

# **MULTIPLE INDICATOR CLUSTER SURVEY, 1999**

## **INSTRUCTION MANUAL**

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## **CHAPTER I**

### **SURVEY DESIGN**

#### **1. Survey Background:**

The Multiple Indicator Cluster Survey (MICS) is a joint project of the Federal Government of Nigeria (FGN) and UNICEF (Nigeria), designed to measure the extent to which the goals of World Summit for children and the goals of the National Programme of Action have been achieved.

The first MICS in Nigeria was conducted in 1995 by the Federal Office of Statistics (FOS) and UNICEF (Nigeria) as part of global effort to assess and provide a comprehensive picture of the general wellbeing of children in Nigeria. A systematic collection of representative data will be embarked upon to meet and sustain the goals on a regular basis.

#### **2. Aims and Objectives:**

- a) To provide current assessment of progress towards the decade goals for children.
- b) To measure and review progress towards the goals of the National Programme of Action
- c) To ensure that the preliminary results of the survey will be ready by June, 1999, early enough to feed into the Country Programme Mid-term Review.
- d) To raise awareness among partners of the current Country Programme and empower them to make informed mid-course corrective action.

#### **3. Survey Questionnaires:**

The main instruments for the survey are the Household questionnaire and the Children questionnaire specifically designed to collect information for monitoring decade goals as well as government efforts in the achievement of the goals.

Thus, the two MICS questionnaires together cover the following areas:

##### **Household Questionnaire:**

- (i) Cover Page
- (ii) Household Listing
- (iii) Children Listing
- (iv) Water and Sanitation
- (v) Salt Iodisation
- (vi) Children Education
- (vii) Mortality



**Column 8: Result of Measurement**

Record the outcome of the measurement i.e

- |        |  |   |
|--------|--|---|
| Code 1 | If the child's weight and length were measured.              | x |
| Code 2 | If only weight was measured.                                 |   |
| Code 3 | If only length was measured.                                 |   |
| Code 4 | If the mother refused that the child should not be measured. |   |
| Code 5 | The child refused to be measured.                            |   |
| Code 6 | The child was not present.                                   |   |

**Column 9: How often is Child Measured**

Ask from the mother how often she measure her child to determine his/her growth.

The codes are listed below. Enter the appropriate code.

**Question 4: Measles Vaccination**

Read the questions and explain as stated and record the number of times.

**Question 5: Check for BCG Scar**

Check to see whether scar was seen on the child's arm or not. Record code '1' for Yes and '2' for No. and '3' if the scar was not examine in space provided.

**7.0 CHILD'S RIGHT MODULE**

The mothers are to be asked information about their under 5 children about whether their children are registered in their various Local Government Council or not.

**Question 1: Birth Registration**

Ask the respondent if the child's birth is registered. Record code '1' if the response is Yes or code '2' if the response is No or code '3' if the response is Don't know. If code '2' or '3' is circled go to the next child. If no other child go to the next module.

**Question 2: Where Birth is Registered**

The places where the child's birth is likely to be registered had been listed and coded. Ask the respondent where the child's birth was registered and record the appropriate code.

**Question 3: Issuance of Birth Certificate**

Ask the respondent whether the child was issued a birth certificate. Record the appropriate code '1' for Yes, code '2' for No.

- \* If Question 3 is code 1, ask that you see the certificate and record code 1 if the certificate is seen by you or code '2' if not seen.

**8.0 ANTHROPOMETRY MODULE****Columns 1-4**

Record the child number, Name, Age and Sex in their respective columns.

**Column 5: Weight**

Record the weight of the child in **Kilogram**.

**Column 6: Length**

Record the length of the child in **Centimeter**

**Column 7: Measurement Code**

Here, you are expected to record code 1, if the child was measured while lying down or code '2' while the child was standing. Only a code should be recorded.



**Question 2-7: Vaccinations:**

2 If the respondent shows the vaccination card, fill in the information directly from the vaccination card. You should record these information properly and carefully, since the vaccinations may not be listed in the same order as in the questionnaire. Dates should be recorded in the spaces provided with DAY first, the MONTH and then the YEAR. Record code '1', '2' or '3' for each vaccine in the space provided at the extreme left.

**Question 8: Hepatitis**

Record code '1' for Yes or code '2' for No

**Question 9: B.C.G SCAR**

You are to request from the mother of the child that you would like to examine his/her shoulder to check for a scar there. If there is a notice of the scar on the shoulder, you are to record Code 1 and if not noticed, you record code 2. You are to record code '3' if the child was not available to be examined or the mother refused that the child should not be examined.

**Note:**

You have to be very careful not to record a scheduled appointment date as vaccination date. Be patient and read the card thoroughly.

**6.0 ALTERNATIVE IMMUNIZATION MODULE**

This module should be filled where no vaccination card is presented for a particular child by the respondent or there is no dose recorded on the card.

**Note:**

The important source of obtaining responses for the questions in this module, is by history or report as given by the mother.

**Question 1: BCG Vaccination**

Read the question slowly and carefully as written and explain what BCG vaccination is. Record the response code under the report source.

**Question 2: DPT (Vaccination Injections)**

Read the question as written stressing that the injection is in the thigh or buttocks. Record the number of times under the report for each child.

**Question 3: Polio Vaccination**

Read the question appropriately and record the number of times.

**Question 5: Why Child was not Exclusively Breastfed**

Follow the instruction on top of Question 6 properly so as to determine the children eligible for this question. Ask the mother why she was not able to exclusively breastfeed the child for six months. Six reasons have been listed and coded, you are to enter only a code in the space provided for each child.

**Question 6: Child Still being Breastfed:**

This question is only asked for the last birth, and only if the child is still alive. Record the appropriate code in the box to the right.

**Question 7: Liquids and Foods other than Breast Milk Given**

The purpose of this question is to determine the types of liquids and foods that mothers give to their babies. Read the questions slowly and then read each item on the list. Be sure to circle codes for all items mentioned.

**Question 8. Stopped Breastfeeding**

If the child no longer breastfeeds ask as "about one year" establish if it was exactly one year or how much more or less. Record the age in months.

**Question 9. Bottle with Nipple**

This question seeks to know whether the child is given anything to drink from a bottle with a nipple or teat. Record code '1' for yes; '2' for No, '3' for Don't know respectively in the right side box.

**Question 10: Age at Receiving Complementary Food**

Record the age at which the child started receiving complementary food as reported by the mother in the space provided for each child in months.

**5.0 IMMUNIZATION MODULES:**

Transfer the line number and the name of the child from the Children Listing Module.

**Question 1: Had a Vaccination Record Card**

Ask Q.1 as written and record the mother's responses in space provided. If the respondent says that she had a vaccination card for the child, then ask "May I see it please?"

