or other prejudices. The interviewer must consider the respondent’s point of view, adapt to it and reassure her. If there is a linguistic or ethnic barrier between the respondent and the interviewer, the field supervisor should, if possible, send a different interviewer to complete the questionnaire. It can be useful for the field supervisor to accompany the interviewer and make initial introductions. The seniority of the field supervisor often reassures respondents.
- (b) *Postpone interview to another day.* If the interviewer senses that she has arrived at an inconvenient or awkward time, she should try to leave before the respondent gives a final ‘no’; she can then return another day when circumstances are more likely to result in a successful interview.
- (c) *Have another interviewer carry out the interview.* A different interviewer’s knowledge, skill, and maturity may enable her to complete a difficult interview when the assigned interviewer has been unable to do so.

HANDLING PENDING INTERVIEWS

When information has not been collected from a selected household or from an eligible respondent and the return visits have not been completed, the interview is considered ‘pending’. All materials pertaining to this interview should remain with the interviewer until she has completed the pending interview. Field supervisors should keep track of all assignments on the Supervisor’s Cluster Control Sheet.

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

- If a few interviews remain pending as interviewing in a cluster nears completion, one or two interviewers should be assigned to remain in the area and complete the interviews, while the rest of the team proceeds to the next assignment area.
- This of course requires that the location of the next cluster to be nearby and anticipated success of completing the pending interviews.
- 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.

Interviewers should not be assigned with just a hope to complete one or two interviews and, depending on the location of the cluster, there may be a chance to revisit at a later stage. This must be carefully planned, as you should not be travelling around with questionnaires from near completed clusters for a long period.

MAINTAINING MOTIVATION AND MORALE

The field supervisor and field editor play a vital role in creating and maintaining motivation and morale among the interviewers, two elements that are essential to good-quality work. In order to achieve this, it is necessary to make sure that interviewers:

- Understand clearly what is expected of them,
- Are properly guided and supervised in their work,
- Receive recognition for good work,
- Are stimulated to improve their work.

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

1. Rather than giving direct orders, try to gain voluntary compliance before demanding it.
2. Without losing a sense of authority, try to involve the interviewers in decision-making and, at the same time, see to it that the decision remains firm.
3. When pointing out an error, do it with tact, in a friendly manner and in private. Listen to the interviewer's explanation, show her that you are trying to help, and examine the causes of the problem together.
4. When interviewers voice complaints, listen with patience and try to resolve them.
5. Try to foster team spirit and group work.
6. Under no circumstances show preference for one or another of the interviewers.
7. Try to develop a friendly and informal atmosphere.

Finally, remember that encouraging words, instructions, and constructive criticism are not worth anything unless the field supervisor 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 field supervisor will not be able to demand quality work from interviewers and will lose credibility and authority. Interviewer morale and motivation depend on your morale and motivation.

MAINTAINING CLUSTER CONTROL SHEETS

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

SUPERVISOR'S CLUSTER CONTROL SHEET

One Supervisor's Cluster Control Sheet should be completed for each cluster by the field supervisor and forwarded to headquarters with the completed questionnaires from that cluster. An example of the Supervisor's Cluster Control Sheet is shown in Table 2.

Assignment of Interviews

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

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

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

1. Interviewing all the households;
2. Determining the number of eligible women, men and children under five in each of the households;
3. Interviewing all eligible women, men, and mothers/caretakers of children under five of the households or dwellings assigned to her.

As soon as the assignments have been made, the field supervisor should complete columns 1 through 4 of the Supervisor's Cluster Control Sheet with the relevant information. The interviewer should complete columns 1 and 2 of the Interviewer's Cluster Control Sheet.

In filling out the top of the Supervisor's Cluster Control Sheet, copy the information on cluster number and region name and code from the Household Listing. The cluster number will typically be a three-digit number and will be written on the top of each page of the Household Listing. Cluster numbers are unique: No two clusters should have the same number.

Household Visits and Individual Interviews: Columns 5 – 11

During the day, the interviewers will return the completed questionnaires to the field supervisor. As the questionnaires are received, the information on the cover sheets can be used to complete columns 5 through 11 of the Supervisor's Cluster Control Sheet. The following procedure is suggested:

Using the Option 3 of the Supervisor's CAPI Menu, copy information about the results of the interview into columns 6 through 13 of the Supervisor's Cluster Control Sheet. The final result of the household interview should be written in column 5 and the number of eligible respondents (ER) with complete interviews in column 9 for women, column 10 for men, and column 11 for children under five.