If response is NO or DK, probe properly and if No is maintained record code 2 or 3 then go to **ALTERNATIVE IMMUNIZATION MODULE.**



mention the foods on the list. A mother/caretaker's answer is coded as correct if at least a '1' is circled. Vitamin - A - Rich Foods are: Carrot, Mango, Pawpaw, Palm oil, Green leafy vegetables etc.

**Question 3: Eat any Vitamin A Rich Foods**

Ask the respondent if the child ate any of the listed VITAMIN A rich foods. Mention each food to the respondent and circle either code '1', '2' or '3' for Yes, No or DK.

**Question 4: Receive Vitamin A Supplement**

Ask whether or not the child received vitamin A supplement in the last 24 months. If the response is Yes, record code 1 in the space provided.

**Question 5: Number of Times**

Check Q4, if code 1 is recorded then ask for number of times the child received vitamin A supplement in the last 24 months.

**4.0 BREASTFEEDING MODULE:**

Transfer the line number and name of each child cared for by the mother or caretaker from the Children Listing Module to this page. The information need not be necessarily given by the mother

**Question 1: Ever Breastfed that Child**

Ask whether or not the child was ever breastfed. Record the code in the box to the right. Follow the skip instructions. If the responses is Yes record code '1' and continue the interview and if otherwise go on to Question 5.

**Question 2: Child given First Milk (Colostrum)**

Asked whether or not the child was put to the breast immediately after delivery. Colostrum is the yellowish liquid that comes out of the breast soon after delivery. If the response is No continue the interview to find out the reason why the first milk was not given by asking Q.3. If however, the response is 'Yes' or 'Don't know' go to Q.4.

**Question 3: Reason for not given First Milk**

Record the appropriate code for the response given.

**Question 4: Exclusive breastfeeding status of the child**

This question seeks to find out if the child is **EXCLUSIVELY BREASTFED**. This is recorded only breastmilk without water, herbal tea or any fluid except VITAMIN, MEDICINE and or ORS. Record the appropriate code for the response given.



**Question 1: Ever had Malaria in the last 2 weeks**

The responses have been coded, Record code "1" for Yes code "2" for No and code "3" for don't know.

**Question 2: Where treated.**

Ask the mother where the child was first treated during the sickness. About eight places had been listed and coded. It is possible for a child to have been taken to more than one place for treatment, probe for those places where the child was first treated and circle the code, but **DO NOT PROMPT**.

**Question 3: Who first treated the Child.**

You are to ask the mother who first treated the child during the sickness. Again, you are to circle one code even if more than one person was involved in the treatment of the malaria.

**Question 4: Outcome of the treatment.**

Record the code for the outcome of the treatment mentioned by the mother in the space provided. Only one code should be recorded for a child. If code 3 is recorded then go to Question 5, otherwise go to the next module.

**Question 5: Where help was sought next.**

Check question 4 if code 3 was recorded then ask the mother where she sought for help next for the treatment. You are to circle only one code

**3.0 VITAMIN A MODULE:**

Vitamin A is needed for the prevention of blindness in children. Different types of foods are available in the country that can provide this important micronutrient.

**Question 1: Ever Heard Messages**

Read the question as it is written in the questionnaire. The question asks whether the respondent ever heard any messages which promote VITAMIN A, foods that are important for sight and help prevent blindness, such as palm oil etc. Wait for respondent's answer and record the appropriate code in the space provided. If the response is 'No' or 'Don't know' then go to question 3.

**Question 2: Foods Mentioned Spontaneously**

Ask the respondents to mention some of the VITAMIN A rich foods by himself/herself. Circle code '1' if he/she mentions any of the correct vitamin A rich food listed on the questionnaire. Circle '2' if he/she gives any other response but does not

**Question 3: Diarrhoea in last 2 weeks:**

Read the question as written and emphasize " in the last 2 weeks". If the respondent is not sure what is meant by diarrhoea, tell him/her it means "more than three running stools per day or one large watery stool or blood in stool". Write the response code in the space provided to the right of the question. If the response code is '2' or '3', go on to question 7.

**Question 4: Drinking During Diarrhoea:**

In this question ask of the drink given to the child during the last episode of diarrhoea. Read the question and circle the appropriate code given to the right side of the question for each item. Circle code '1' for Yes, '2' for No and '3' for Don't Know.

**Question 5: Quantity of Drinks:**

Record the appropriate code in the right side box provided.

**Question 6: Quantity of Food: -**

Read out the question and record the appropriate response. If the mother says the child ate less probe whether much less or a little less than usual.

**Question 7: Common Ailments in the last 2 weeks**

Ask the respondent the common ailments suffered by the child/children in the last 2 weeks. Wait for the response and listen to the ailment mentioned and circle the codes. You can circle more than one code depending on the number of ailments mentioned by her.

**Question 8: Child Faeces.**

Ask the mother whether she thinks child faeces <sup>is</sup> in harmful to health or not. Enter the response code in the box provided.

**Question 9: When to Wash Hand.**

Ask the mother when she usually wash her hands and circle the codes according to her responses.

**2.0 MALARIA MODULE.**

The objective of this module is to collect information on the Malaria/Fever prevalence among children who are under 5 years, the treatment received and the outcome of the treatment offered.

Mothers of under 5's in the household should be asked questions in the malaria module in respect of each child. First, enter the line number and name of child.



**Column 11: Who decides whether to use method.**

**QUESTION:** Who decides whether to use method ?

**INSTRUCTION:** The possible response to the question have been coded below. Record the appropriate code.

**Column 12: Who decides which method to use?**

The possible responses to the question have also been coded below. Record the appropriate response.

**Column 13-15:** Columns 13-15 are meant only for women aged 15 to 49 years and women below 15 years but married.

**Column 13: Currently pregnant**

**QUESTION:** Are you currently pregnant?

**INSTRUCTION:** Record code '1' or '2' or '3' for Yes or No or Don't know respectively.

**Note:** If the respondent says No, stop the interview and go to the next eligible woman in the household.

**Column 14: Ever taken iron folic supplement**

Record code '1' for yes or code '2' for No.

**Column 15: Currently taking iron folic supplement**

Record code '1' for yes or code '2' for No.

**Column 3: Age**

Record information on age in years of all adults.

**Column 4: Sex**

Enter code '1' for male and code '2' for female.

**Column 5 - 12: Family Planning Information**

The possible answers relating to questions 5-12 have been coded below. It is very important that the correct code is entered for each question.

**Column 5: Knowledge of Family Planning**

**QUESTION:** Have you ever heard about family planning, that is the various ways that a couple can use to delay or stop child bearing?.

**INSTRUCTION:** Read the question clearly and loudly to the respondent and wait for the response. Record code '1' for yes or code '2' for No.

**Column 6: Heard or seen Family planning Message**

**QUESTION:** Have you seen or heard Family planning message in the last 3 months?

**INSTRUCTION:** Record code '1' for yes or '2' for No. It does not matter whether the message was heard once or many times in the last 3 months.