Measurements: Columns 12-13

These columns will help you monitor the work of the team measurer. Any household with children under five will require a visit by the measurer. After the measurer completes the anthropometry module for all available under-five children in a household, write the number of children measured for height and weight in columns 12 and 13 to indicate that the measurer is finished and will not have to return to the household. For those households with no children under age five, record a dash ('—') to indicate that no measurements are necessary.

Spot check: Column 14

Here you should indicate which households have been spot checked in the cluster. This includes the minimum two spot checks performed by the field supervisor. You must submit the spot check questionnaires along with the other materials sent back to the HQ office when fieldwork in the cluster is completed.

Notes: Column 15

Record any remarks or comments regarding the interview assignment, results or interviews; for example, reassignment of a pending interview, a change in the name of a household head can be recorded here, as well as any observed changes in eligibility for individual questionnaires. Also, any irregularities observed during spot checks or re-interviews may be noted here.

Check to be sure that you have listed all the households on the Supervisor's Cluster Control Sheet that were selected on the Household Listing for that cluster. 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 Cluster Control Sheet. Be sure to write neatly, since these forms will be used to make response rate calculations later on in the central office.

INTERVIEWER'S CLUSTER CONTROL SHEET

The Interviewer's Cluster Control Sheet (see Table 3) is similar to the Supervisor's Cluster Control Sheet, and helps each interviewer keep track of the households assigned to her. The field supervisor should review the Interviewer's Cluster Control Sheets each evening and discuss the results of the interviews.

SYSTEMATIC SPOT CHECKING OF HOUSEHOLD COMPOSITION

As noted earlier, one of the most important functions of field supervisors is to control the quality of the data collection. A problem that arises frequently is that some interviewers may deliberately subtract years from the age of women or men who are 15 to 19, add years to women or men who are over 40, or add years to children under 5 in order to place them outside the age range of eligibility for the individual questionnaires. Sometimes interviewers may simply omit eligible women, men, or children from the listing. In these ways they reduce their workload. If such practices are widespread, they can have a substantial impact on the quality of the survey data.

A powerful tool for detecting and preventing this kind of interviewer error is to systematically spot check household composition. This will involve returning to certain households with a blank Household Questionnaire, interviewing the same respondent, and filling in questions HL2 to HL7B for each person, that is, name, relationship to the head of the household, sex, age, and eligibility. You should carefully probe the ages of girls and boys declared to be 11 to 14 years of age, of women and men 50 to 55 years of age and of children 5 to 9 years of age, as well as children age 2 or 3. The spot check should, if possible, be made the same day as the interviewer's visit so that the same respondent(s) can be found.

The field supervisor will be responsible for conducting two spot checks of household composition in each sample cluster. He/she may ask the field editor to do further spot checks, wherever appropriate and necessary. The selection of households to be checked should not be entirely random. Rather, you should select households that contain women, men, or children of borderline ages, that is, 11 to 14, 50 to 55, and 5 to 9. Furthermore, you should make sure that all of the team's interviewers are occasionally spot checked. However, some random selection is necessary to address potential issues with interviewers entirely omitting eligible respondents, as such problems will not necessarily be confined to households that have members of borderline eligibility ages.

After you have selected the households for the spot check, you will fill out the identification information on the cover sheets of blank Household Questionnaires with a red pen. At the top of the cover page write clearly 'SPOT CHECK'. You will then visit the selected households with only the spot check questionnaire. After completing HL2 through HL7B (except HL6A) of the Household Listing for each household member and visitor, obtain the Household Questionnaire completed by the interviewer and compare your listing with that of the interviewer. Write the results of this comparison with a red pen in any available space on the spot check questionnaire (for example, in the unfilled space in questions HL11 through HL15 of the List of Household Members or at the bottom of the page). There are a variety of possible results: identical listings; additional persons; fewer persons; a child under 5 years of age who, in the original interview, was listed as older; and most important, detection of an (additional) eligible respondent not identified in the original interview.

If you discover a woman or man eligible for the individual interview who was not identified in the original interview, you must call the error to the interviewer's attention and send her back to interview the woman or man. If you discover a child for which a questionnaire should have been completed but was not, send the interviewer back to gather the missing information. In such cases, the measurer is of course also required to visit if that child is at home.

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

MONITORING INTERVIEWER PERFORMANCE

Controlling the quality of the data collection is the most important function of the field editor. Throughout the fieldwork, he/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 the 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.

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, he/she can detect a great deal from watching how the interviewer conducts herself, how she treats the respondent and how she fills out the questionnaire. The field editor should observe each interviewer many times throughout the course of the fieldwork. It is particularly necessary that each interviewer is observed during the first two days of the 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 of fieldwork period. If the interview was observed, this needs to be indicated in the space for recording the observations at the end of the questionnaire.

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

After each observation, the field editor and interviewer should discuss the interviewer's performance. The questionnaire should be reviewed, and the field editor should mention the interviewer's strong points as well as problems and mistakes. Especially in the beginning of fieldwork, such observed interviews will often require the interviewer to go back to a household to verify information. That is normal, but it should of course reduce very fast.

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. Discuss examples of actual mistakes, but be careful not to embarrass individual interviewers. Reread relevant sections from the 'Instructions for Interviewers' with the team to resolve problems. 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 field editor and field supervisor should expect to spend considerable time evaluating and instructing interviewers at the start of the 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.

Interviewers who have been dishonest in the recording of ages of women, men, and/or children, have omitted household members, or have deliberately recorded incorrect information to reduce their workload must of course be replaced as well. Please be tactful and completely certain before dismissing such interviewers.

EDITING QUESTIONNAIRES

Ensuring that questionnaires are edited for completeness, legibility and consistency is one of the most important tasks of the field editor. The survey requires that every questionnaire be thoroughly 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. Timely editing permits correction of questionnaires in the field.

GENERAL INSTRUCTIONS

- (1) As you go through the questionnaires, mark any problem areas with a red pen and note the page number or the question number on the back page; then, the interviewer can quickly see whether there are any observations. Upon completion of editing, discuss with each interviewer, individually, the problems encountered and review errors that occur frequently with the whole team.
- (2) If the problems are major, it will be necessary to go back to interview the respondent again. If a return visit is not possible, try to establish with the interviewer's assistance the correct response from other information in the questionnaire. If, and only if, this is not possible, take the following action:
 - (a) If the response is missing (that is, there is no answer recorded because the question was not asked), enter a code of '9' ('99', '999') and circle that code with a red pen.
 - (b) If the response is inconsistent with other information in the questionnaire and you cannot determine the correct response, enter a code '7' ('97', '997') and circle that code with a red pen.
 - (c) NOTE: UNDER NO CIRCUMSTANCES SHOULD YOU MAKE UP AN ANSWER.
- (3) In checking through each questionnaire, be sure that the numbers entered in boxes are legible and that the circles used by the interviewer to select the pre-coded numbers clearly mark only one of the choices (except in cases where more than one code is allowed). Also make sure that when the 'Other' category is selected, the answer is clearly specified in the area provided and cannot be placed into existing pre-coded categories. If you think it can be recorded in an existing category, please discuss with interviewer and make the appropriate correction.
- (4) In checking each questionnaire, make certain that the respondent was asked all questions appropriate for her (for example, that the interviewer followed the skip instructions). You will need to look for:
 - (a) Questions for which there is a response when it appears there should be no response
 - (b) Questions for which there is no response when it appears there should be a response.
 Mark these skip errors with a red pen and try to determine the correct response as described in paragraph (2) above. Correct errors following the system described in the Instructions for

Interviewers, for example, drawing two lines through the existing code and circling or writing the new code. **ALWAYS USE A RED PEN IN MAKING CORRECTIONS.**

- (5) Check the ranges for all variables that are not pre-coded (for example, a 34-year-old woman cannot have 24 year old son living with her) and carry out the other consistency checks that are listed. Mark any inconsistencies with a red pen and try to determine the correct responses as described in paragraph (2) above.
- (6) The field editor should advise the field supervisor about questionnaires that have been returned to interviewers for revisits.

EDITING THE HOUSEHOLD QUESTIONNAIRE

In editing the Household Questionnaire, be sure to:

- (1) Check, in the Household Information Panel, that the household identification information has been completed correctly.
- (2) Code the information on the Information Panel if the interviewer has not done so. If the final result code is not '01', check to see that the remaining pages are blank. If the final result code is '01', continue to check the following pages of the Household Questionnaire.
- (3) Ensure that HH18 has been filled using the correct time format (24 hour) and that the time recorded is plausible.
- (4) Check for complete information for each line number in columns HL3, HL4, HL5, and HL6 of the List of Household Members. There should be no blanks in these columns.
- (5) Also in the List of Household Members, check that the line numbers of all women ages 15 to 49 have been circled in column HL7. Similarly check this for men age 15 to 49 and children age 0-4 in columns HL7A and HL7B. If you find errors regarding eligible women, men, or children in the household, check with the interviewer to make certain the correct number of interviews have been conducted in the household.
- (6) Check that there is information in columns HL11 through HL14A for each person under 18 years of age included in the List of Household Members.
- (7) If the response in column HL11 of the List of Household Members is 'No' or 'DK', then columns HL12 and HL12A should be blank. If the response in column HL11 is 'Yes', then there must be information in columns HL12 and HL12A. Likewise, if the response in column HL13 is 'No' or 'DK', then columns HL14 and HL14A should be blank. If the response in column HL13 is 'Yes', then there must be information in columns HL14 and HL14A.
- (8) Check that HL15 has been filled for all household members age 0-14. The entry should match that in HL12, unless HL12 is blank or '00'.
- (9) In the Education module, check that column ED2 has been correctly copied from the List of Household Members.
- (10) Ensure that the questions of columns ED3, ED4A, and ED4B have been filled for each person age five and older. ED4A and ED4B must be blank if the household member is less than 5 years of age or if the answer in column ED3 is 'No'.
- (11) Also in the Education module and for persons 5 to 24 years of age, check that questions ED5 to ED8 are completed following the appropriate skips. For example, if ED5 = 2, then ED6 must be blank. Similarly, if ED7 = 2 or 8, then ED8 must be blank.