**Column 7: Source of Information**

**QUESTION:** If seen or heard Family planning message in the last 3 months, where ?.

**INSTRUCTION:** Possible sources are given below, code as appropriate.

**Column 8: Currently Using a Family Planning Method**

**QUESTION:** Are you currently using any method to avoid or delay getting pregnant ?

**INSTRUCTION:** If the response to the question is yes record code '1' and continue the interview but if No, record code '2' and skip to column 13.

**Column 9: Family Planning Method**

**QUESTION:** Which method are you using?

**INSTRUCTION:** Obtain the method currently being used by the respondent (male or female) and write the appropriate code for the method mentioned as indicated below in the questionnaire. Do not read out the method to the respondent. If the respondent uses more than one method write the code for the method which is most commonly used.

**Column 10: Where Obtained**

**QUESTION :** Where did you obtain (METHOD) last time ?

**INSTRUCTION:** The various sources of Family Planning methods have been listed below in the questionnaire. Write the appropriate code of the outlet for the method mentioned.



**Question 7 Person(s) seen for prenatal checks**

Check question 3 to see if code "1" is circled and ask for the person the mother saw for prenatal checks most of the time. Note that the list of persons likely to be seen for prenatal checks and their codes have been provided below the page, you are to record the code for the person mentioned by the respondent. If the respondent did not see anyone at all for a check on her pregnancy, then record the code for NO ONE i.e code 8 and skip to question 9, otherwise proceed to question 8.

**Question 8 Who paid for prenatal care**

The emphasis is on who paid for prenatal care most of the time. Four codes have been listed below, you are to record only the appropriate code.

**Question 9 Place of Birth.**

Ask the respondent the place of birth of each child. When asking the question be sure to insert the name of the child you are referring to, so that there is no confusion.

Record only one code among those listed below under 'where'.

**Question 10 Who decided place of Birth.**

Ask the mother who decided the place of birth of each Child and record only one code in the space provided.

**Question 11 Assistance at Delivery.**

Ask the mother who helped her with delivery of each child. If she is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the person was a mid - wife or a traditional birth attendant (TBA), then probe.

**15.0 FAMILY PLANNING MODULE:**

The module is designed to provide basic information on the level of contraceptive knowledge, source and practice among adults and married women below age 15 years in Nigeria. The data will be useful to policy makers and programme managers as an independent monitoring source of family planning programme performance and its relevance to the safe motherhood awareness campaign.

**Columns 1-2:**

Copy the person numbers and names of all adults both male and female age 15 years and above and married females below 15 years as well as their age and sex from the Household Listing Module.

### 13.0 CARE OF ACUTE RESPIRATORY ILLNESS MODULE

Remember to fill in the names and line numbers of all mothers and caretakers of all Under 5's.

**Question:** Care of Acute Respiratory Illness:

Read the entire question to the respondent and wait for the response. Do not read out the listed symptoms. Wait for the mother's response and circle the code for each answer mentioned. More than one answer can be circled.

### 14.0 PRENATAL, CHILDBIRTH AND OBSTETRICS MODULE

The objective of this module is to obtain information relating to the health of children and their mothers. The topics include antenatal care, delivery care, assistance at delivery and food supplement.

**Question 1:** Child Line No : Enter the line number of all children who are aged below 5 years in the household.

**Question 2:** Names of All Under 5's.

Write the names of all under 5's in the household beginning from the last child. For example, if there are two mothers of under 5's in the household, write the names of all under 5's for the first mother before writing the names of all under 5's for the second mother.

**Question 3:** Attendance at Prenatal Care

Ask the mother if she attended prenatal (antenatal) care during the child's pregnancy. Three responses for the question are precoded. Code 1 for 'yes', code 2 for 'No' and code 3 for 'don't know'. Circle the appropriate code.

**Question 4:** Frequency of prenatal checkup

Ask the mother how many times she attended prenatal care for each child. Record the number of times in the space provided.

**Question 5:** Ever taken iron folic supplement

In this question you are asking whether the mother ever took iron folic supplement for blood at the time of pregnancy or after birth of the child/children. Circle the appropriate code for the response given.

**Question 6** Currently taking iron folic supplement

The mother should be asked whether she is currently taking iron folic supplement. Circle the appropriate code.



### 11.0 **TETANUS TOXOID MODULE:**

Tetanus is a deadly disease which can be readily prevented. This is done by a woman receiving an injection of immunity while her baby is in the womb. A woman requires more than one dose in order to fully protect the baby. In the **TETANUS TOXOID MODULE**, all mothers of under 5's in the household are asked how many times they received the injection. If the mother has a vaccination card, record the dates of the doses found on the card, in the spaces provided for vaccines TT1 to TT5. If the mother is without a card, then record the responses to questions 7 and 8 if no probing is required. If further probing is required before she could respond, then questions 9-12 should be asked.

### 12.0 **MATERNAL MORTALITY MODULE**

The respondents for the module are females aged 15 years and above and females below 15 years who are married.

This module collects information on maternal mortality using the sisterhood approach. Spaces have been provided for recording responses for three women who would be asked questions about the number of sisters who died during pregnancy or during child birth or died within six weeks after delivery. Fill in the names and line numbers of the women.

#### **Question 1: Number of Sisters ever reached age 15 years**

Ask for the number of sisters the respondent ever had, born to the same mother, who ever reached age 15 years and record the number that are alive and the number that are dead in the spaces provided.

#### **Question 2: Number of Sisters who died during Pregnancy**

Ask the respondent how many of her sisters died from pregnancy related illness and record the response in the boxes provided.

#### **Question 3: Number of Sisters who died during child birth:**

Ask for the number of her sisters who died during child birth and record the number in the boxes provided.

#### **Question 4: Number of Sisters who died within Six weeks after delivery:**

Ask for the number of sisters who died within six weeks after delivery and record the number in the space provided.

## **Fertility History**

Here, all women with at least one pregnancy listed in the previous section are asked information about their last three pregnancies whether the outcomes were live births, still births or miscarriages/abortions. It is important for the interviewer to ensure that the woman understands that a live birth is any child who breathed or cried after birth even if he/she lived for a short time. Note that provision is made for pregnancies of 3 women. Hence, for each woman record the line number and name. This should be written by the interviewer before the interview starts.

### 1. **Pregnancy Outcome:**

Ask for the outcome of each of the last three pregnancies. Pregnancy outcomes have been classified into three and coded as follows:-

Live birth - 1; still birth -2 ; miscarriage/abortion - 3; wait for the woman to mention one outcome and record response code in the space provided. Stop the interview if codes 2 or 3 is entered for the child.

### 2. **Name of Child:**

Write the name of the child in space provided.

### 3. **Sex of Child:**

Record code "1" for male child and code "2" for female child.