- (12) It is possible to keep appropriate ages for levels of education in mind when editing the module. For instance, it is impossible that a 5 year old attends higher education. Many combinations are of course possible, but some are very unlikely, so a note and discussion with the interviewer is desirable.
- (13) There is evidence that a number of interviewers across the world are unable to make the correct selection of one child for the Child Discipline module. The SL module therefore needs careful attention, particularly in the beginning of fieldwork, where you may quickly identify the interviewers that need a bit more training to get the selection right. Please remember that edits made to ages of household members may affect the selection done by the interviewer. If a wrong selection is made, the interviewer should cancel and return to re-interview the same respondent and ask about the correct child.
- (14) The Household Characteristics module is relatively straightforward and there may not be much editing to do. This unfortunately sometimes leads to interviewers being a little lax and forgetful in asking all questions or recording answers. Please be as vigilant here as elsewhere.
- (15) In the HC module, you will find that characteristics of households within clusters are quite similar (particularly in relatively poor rural areas). In some cases you may find that even a slight deviation from the expected pattern will and should get your attention during editing, e.g. a single household in the cluster with electricity, a house with dirt walls in a posh urban neighbourhood, etc.
- (16) In the Water and Sanitation module, check that there are answers for questions WS1 through WS11 when appropriate for each household in the sample. Notice that depending on the skip patterns for each question, some questions should be blank (for example, if WS1 = 11, 12, or 13, then WS2, WS3, WS4, and WS5 must be blank). Also make sure that when the 'Other' category is selected, the answer is clearly specified in the area provided.
- (17) The Handwashing module consists of simple questions and observations. However, ensure that interviewers do provide the specific 'Other reason' for not observing in HW1.
- (18) Ensure that HH19 has been filled using the correct time **format (24 hour)**. Check if the time recorded and that duration of the interview (using information from HH18) are plausible.
- (19) In the Salt Iodization module, verify that the salt test was implemented in each household and that the result is recorded in the questionnaire.
- (20) Check that the number of Questionnaires for Individual Women, Men, and Children Under Five returned with each Household Questionnaire is the same as the number of eligible women (HH12), eligible men (HH13A) and children under five (HH14) reported on the cover page. Speak with the interviewer when there is any inconsistency.

EDITING THE QUESTIONNAIRE FOR INDIVIDUAL WOMEN

- (1) Check that the identification information for the Questionnaire for Individual Women has been completed correctly. Information for cluster and household number must be the same as that of the Household Information Panel of the Household Questionnaire. The line number of the woman should be consistent with her line number in the List of Household Members in the Household Questionnaire.
- (2) Code the information on the Questionnaire for Individual Women if the interviewer has not done so. If the questionnaire is incomplete, verify the reason for the result. If the interview is completed, continue to check the remaining pages of the questionnaire.

- (3) Ensure that WM10 has been filled using the correct time format (24 hour) and that the time recorded is plausible.
- (4) In the Woman's Background module, check the answer to WB1 (Date of birth). The month of birth should be between '01' and '12', or '98'; the year of birth should be not less than '1964' and not greater than '1998' (if the fieldwork is conducted in 2013), or '9998'; and WB2 (Age) should be from '15' to '49'. Question WB2 must have an answer, even if it is the interviewer's best estimate. It can never be left blank and '98' is not allowed. Also check that, when provided, the date of birth and age are consistent. If these responses are inconsistent, discuss the problem with the interviewer.

If at all possible, an effort should be made to revisit the respondent to resolve the inconsistency since age is one of the most important pieces of information collected in the questionnaire. In the unlikely event that a revisit cannot be scheduled, it may be necessary to look at other information in the household and individual questionnaires in an effort to resolve the inconsistency. Items that should be considered include:

- Age recorded for respondent in Household Questionnaire
- Number of live births
- Date of birth of respondent's first child and date of first marriage (if ever married).

If the respondent's age is either less than '15' or more than '49', write 'NOT ELIGIBLE' on the cover of the Questionnaire for Individual Women. This questionnaire should not be processed. Also check, and correct if necessary, the eligibility status of this woman in the Household Questionnaire. Remember that corrections to the Household Questionnaire can only be made on the basis of information in individual questionnaires if the information collected changes the eligibility status.

- (5) In the Fertility module, check that CM10 is equal to the sum of the six values in CM5, CM7 and CM9. CM10 must have the sum filled in. If the respondent has never had any live births, the interviewer should have recorded '2' in both CM1 and CM8 and recorded '00' in CM10.
- (6) In this same module, for CM2 and CM3 for the first birth, use the respondent's age (WB1 and WB2 in the Woman's Information Panel) 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 from the following circumstances:
- (a) The child is not the respondent's own (biological) child
 - (b) The respondent's birth date/age (WB1 and/or WB2) are incorrect
 - (c) The birth date or age of the first child (CM2 and/or CM3) are incorrect.
- A call-back should be made, if at all possible, to determine the source of error.
- (7) Also in the Fertility module, for CM12, make sure that the date of the last birth is completed in months and years and not only one or the other. If you find this information missing, the interviewer should be sent back to the household to determine the missing information. We need to know whether the baby was born during the 2-year period before the survey.
- (8) Check the information in CM12 of the Fertility module to make certain there is a child born during the 2 years before the survey (even if the child has since died), in which case the child must be properly identified in CM13.
- (9) If the respondent has had no births during the 2 years before the survey, the Desire for Last Birth module, the Maternal and Newborn Health module, and the Post-Natal Health Checks module must be blank. Please note the substantial skip of three modules. This leads some interviewers to omit or increase ages of children under age 2 in order to reduce workload. Please include the Fertility module (if appropriate) in spot checks to reduce problems with data quality.

- (10) In the Maternal and Newborn Health module, verify that the answer to MN7 is properly used in the filter before MN9. If the response to MN7 is 2 or greater, then MN9 through MN11 must be blank. Likewise, if the answer to MN7 is less than 2, then MN9 must have information. If MN10 and/or MN11 apply, verify that MN9 is '1'.
- (11) In the Maternal and Newborn Health module, if other answers are provided for MN2, MN17, MN18, and/or MN27 verify that answers were clearly specified.
- (12) Also, in MN2A, MN22, and MN25 check that the appropriate code was circled if needed.
- (13) The Post-Natal Health Checks module includes a number of filters and skips that requires careful monitoring of interviewers. Especially in the beginning of fieldwork you must spend adequate time with those interviewers that are making mistakes. Once the interviewers follow the questions, skips, and filters there should be no major issues.
- (14) Also, in PN2, PN12A/B, and PN21A/B check that the appropriate code was circled if needed.
- (15) In the Illness Symptoms module please verify that interviewers are filling filter IS1 correctly using the List of Household Members information in the Household Questionnaire.
- (16) In the Contraception module, make sure that CP1 is completed and that the skip instruction was used. If the woman is currently pregnant (CP1 = 1), CP2 and CP3 must be blank. If the answer to CP3 is 'Other', verify that the method is clearly specified in the space provided.
- (17) The Unmet Need module includes a number of filters and skips that requires careful monitoring of interviewers. Especially in the beginning of fieldwork you must spend adequate time with those interviewers that are making mistakes. Once the interviewers follow the questions, skips, and filters there should be no major issues.
- (18) Also, in UN7 and UN13 check that the appropriate code was circled if needed.
- (19) In the Marriage/Union module, verify that MA1 to MA9 are completed and that the skip instructions were used. If the woman is not in a union (MA1 = 3), MA2-MA4 must be blank. MA5 and MA6 only apply to women not in union (MA1=3). However, MA6 must be blank if MA5 = 3. MA9 must have a response when year of marriage/union is not known (MA8A/B = 9998).
- (20) In the Sexual Behaviour module please check internal consistency with the Fertility/Birth History module (if the woman has ever had children). Please also check consistency with the Marriage module. Age at first intercourse is usually never higher than age at first marriage unless the woman was very young at marriage.
- (21) Also, please check if the filter in SB11 is correctly filled. Two conditions need to be satisfied to skip SB12 (MA1 = 1 or 2 and MA7 = 1).
- (22) Ensure that WM11 has been filled using the correct time **format (24 hour)**. Check if the time recorded and that duration of the interview (using information from WM10) are plausible.