### 4. **Date of Birth:**

Date of Birth should be recorded for live births in the order DAY (DD), MONTH (MM) AND YEAR (YY). For example for a child who was born on 10/8/96, the date of birth should be recorded as follows:

D	D	M	M	Y	Y
1	0	0	8	9	6

### 5. **Still Alive :**

Ask this question to know whether the child is still alive or not. If alive; circle code '1' for Yes otherwise circle code '2' for No.

### 6. **Age at Death:**

Check column 5, where code '2' is circled, record age at death for the child in col. 6 in months.



1. **Woman Number:** The woman number had been written in the questionnaire. Spaces had been provided for 9 women but if there are more than 9 women in the household use another questionnaire.
2. **Name of Woman:** Enter the names of all women aged 15 years and above and women below 15 years but married in the space provided.
3. **Age:** Record the age of the woman in completed years.
4. **Number of Pregnancies Ever Had:**

Ask for the number of pregnancies the woman ever had in her life and record the figure in the space provided. If the woman has never been pregnant enter "0" for her and stop the interview. Go to the next woman. If there is no other eligible woman in the household, then go to the next section in the module i.e Fertility History Section.

5. **Ever Had A Live Birth**

Ask the woman if she has ever had a live birth in her life. Wait for her response and circle the appropriate code. Note that the interview should stop when code "2" is circled.

6. **Children Ever Born:**

**Living at Home:**

Record the number of children living with her in the household where the interview is being conducted. Record the number of males and females, and the total number of children living at home in the space provided.

**Living Elsewhere:**

This refers to children who are alive but not living with her. For example, they may be living with a relative, staying in a boarding school or grown up children who have left home. Record the number of children male and female living elsewhere and the total number in the space provided.

**Dead:** This is a very sensitive question to ask from the respondents. The interviewer should read the words on top of the questionnaire again to be able to gain the cooperation of the woman. Ask for the number of children the woman ever had that are dead, record the number of males and females and the total in the space provided.

**Total Children:**

Add up the number of children living at home, elsewhere and who have died and record the figure for male, female and total children in the space provided.

code '3'. If either codes '2' or '3' is circled then proceed to Q.6.

**Question 5: Level and Grade :**

Enter the level and grade the child is currently attending. The codes for the level and grades are provided at the bottom of the page. For example, if a child is currently in SS1, the level is Secondary = 3 and the grade is 4.

**Question 6: Attending School Last Year:**

Circle whichever code is applicable to the child.

**Question 7: Level and Grade**

Again, record the level and grade of the child in the spaces provided.

**Question 8: Why stop Attending School.**

The likely reasons why he/she stop attending School have been listed below the questionnaire and each reason is assigned a code. Record the appropriate code in the space provided. If the reason given does not fall into any of the categories, write it in 'others' and specify.

**Question 9: Non enrolment in Non-formal Education**

This question is to find out the cause of non-enrolment of children in non-formal education. The various causes have been listed below and coded. You are to record only one code in the space provided in respect of each child.

**10.0 MORTALITY MODULE:**

In this module, information is collected about all women over age 15 years and married women below 15 years who slept in the household the night before the interview and the children ever born.

The module is divided into two sections:

- (i) The Children Ever Born
- (ii) Fertility History

**Pregnancies Ever Had and Children Ever Born:**

This section collects information about all pregnancies and live births that all women aged 15 years and above and women below 15 years but married have had in their lives. The interviewer should note that the respondent must report all of her natural births, even if the child no longer stays in the household (living elsewhere) and even if the child is no longer alive (dead).



## 8.0 SALT IODISATION MODULE:

### Question 1: Type of Salt Used:

This question is intended to find out whether the salt used in the respondent's household is iodized or not. You should request to test a sample of the salt used in the household to prepare the last meal and record the appropriate code in the space provided. If there is no salt in the respondent's house as at the time of interview, record '4' and go on to next module. If the salt remains colourless after the test is done, do a retest using the second chemical.

### Question 2: Colour of salt:

Three types of colour have been listed and coded 1-3. You are to record only one code based on the outcome of the test.

### Question 3: Type of salt:

This is in three categories and coded 1-3. Record the type of salt seen in Q.1 in the space provided. If there is any other type of salt different from those listed, record it under 'other' ie code 4 and specify. If no salt is seen put code '5' and go to next module.

## 9.0 CHILDREN EDUCATION MODULE:

Education module should be completed for all children in the household aged 3-16 Years. First, enter the line number and name of all children identified in the Children listing Module (cols 1 and 2).

### Question 1: Sex of Child:

Enter code "1" if child is male and code "2" if female.

### Question 2: Age of Child:

Record age in completed Years in the two boxes provided.

### Question 3: Ever Attended School:

The response have been coded '1' for 'Yes' '2' for 'No' and '3' for 'Don't Know'. Circle the appropriate code for each person. If either code '2' or '3' is circled go on to the next child and if no other child age 3-16 years, go to next module.

### Question 4: Currently at School

For these whose response was Yes in Q.3, ask if the child is currently at school. Circle code '1' if Yes and '2' if No. If respondent does not know, circle

**Question 7: Cost of Water.**

Record the code of the unit of measure in the space provided. Four codes have been provided for the unit of measure. You are to record the cost per unit of measure in the boxes provided. For example, if the unit of measure is tin and the cost of water per tin is ₦5.50, enter code "1" in the space provided and record the cost as

		0	5
--	--	---	---

:

5	0
---	---

The amount in Naira should be entered in the left hand boxes while the amount in Kobo should be entered in the right hand boxes.

**Question 8. Who usually pays for Water.**

You should record only one code out of the three codes listed.

**Question 9: Quantity of Water bought per week.**

Record the quantity of water bought per week in the box provided for each of the three items listed.

**Question 10: Toilet Facilities:**

Types of toilet facilities have been listed and coded. You are to record one of the codes 1-8 for facility that is most commonly used by the household. If the respondent answers that they use the bush or the fields or a cleared corner of the compound, record '7' for NO FACILITY. If code 7 or 8 is recorded go to question 13.

**Question 11: How far is the Facility:**

Physically verify the distance of the toilet facility from the dwelling and code as appropriate. The enumerator should use pacing to estimate the distance.

**Question 12. Who cleans the Toilet.**

The emphasis is on who cleans the toilet most of the time. You are to record only one code in the space provided.

**Question 13. Type of Refuse Disposal.**

There are five types of refuse disposal listed with the codes. Record the code for the type used most often by the household.



## 7.0 WATER AND SANITATION MODULE

### Question 1: Major Source of Drinking Water

The various sources of drinking water have been listed and coded 1-8. You are to record whichever code is applicable in the space provided. Note that only one answer is required, hence record the one that is most commonly used for drinking if more than one source is given. If the source varies by season, record the source used at the time of interview. If the respondent mentioned any other source apart from the types given here, you should specify it under "other".

The responses had been coded below, you should enter the appropriate code in the box provided.