EDITING THE QUESTIONNAIRE FOR CHILDREN UNDER FIVE

- (1) Check that the identification information for the Questionnaire for Children Under Five has been completed correctly. Information for cluster and household number must be the same as that of the Household Information Panel of the Household Questionnaire. Verify that the 'Child's name' and the 'Child's line number' (UF3 and UF4 in the Under-five Child Information Panel) are the same as reported in the List of Household Members. In the same manner, verify the name and line number of the child's mother / caretaker (UF5 and UF6).

- (2) Verify that the respondent's line number (UF6) was indeed the mother/caretaker identified in HL15 in the List of Household Members. If not, then discuss with interviewer. The questionnaire should be cancelled and interviewer sent back to household to conduct interview with the appropriate respondent.
- (3) Ensure that UF12 has been filled using the correct time format (24 hour) and that the time recorded is plausible.
- (4) In the Age Module, check for consistency between AG1 (Date of birth) and AG2 (Age). Note that 'DK' is only allowed for day of birth in AG1. If the age calculated from the date of birth is different from the age in AG2, you will need to correct this with the interviewer, who may have to revisit the household. In cases where BR1 = 1 (Birth certificate seen), you may be able to make corrections directly to AG2 with the interviewer. The age information is one of the most important pieces of information in the questionnaire and you must do everything possible to ensure correct recording.
- (5) Also, you should check for age/DOB consistency with the Fertility/Birth History module in the Women's Questionnaire if available for the mother.
- (6) The Early Childhood Development module is relatively straightforward, but please ensure that no information is missing. A few interviewers may inadvertently skip one or more of the questions in EC2, EC3, and especially EC7.
- (7) In the Breastfeeding and Dietary Intake module, please ensure that all appropriate questions have been answered and recorded. Particularly the lists of liquids and foods in BD7 and BD8 can be repetitive for interviewer and respondent, but each question must be answered.
- (8) Discuss with the interviewer any 'Other' liquids or foods specified in BD7[F] and BD8[O] to check whether these can be recoded in among the existing items listed.
- (9) Also, interviewers will require some experience to be comfortable with the checks performed in BD9 and BD10. Please make sure that these are correctly filled and asked (when you observe interviews).
- (10) For each child with an immunization record that was seen by the interviewer ('Yes' in IM1 in the Immunization module), check that the date of each vaccination is consistent with the child's date of birth. For example, it cannot be prior to the date of birth. Check also that the dates are in chronological order for those vaccines that are administered with multiple shots (Polio, DPT, HepB, and Hib or combinations thereof). Please be alert and keep the age of the child in mind when reviewing. It is highly unlikely that a newborn child has received many vaccinations. It may happen that some children are vaccinated too early, but you will rarely find a child age less than six months to have received Measles or Yellow Fever vaccines. Please investigate such cases.
- (11) Also, the instruction to write '66' for additional vaccinations not seen on card (IM5) gives problems for some interviewers. Please observe and discuss.
- (12) If the survey is collecting information from vaccination cards kept at health facilities, please ensure that these forms are filled with matching identification information, that is, HF1-HF8 matches UF1-UF8, and that the rest of the appropriate information is filled correctly.
- (13) When reviewing the Care of Illness module, if CA3B, CA4B, CA4E, CA6, CA9, CA11, CA13, CA13B, and/or CA15 have 'Other' as a response, verify that these are clearly specified in the spaces provided.

- (14) Also, as this module contains complex skips, please ensure that questions, filters, and skips have been correctly filled and/or followed.
- (15) Ensure that UF13 has been filled using the correct time format (24 hour). Check if the time recorded and that duration of the interview (using information from UF12) are plausible.
- (16) In the Anthropometry module, the measures of the children should lie within the ranges specified in Table 1. If a measure falls outside the acceptable range, the measurer should revisit the household (with an assistant of course), re-measure the child, and check that the child's age has been correctly recorded. Please note that measurements outside the ranges given in Table 1 are possible, but incredibly rare (no more than a few per survey).
- (17) If AN2 = 6, that is, an 'Other' response was identified as a result for the measurement, verify that this is clearly specified in the space provided.

EDITING THE QUESTIONNAIRE FOR INDIVIDUAL MEN

- (1) Check that the identification information for the Questionnaire for Individual Men has been completed correctly. Information for cluster and household number must be the same as that of the Household Information Panel of the Household Questionnaire. The line number of the man should be consistent with his line number in the List of Household Members in the Household Questionnaire.
- (2) Code the results of the interview if the interviewer has not done so. If the questionnaire is incomplete, verify the reason for the result. If the interview is completed, continue to check the remaining pages of the questionnaire.
- (3) Ensure that MWM10 has been filled using the correct time format (24 hour) and that the time recorded is plausible.
- (4) In the Man's Background module, check the answer to MWB1 (Date of birth). The month of birth should be between '01' and '12', or '98'; the year of birth should be not less than '1964' and not greater than '1998' (if the fieldwork is conducted in 2013), or '9998'; and MWB2 (Age) should be from '15' to '49'. Question MWB2 must have an answer, even if it is the interviewer's best estimate. It can never be left blank and '98' is not allowed. Also check that, when provided, the date of birth and age are consistent. If these responses are inconsistent, discuss the problem with the interviewer.

If at all possible, an effort should be made to revisit the respondent to resolve the inconsistency since age is one of the most important pieces of information collected in the questionnaire. In the unlikely event that a revisit cannot be scheduled, it may be necessary to look at other information in the household and individual questionnaires in an effort to resolve the inconsistency. Items that should be considered include:

- Age recorded for respondent in Household Questionnaire
 - Number of live born children fathered
 - Date of birth of respondent's first child and date of first marriage (if ever married).
- If the respondent's age is either less than '15' or more than '49', write 'NOT ELIGIBLE' on the cover of the Questionnaire for Individual Men. This questionnaire should not be processed. Also check, and correct if necessary, the eligibility status of this man in the Household Questionnaire. Remember that corrections to the Household Questionnaire can only be made on the basis of information in individuals questionnaires if the information collected changes the eligibility status.

- (5) In the Fertility module, check that MCM10 is equal to the sum of the six values in MCM5, MCM7 and MCM9. MCM10 must have a code filled in. If the respondent has never had any

births, the interviewer should have recorded '2' in both MCM1 and MCM8 and recorded '00' in MCM10.

- (6) In the Marriage/Union module, verify that MMA1 to MMA9 are completed and that the skip instructions were used. MMA5 and MMA6 only apply to men not in union (MMA1=3). However, MMA6 must be blank if MMA5 = 3. MMA9 must have a response when year of marriage/union is not known (MMA8 = 9998).
- (7) In the Sexual Behaviour module please check internal consistency with the Fertility module (if the man has ever fathered children). Please also check consistency with the Marriage module. Age at first intercourse is usually never higher than age at first marriage unless the man was very young at marriage.
- (8) Ensure that MWM11 has been filled using the correct time format (24 hour). Check if the time recorded and that duration of the interview (using information from MWM10) are plausible.

ORGANIZING QUESTIONNAIRES FOR RETURN TO THE OFFICE

- (1) Put all the Questionnaires for Individual Women, Men, and Children Under Five inside their respective Household Questionnaire sequentially in ascending order of the line number of the respondent, i.e. do not first put questionnaires for women, then men, and then children.
- (2) Organize all household questionnaires in numerical order by household number within the cluster. Also, any continuation questionnaires (for example, if there are more than 15 people in a household) 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. The continuation questionnaire should have all identification information written on it on the cover page.
- (3) Check the questionnaires in the cluster against the Supervisor's Cluster Control Sheet to make certain that:
 - (a) The correct number of Household Questionnaires is present
 - (b) The household final result codes are correct
 - (c) The correct number of individual questionnaires is present.

Remember, there must be a questionnaire assigned for each eligible woman, each man, and each child under five, except when the interview has not been conducted yet. The number of cases in which an individual questionnaire was not assigned (for women, men, and children under five) needs to be closely monitored to avoid high non-response percentages. As a reference, the total response rates for individual questionnaires, estimated as the product of the Household Questionnaire response rate times the individual questionnaire response rate for women, men, and children, respectively, should not be below 90 percent.

FORWARDING QUESTIONNAIRES TO THE HEAD OFFICE

Once all the checks described above have been completed, and any differences have been reconciled, the questionnaires are ready to be sent to the central office. The coordinator of field operations will provide specific instructions about how and when to send the questionnaires from each cluster. The field editor should put all the questionnaires along with the Supervisor's Control Sheet(s) into envelopes/packets. On the outside of each envelope/packet she/he must indicate the cluster number, region name and code, and the summarized number of questionnaires in the cluster (as totaled in the last row, columns 6-9, of Table 2 below). It is very important that questionnaires are bundled and

labelled properly, and protected from dampness and dust. Follow these instructions to the letter to avoid the loss of questionnaires or information.