### Question 2. Number of times (SOURCE) breakdown.

Record the number of times the source mentioned in Q.1 broke down or did not function in the last 6 months in the space provided.

### Question 3. How long did (SOURCE) not function.

The responses to the question have been coded 1 to 5. You are to record only one code from the list.

### Question 4: Who fetches drinking water

You are to find out who fetches drinking water most of the time among the categories of persons listed and enter only one code. Note that the emphasis here is who fetches the water MOST of the time and codes 01-12 are provided.

### Question 5: How Far is the Source:

Record here how far the source of drinking water mentioned in Q.1 is from the dwelling. Physically verify the distance. Pacing by each enumerator will be used here. Each enumerator will take a leisure stride which will be measured and that will be used by the enumerator to estimate the distance to the source of drinking water or the toilet facility used by the household.

### Question 6: Time to get Water:

Here, be sure to read the entire question so that the respondent understands you would want to know how long it takes to get to the source of water, get the water, and come back home. Enter the appropriate code for the time mentioned by the respondent.

D	D	M	M	Y	Y
2	3	0	2	8	3

Date of birth - DD/MM/YY - Don't know DD/MM

If the respondent does not know his/her month of birth, probe for season or any other important events and estimate accordingly. If he/she does not have an idea at all, enter **01 in the boxes for DD** and **07 in the boxes for MM**.

Try hard to obtain at least the year of birth. Only when it is absolutely impossible to estimate the day and month of birth should you enter 01 under DD and 07 under MM.

#### **Question 5: Age**

This relates to age in completed years. This is one of the most important questions, since almost all analysis of data depends on the respondent's age.

Information on age must be recorded in completed years, that is, age as at last birthday. If the respondent knows the age, simply write it in the space provided. Then compare the figure given with the date of birth recorded in col. 3 to see if they are consistent.

#### **Question 6: Age between 0 and 4 years**

This is a filter question to identify children who are age between 0 and 4 years. Circle code "1" if the child is aged between 0 to 4 years i.e under 5 years. Code "2" should be circled if child's age is more than 4 years. For mothers and caretakers circle code "9" that is Not applicable.

#### **Question 7: Who Cares**

For all children, ask whether he/she is being cared for by a mother or caretaker and circle the appropriate code; '1' for mother and '2' for caretaker. In the case of mothers or caretaker circle code '9' that is, Not Applicable (NA).

#### **Question 8: Circumcision**

Ask the mothers or caretakers in respect of their children whether they were circumcised or not and circle the appropriate code. Circle code 9 for all mothers or caretaker.



## 6.0 **CHILDREN LISTING MODULE**

This module collects information from mothers and others who care for children aged 16 years and below.

### **Questions 1-2: Line No and Name:**

You are required to list the names of the mothers or caretakers and the children they care for who are aged 16 years and below who slept in the household the previous night in this column. You should list the first mother or caretaker's name followed by the names of the children she/he cares for who lived in the household starting with the youngest child. The first mother or caretaker should be given the line number 1-0. The youngest child should be in line numbered 1-1. Continue numbering serially depending on the number of children she/he has or cares for, go on to the next mother or caretaker listing her name and the children living in the household she/he cares for, starting with line numbered 2-0 for the next mother. Where necessary add a continuation sheet to enable you complete the listing of all mothers and caretakers and the children they care for.

Ask each mother or caretaker if there are any other children who slept in the household last night but are not at home during the time of interview either because they are in the school or at work. If yes, list them. After you have completed the listing, then ask other questions in cols. 2 to 8 for each person listed.

### **Question 3: Sex:**

This is asking for the sex of the persons listed. Ask the question by substituting the Name of each person in the space e.g. Assuming the name of the person in line number 1-1 is BOLA; then ask in col. 3 " Is Bola male or female? Wait for the response and circle as appropriate; code "1" for male and "2" for female.

### **Question 4: Date of Birth:**

Every person must be asked the Day, Month and Year of Birth. If the respondent knows the date of birth, write it in the appropriate boxes. You will have to convert the month into numbers e.g. January = 01, February = 02 etc. For example if a person's date of birth is given as 23rd February 1983, it should be recorded as:

**Column 7: Form of Marriage**

For all persons in the household whose marital status is coded 1 to 4 (i.e. married, divorced, separated or widowed) ask for the form of marriage and code the response as indicated.

**Column 8: Attendance at Formal School**

This is in three categories and coded 1, 2 and 3 respectively. You are to circle whichever is applicable to each person in the household. If code 1 is circled i.e. never attended a formal school, go to column 11.

**Column 9: Highest Level Reached**

This has been categorised into 4 and precoded 1 to 4. Enter the applicable code in the space provided.

**Column 10: Highest Grade Reached**

Check the code and hence the level recorded in column 9 and ask for the highest grade reached for that level. For example, If code 3 is recorded in column 9, this means the highest level reached is 'secondary', then ask for the grade reached at secondary level, if WASC or SS3 is mentioned, then enter code '6'. If the person is currently in SS1, then code '4' should be recorded.

**Column 11: Non-Formal Education**

Ask the respondent if he/she has any non formal education such as Koranic, education record code '1' for Yes and code '2' for No.

**Column 12: Literacy in any Language.**

A person can be said to be literate if he/she can read and write in any language. This question should be asked of persons who have not attended secondary or higher level of education. You are to check column 8 for those members with code 1 circled or codes 1 or 2 recorded in column 9 and ask whether they are literate in any language. Record code '1' for Yes or Code '2' for No.

**Column 13: Main Occupation**

Ask for the main occupation of members of the household, 10 years and above and write it in the space provided. This column will be coded at the headquarters.



**Column 2: Name**

You are to list the names of all persons who slept in the household the night before the interview beginning with the head of household. Ensure that all members of household are listed before you start asking other demographic information about each member of household.

**Column 3: Sex**

You are to ask for the sex of every persons listed in column 2 and record code '1' for male and code '2' for female.

**Column 4: Age in Completed Years**

This is one of the most important questions, since almost all analysis of data depend on the respondent's age.

If the respondent does not know his/her age, you will have to probe him/her to be able to get an estimated age. You can probe for age by

- (i) asking for any identification card or birth certificate or baptismal certification card;
- (ii) for married women, you can ask for her age when she got married or had her first child and then estimate her age;
- (iii) you might be able to relate her age to that of someone else in the household whose age is more reliably known.
- (iv) try to relate the age to an important national or local event e.g Nigeria Independence, Civil War etc.

**Column 5: Relationship**

How each member of household listed in Col.2 is related to the head of household should be indicated against each person's name in column 5. Such relationship could be wife, son, daughter, brother and sister. Where the head of household has more than one wife, describe each of the wife by their position as wife 1, wife 2 and so on.

**Column 6: Marital Status**

Five categories of marital status have been listed below and coded in the questionnaire. Enter the code for the marital status of each person listed in the space provided.

flooring material, record the main flooring material. In other words, only one flooring material should be recorded.