Table 1
Expected Length and Weight of Children by Sex and Age in Months

In editing the length and weight of children to ensure that no data entry errors are made, the following values are used as the minimum and maximum expected values. The ranges are dependent on the sex and age of the child and are given in centimetres for the length (height) of the child and kilograms for the weight of the child.

| Age in Months | Length/Height (cm) | | | | Weight (kg) | | | |
|---------------|--------------------|-------|---------|-------|-------------|------|---------|------|
| | Males | | Females | | Males | | Females | |
| | Min | Max | Min | Max | Min | Max | Min | Max |
| 0–2 | 36.0 | 74.0 | 36.0 | 72.0 | 0.5 | 10.0 | 0.5 | 9.0 |
| 3–5 | 45.0 | 83.0 | 44.0 | 80.0 | 1.0 | 13.0 | 1.0 | 12.0 |
| 6–8 | 51.0 | 87.0 | 50.0 | 86.0 | 2.0 | 15.0 | 2.0 | 14.0 |
| 9–11 | 56.0 | 91.0 | 54.0 | 90.0 | 3.0 | 16.5 | 2.5 | 15.5 |
| 12–14 | 59.0 | 96.0 | 57.0 | 95.0 | 4.0 | 17.5 | 3.0 | 16.5 |
| 15–17 | 62.0 | 100.0 | 60.0 | 99.0 | 4.0 | 18.5 | 3.5 | 17.5 |
| 18–20 | 64.0 | 104.0 | 62.0 | 102.0 | 4.0 | 19.5 | 3.5 | 18.5 |
| 21–23 | 65.0 | 107.0 | 64.0 | 106.0 | 4.5 | 20.5 | 4.0 | 19.5 |
| 24–26 | 67.0 | 108.0 | 66.0 | 107.0 | 4.5 | 23.0 | 4.5 | 21.5 |
| 27–29 | 68.0 | 112.0 | 68.0 | 111.0 | 5.0 | 24.0 | 5.0 | 23.0 |
| 30–32 | 70.0 | 115.0 | 69.0 | 114.0 | 5.0 | 24.5 | 5.0 | 24.5 |
| 33–35 | 71.0 | 118.0 | 71.0 | 117.0 | 5.0 | 25.5 | 5.0 | 25.5 |
| 36–38 | 73.0 | 121.0 | 72.0 | 120.0 | 5.0 | 26.0 | 5.0 | 27.0 |
| 39–41 | 74.0 | 124.0 | 74.0 | 122.0 | 5.0 | 27.0 | 5.0 | 28.0 |
| 42–44 | 75.0 | 127.0 | 75.0 | 124.0 | 5.0 | 28.0 | 5.5 | 29.0 |
| 45–47 | 77.0 | 129.9 | 77.0 | 126.0 | 5.0 | 29.0 | 5.5 | 30.0 |
| 48–50 | 78.0 | 132.0 | 78.0 | 129.0 | 5.0 | 30.0 | 5.5 | 31.0 |
| 51–53 | 79.0 | 134.0 | 79.0 | 131.0 | 5.0 | 31.0 | 5.5 | 32.0 |
| 54–56 | 80.0 | 136.0 | 81.0 | 133.0 | 5.5 | 32.0 | 6.0 | 33.0 |
| 57–59 | 82.0 | 139.0 | 81.0 | 136.0 | 5.5 | 33.0 | 6.0 | 34.5 |

Table 2

| SUPERVISOR'S CLUSTER CONTROL SHEET | | | | | | | | | | | | | | | |
|---|---------------------------|----------|-------------------------|---------------|--------------|--------------------|---|----------------------|----------------------|---|---------------|-----------------|-------------------------|------------------------|---|
| Cluster No.: ___ ___ ___ | | | Region Name: _____ | | | | | Region Code: ___ ___ | | | Page No.: ___ | | Total no. of pages: ___ | | |
| Supervisor's name and number:: _____ | | | | | | | | | | Day / Month / Year of cluster visit: ___ ___ / ___ ___ / 2 0 1 ___ | | | | | |
| HH No. | Name of head of household | Int code | Int sex F / M | Date assigned | Final result | Number of eligible | | | Interviews completed | | | Anthropometry | | Spot check (submit) | Notes (Continue on back if required. Write HH No. clearly next to note) |
| | | | | | | W | M | U5 | W | M | U5 | Height measured | Weight measured | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
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Table 3

| INTERVIEWER'S CLUSTER CONTROL SHEET | | | | | | | | | | | | |
|--------------------------------------|---------------------------|--------------|--------------------|---|----|----------------------|--|-------------------|-----------------|-----------------|---|--------------------------|
| Cluster No.: ____ | | | Region Name: _____ | | | | | Region Code: ____ | | Page No.: ____ | | Total no. of pages: ____ |
| Interviewer's name and number: _____ | | | | | | | Day / Month / Year of cluster visit: ____ / ____ / 2 0 1 ____ | | | | | |
| HH No. | Name of head of household | Final result | Number of eligible | | | Interviews Completed | | | Anthropometry | | Notes (Continue on back if required. Write HH No. clearly next to note) | |
| | | | W | M | U5 | W | M | U5 | Height measured | Weight measured | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
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