### 3.3 Number of Rooms in Dwelling

Ask for the number of living rooms including sitting rooms and parlour in the dwelling of the respondent and record the figures in the boxes provided.

## 4.0 HOUSEHOLD GOODS

### 4.1 Availability and Ownership of household goods

You are to ask from the respondent if any member of his/her household owns the listed household goods. Prompt and wait for response and circle either code "1" for Yes or code "2" for No. If code "1" is circled under availability, then ask for ownership of such household good which can be male, female or Both and circle the appropriate code. If code "2" is circled for any household good under availability, then there should be code circled under ownership hence move to the next household good.

### 4.2 Who controls the use of Radio/Television.

The question on who controls the use of Radio/Television in the house most of the time should be asked the respondent. The responses had been coded 1 to 6, you are to enter the appropriate code in the box provided. You are to enter code "9" i.e not applicable in the box provided if there is no radio/television in the household as specified in question 1.

## 5.0 HOUSEHOLD LISTING MODULE

### A. Columns 1- 13

These relate to socio-demographic information about members of the household such as name, sex, age, relationship to the household head, marital status, educational level and occupation. This information should be collected for all persons who slept in the household the night before the interview starting from the household head. The interviewer should be very careful to record these information correctly.

#### Column 1: Serial Number

Write the serial number of all persons in the household beginning with 01 for the first person listed.



of

If only a single set is used.

If two are used, then

of

will be entered on first questionnaire, and

of

will be entered on 2nd questionnaire

## 2. **CONTROL**

### 2.1 **Response Status**

The code for the results of interview are provided. Enter the appropriate code after you have made final visit to the household.

### 2.2 **Number of Persons in Household:**

Enter the number of persons who slept in the household the night before the interview in the digit boxes provided.

### 2.3 **Number of Persons Caring for Children and Number of Children less than Five Years and 5-15 Years**

Information on number of persons caring for children can be obtained from the children listing module while information about the number of children less than 5 years and 5-16 years can be obtained from either the Household Listing Module or the children listing module.

## 3.0 **DWELLING CHARACTERISTICS:**

This section asks for the type of housing units the respondent lives in, the materials of dwelling floor and total number of rooms in dwelling.

### 3.1 **Type of Housing Units**

A list of types of housing unit have been provided and coded. You are to enter the code which applies to the type of housing unit occupied by the respondent in the box provided.

### 3.2 **Material of Dwelling Floor**

The codes for the type of material of dwelling floor of the respondents room have been listed, enter the appropriate code in the box provided. You may not need to ask the respondent since you will usually be able to see for yourself what kind of floor the house has. However, ask if you are not sure. If there is more than one kind of

- 1.2 **Sector:** Enter the code for the sector in one digit code. enter "1" for Urban and "2" for Rural. The State officer should provide information on the urban/rural classification of E.As.
- 1.3 **EA. NAME:** Record the EA name as written on the sketch map for the selected EA.
- 1.4 **LGA:** Write the name and code of the LGA within a state in two digits as done for each state i.e list the LGAs alphabetically and then number serially.
- 1.5 **Zone:** Write the code for the zone, to which the state and E.A belong in the box provided, the codes for the zones are as follows:
- South West ..... 1
- South East ..... 2
- North West ..... 3
- North East ..... 4
- 1.6 **EA Replicate Identification Code (RIC):** Enter the EA RIC in three digits in the boxes provided.
- 1.7 **Housing Unit Number:** Write the housing unit number in three digits in the boxes provided.
- 1.8 **Name of Head of Household and Address:** Write the name and the address of the head of household in the two spaces provided.
- 1.9 **Sex of Head of Household:** ENTER "1" for Male and "2" for Female.
- 1.10 **HH No within the Housing Unit:** This box is to be completed to indicate the number of households within HU. For one Household in an HU, enter

of

For two households in an HU, enter

of  for first household

and

of  for the second household

- 1.11 **Questionnaire within HH:** Each questionnaire has been designed to seek information from all members of the household. If however, a questionnaire does not contain all members of the household, you are to use additional set or sets write continuation on the page and attach them to the first. The two blocks must be filled as:



# THE HOUSEHOLD QUESTIONNAIRE

## COVER PAGE

The cover page consists of the identification information about the household, the control section, dwelling characteristics and Household goods.

### 1. Identification Information:

At the upper part of the cover page of the questionnaire is the identification section. Against the information therein, boxes and spaces are provided to write the various information required. The information should be filled in as follows:

- 1.1. State: Write the name of the state in the space provided and the state code in the two boxes. The code for each of the 31 states are supplied below in two digits. For example, the code for Oyo state is 25 and it will be entered as

STATE-----

2

5

STATE	CODE
Abia X 2000	01
Adamawa	02
Akwa-Ibom	03
Anambra X 2000	04
Bauchi	05
Benue	06
Borno X 3000	07
Cross River	08
Delta	09
Edo	10
Enugu	11
Imo	12
Jigawa ✓	13
Kaduna ✓	14
Kano ✓	15
Katsina ✓	16
Kebbi ✓	17
Kogi	18
Kwara	19
Lagos X	20
Niger	21
Ogun	22
Ondo	23
Osun X 1000	24
Oyo	25
Plateau	26
Rivers	27
Sokoto X ✓	28
Taraba ✓ 3000	29
Yobe	30
Fct	31

Zamfara ✓

**Example 4:**

6.	Was (NAME) attending School last year?	
Yes	1	1
No	2	2
Don't Know	3	3
IF Q.6 = 2 GO TO Q8. IF Q6 = 3 GO TO Q7.		

In the above example, code "2" was circled therefore the interviewer should skip the next question "which level and grade did (NAME) attend last year?"

It is very important that you record all answers neatly. If you make a mistake in entering a respondent's answer or she changes her reply, be sure that you cross out the incorrect response and enter the right answer on top of it. Do not try to erase an answer. Just put two horizontal lines through the incorrect response. Remember that if there are two responses recorded by you for a particular question which requires just one response, it may not be possible later, when the data are being coded to determine which is the correct answer.

Here is how to correct an error:

**Example 5:**

1.	Has (name) had diarrhoea in the Last two weeks?	2
Yes 1	No 2	Dk 3

**1:6 Checking Completed Questionnaire**

After you have completed an interview in the Enumeration Area, you must review the questionnaires by reading carefully through each question. It is important to check that you have followed all the appropriate skip patterns and you have not omitted any questions. You should review the questionnaire **BEFORE** you leave the household, so that if you need to question the respondent further, he/she is still available. If you have any doubts about how to record an answer, feel free to write a note on the questionnaire and then check with your supervisor. He/She is there to help you.



### Numeric Questions

For many questions in the MICS, a numeric response is appropriate and is to be entered in the available box. These numbers must be entered clearly and legibly.

#### Example 1:

Day, Month, Year of Birth?					
D	D	M	M	Y	Y

#### Example 2:

Which level & grade did (NAME) attend last year?	Level	
	Grade	

In some cases, a precoded question will include an "other" category. The "other" code should be circled when the respondent's answer is different from any of the precoded responses listed for the question. When you circle the code for "other" for a particular question you must always write the respondent's answer in the space provided.

#### Example 3:

3. Why did (NAME) not get first milk?		
Bad milk	1	1
Mother ill/weak	2	2
Child ill/weak	3	3
Mother died	4	4
Nipple/breast problem	5	5
Child refused	6	6
Did not produce milk	7	7
Other (Specify .....)	8	8

### Skip Instructions

Skips enable the interviewer to collect the necessary information in as efficient as possible manner. It is very important to follow these skips for they will make the questionnaire much shorter and thus increase the cooperation of the respondents. Thus the skip instructions tell the interviewer to go to a given question when getting certain responses.

There are several general instructions for filling the questionnaires. In each module are question numbers, the questions and the coding categories, or answers to the questions. There are also skip instructions which direct the interviewer that is, if a certain answer is given by the informant, the interviewer should proceed to a specified question.

### **Asking the Questions**

It is very important to ask each question exactly as it is written in the questionnaire. When asking a question, be sure to speak slowly and clearly so that the person you are interviewing will have no difficulty in hearing or understanding the question. At times, you may need to repeat the question in order to be sure the respondent understands it. In these cases, do not paraphrase the question but repeat it exactly as it is written. If after you have repeated a question, the respondent still does not understand it, you may have to restate the question. Be very careful when you change the wording, however, make sure that you do not alter the meaning of the original question.

In some cases, you may have to probe (i.e ask additional questions) to obtain a complete answer from a respondent. If this occurs, you must be careful that your probe are "neutral" and that they do not suggest any answer to the respondent.

### **RECORDING THE RESPONSES**

In the MICS exercise, all questionnaires are to be completed using pens with blue ink. Most questions in the questionnaire are precoded i.e the responses to the questions are listed in the questionnaire. To record a respondent's answer you either circle the number (code) which corresponds to the reply, make sure that each circle surrounds a single number, or write the number (Code) which corresponds to the response in the space provided.

#### **Example 1:**

		Line No. ....
		Name _____
Has (NAME) ever attended School?		
Yes	1	1
No	2	2
Don't Know	3	3



## **CHAPTER IV**

### **HOW TO COMPLETE THE QUESTIONNAIRES**

#### **1. MULTIPLE INDICATOR CLUSTER SURVEY QUESTIONNAIRE**

The Multiple Indicator Cluster Survey Questionnaires consist of the cover pages and Eighteen modules as follows:-

##### **A. Household Questionnaire**

- (i) Household Listing
- (ii) Children Listing
- (iii) Water and Sanitation
- (iv) Salt Iodization
- (v) Children Education
- (vi) Mortality
- (vii) Tetanus Toxoid
- (viii) Maternal Mortality
- (ix) Care of Acute Respiratory Illness
- (x) Prenatal, Childbirth and Obstetrics
- (xi) Family Planning

##### **B. Children Questionnaire**

- (i) Diarrhoea
- (ii) Malaria
- (iii) Vitamin A
- (iv) Breastfeeding
- (v) Immunization
- (vi) Child's Right
- (vii) Anthropometry

#### **2. General Procedures for completing the Questionnaires**

In order to collect the information needed by the MICS effectively, you must understand how to ask each question, what information the question is attempting to collect and how to handle problems which might arise during the interview. You must also know how to correctly record the answers the respondent give and how to follow special instructions in the questionnaires. This training manual is designed to familiarize you with the MICS questionnaires. You should therefore study the manual very well. During the training course, you will participate in role playing interviews while several practice interviews would also be arranged.

(ix) **Retrieval of Records**

The completed records including questionnaires and forms must be properly and securely kept by the enumerator and be made available for checking to the supervisor, editor and any visiting officer from FOS or other collaborating agencies. At the end of the field work, they are packed EA by EA and forwarded to the state office by the supervisor for the MICS editor to further check records before they are sent to the headquarters.



The following should guide the supervisor in her editing job:

- (a) Collect all completed questionnaires for editing from the enumerators. Go through each of them, mark any problem, row or column, with pencil and note the particulars at the back page. Upon completion of editing, discuss with enumerators and agree on the correct response. If the discrepancy is major, it will be necessary to re-interview the respondent with the enumerator.
- (b) In checking, be sure that the writing is legible.
- (c) Ensure that respondents are asked all questions appropriate to the module following the skip instructions.
- (d) Range and consistency checks should be carried out on survey variables e.g. checking the age of women with the ages of their children may reveal a woman of 34 years of age having a son aged 25 years and such other inconsistencies.
- (e) Detailed editing guidelines are contained in chapter VI of this manual and should be strictly followed by the supervisor.

(vi) **Handling of Problems Encountered by the Enumerators**

All problems encountered by the enumerators should be handled by the supervisor for necessary solutions. Any unresolved problem should be promptly reported to the state officer or zonal controller. The supervisor should document all problems in her report to the state officer.

(vii) **Unsatisfactory Work by the Enumerator**

In case of unsatisfactory work, the supervisor should patiently go through the work with the enumerator pointing out her error and encouraging her to perform better. If she proves incompetent after retraining, she should be recommended to the state officer for redeployment or any action necessary. Bad job should not be allowed out of the EA without correction.

(viii) **Refusals or Unwilling Respondents**

The supervisor should personally handle such cases. They should be appealed to and persuaded to win their cooperation. For such appeals, the objective of the survey and the use of the data for planning and evaluating government policies should be explained to the respondents.

**FUNCTIONS OF THE SUPERVISOR**

**Responsibilities:**

The major responsibilities of the supervisor are:-

- (a) To contact local authority/officials in the areas assigned to a team and gaining their cooperation.
- (b) Locate the area and EAs assigned to his/her team.
- (c) Assign work to enumerators and provide working materials.
- (d) Continue to train the enumerators on the job if necessary( See chapter 11 Para.3).
- (e) Check the quality of the work of each enumerator through skim and sport checks.
- (f) Maintain the morals of the enumerators so that they work in cheerful atmosphere.

**How to Identify EAs**

The EAs to be covered in this survey are subject to the EAs covered during the General Household Survey (GHS), study E.As for the 3rd quarter of 1998/99 survey year. Thus the EA boundaries would have been identified, but it is important that you ensure that you are operating within the EA.

(ii) **Selection of Households**

20 Housing units will be selected in each EA. The frame of the 1998/99 Informal Sector Survey will be used in selecting the housing units.

(iii) **Observing the Enumerator at work**

It is necessary for the supervisor to observe the enumerator at work. This helps the supervisor to witness the way interviews are conducted and questionnaires completed. Where necessary, the enumerator is further trained on interview techniques.

(iv) **Distribution of Materials**

The supervisor ensures that materials including the questionnaires and forms are available to the enumerators. She should also call for an account of their use.

(v) **Reviewing Completed Questionnaires and schedules**

Editing specifications have been prepared for this purpose for the use of the supervisors. Editing of questionnaires for completeness, legibility and consistency is one of the important tasks of the supervisor. The supervisor should as much as possible check every questionnaire. Timely editing permits correction of errors in questionnaires at source.



(b) **Suggestive Answers to Respondents**

Where the respondent's answer is irrelevant to the question, the enumerator should not prompt him by saying "I suppose you mean ..... or is that true". The respondent will surely agree with the enumerator even when it is not what he meant. Rather the enumerator should probe further in such a way that the respondent comes up with the relevant answer.

(c) **Maintain Word and Sequence of the questions**

The wordings and the sequence in the questionnaire must be maintained. If the respondent mis-understands the question, the enumerator should read the question again slowly and clearly.

(d) **Be Tactful**

In a situation where the respondent shows no interest, or acts bored or detached, contradicts previous answers or refused to answer the questions, the enumerator must tactfully bring back the respondent's interest in the discussion.

6. **Do Not Hurry the Interview**

The enumerator should ask questions slowly and give the respondent time to think to ensure he/she understands what is being asked. If the respondents is not allowed to think and formulate his/ her opinion, his/ her response may be 'don't know' or he/ she may give inaccurate answer. If the respondent is answering without thinking, slow the interview and say to the respondent "there is no need to hurry" and continue the interview.

Imo

- (c) Review each question to be sure it is complete and consistent.
- (d) Meet with each enumerator on daily basis to discuss performance and future assignments.
- (e) Help the enumerator to resolve problems she may find with locating households or with difficult respondents.

#### 4. **Building Rapport With the Respondent**

The respondent's first impression of the enumerator determines his willingness to cooperate in the survey.

##### (a) **Introduction**

Introduce yourself by name and show your identification card if requested for.

##### (b) **First Impression**

When an enumerator is approaching a respondent for the first time she should choose words that will make the respondent free and at ease for the interview. Open the interview with a smile and salutation such as "GOOD MORNING".

##### (c) **Positive Approach**

The enumerator should neither adopt apologetic manner nor ask questions that might invite refusal before she starts, e.g. "would you spare me a few minutes "or" would you mind answering these questions". Rather tell the respondent "I would like to ask you a few questions".

##### (d) **All Respondents' Questions Must Be Answered Frankly.**

Before the interview starts, the respondents may wish to ask questions, answer such questions directly and accurately.

##### (e) **When necessary stress confidentiality.**

##### (f) **Interview respondents alone.**

#### 5. **Important Points to Note During Interview**

##### (a) **Neutrality During Interview**

Most respondents are polite and will tend to give answers they think the enumerator wants to hear. It is therefore very important that the enumerator remains absolutely neutral as she asks questions. The enumerator should not either by facial expression or by tone of her voice allow the respondent to think he or she has given the right or wrong answers to the questions.



## CHAPTER II

### THE ROLE OF THE ENUMERATORS

#### 1. Introduction

The success of any survey depends on each enumerator's ability to collect accurate information from the respondent.

The role of the enumerator include the following:

- (a) Locating the structures and housing units in the sample E.As which are assigned to her by the supervisor.
- (b) Identifying all persons in each household and conducting interview with them.
- (c) Checking completed records to be sure that all questions were asked and the response neatly and legibly written.

#### 2. Training of Enumerators

The enumerators shall be trained by the HQ training officers with the assistance of the supervisors. The training shall consist of a combination of classroom training and field practice. Before each training session, the enumerator should study the manual along with the questionnaire, writing down any questions she may have.

During training there will be role playing in which enumerators will practice interviewing with one another, will see and hear demonstration interviews conducted in front of the class and will also practice reading the questionnaire to a partner several times so that she will become confident reading questions aloud.

The training will also involve correcting questionnaires which contain errors after which the trainer shall use properly completed questionnaire to correct the errors. During the training, the enumerators will actually interview household members. The enumerator will be required to check and edit her work, before handing over the records to the supervisor.

#### 3. Supervision of Enumerators

Supervision during field work is an important and essential part of the data collection process. The supervisor will play the role of continuing the enumerators' training and ensuring good quality data.

##### The Supervisors will do as follows:

- (a) Observe some of the enumerator's interviews to ensure politeness, asking questions properly and interpreting the ideas correctly.
- (b) Spot check some households selected to ensure that the enumerator interviewed all persons.

## 6. Data Retrieval:

The Supervisors will move with the teams to supervise their work right in the field. She will bring completed questionnaires to the state capital for further editing. At the end of the data collection, the records will be brought to Lagos. All completed records are expected to reach Lagos in one batch. However, where few E.A records are holding back the rest, sending the records in two batches will be accepted. The last batch is expected to reach Lagos not later than the end of March 1999.

## 7. Editing of Data:

There will be two stages of editing before the completed records are sent to Lagos.

- (a) Field edit by the supervisors immediately after the interviewers complete the questionnaires within the E.As
- (b) State capital edit by the Editor for the teams.

The combined efforts will reduce the level of error to a tolerable limit.

Further details on editing are given in **Chapter V** of this manual.

## 8. Coding of Data:

Most of the possible responses in the questionnaire are precoded. Coding of the sections that are not precoded will be done at the Headquarters. No coding is expected to be done in the field.



- (viii) Tetanus Toxoid
- (ix) Maternal Mortality
- (x) Care of Acute Respiratory illness
- (xi) Prenatal, Childbirth and Obstetrics
- (xii) Family Planning

**Children Questionnaire:**

- (i) Cover Page
- (ii) Diarrhoea
- (iii) Malaria
- (iv) Vitamin A
- (v) Breastfeeding
- (vi) Immunization
- (vii) Child's Right
- (viii) Anthropometry

**4. Sample Design:**

The survey will cover every state of the Federation including the Federal Capital Territory (FCT) Abuja. Estimates will be made at the national, zonal and state levels. The survey will be implemented as a module of National Integrated Survey of Households (NISH), that is, it will use a subset of the NISH master sample. A sample of 30 Enumeration Areas (EAs) will be covered in each state and 20 housing units in each EA. The frame for 1998/99 compiled for the Informal Sector Survey 1998/99 will be used in selecting the Housing Units. All households within the selected housing units will be covered.

**5. Data Collection:**

Two mobile teams each consisting of 2 female enumerators and one supervisor will carry out the survey in each state except in FCT where a team will operate. The Editor who is also part of the state team will be responsible for carrying out independent quality checks. Each team is expected to spend two days in each EA and one day travelling between EAs. Thus, the 30 EAs will be covered in 45 days by the two teams. A period of about 6 weeks is earmarked for the data collection.