

FIELD WORK

MANUAL

FOR

MICS3, 2005

NOVEMBER, 2005

CONTENTS

(1.0) GENERAL INSTRUCTIONS.....	2
(1.1) QUESTIONNAIRES.....	6
- Household (HH).....	
- Women (WM).....	
- Under Five Children (UF).....	
(1.2) OTHER FORMS:.....	44
- Work Progress Checklist (WPC)	
- Geographic Positioning System (GPS) Form	
- EA Assignment Form (CAF)	
- Compound & Household Listing Form	
- EA Tracking Form (CTF)	
(1.3) FIELD WORKERS.....	51
- Enumerators	
- Coding Convention.....	
- Variables needing visual aids	
- Field Supervisor	
- Field Editor	
- Coordinator	
(1.4) GPS UNITS	74
(1.5) NATIONAL CALENDAR OF EVENTS.....	77
(1.6) EA IDs CODES.....	82

(1.0) GENERAL INSTRUCTIONS

When you identified your EA or EA boundary use the Compound and Household Listing Form to list all households in the EA. Select 19 households by circular systematic sampling technique.

Enter into each compound in an EA, identify households and complete the Compound and Household Listing Form. Complete from column 1 to 6 if you the interviewer listed all households in an EA. If you work in a group of interviewers within an EA, then each interviewer in the group has to complete only column 1 to column 4 and column 5 and 6 will be completed by your supervisor or the interviewer identified by the supervisor. See instructions to field supervisor for explanation of technique on circular systematic sampling.

Compound: A compound may be defined as a roofless structure consisting of a space enclosed or in some cases not enclosed by walls and containing one or more buildings or huts. There can be a separate single house or structure, which constitutes a compound by itself. **Note that MICS3 is interested only in compound occupied for residential purposes.**

Households: Is a group of person having common food, sleeping and housekeeping arrangement. A single person that has at least two of these characteristics of a household is also a household. Members of a household may not be related by blood.

Building or Structure: Is any independent and freestanding-structure comprising one or more rooms or other spaces usually covered by a roof. It is usually, enclosed by walls (thatched or otherwise) and the rooms may be divided by walls. Building or structure could either be residence, store, kitchen, etc. **However, note that MICS3 is only interested in occupied buildings used for residential purposes.**

In each household you visit, you should begin by interviewing a knowledgeable adult member of the household to fill in the Household Questionnaire.

Note that in the Household Questionnaire, there are a number of modules, which you will need to administer to the mother or the primary adult caretaker of child members eligible for these modules, which means that you may complete the household interview with more than one respondent answering question to different modules. This applies to only the household questionnaire and not to the individual questionnaires.

Following the completion of the Household Questionnaire, you will have identified women and mothers or primary caretakers of under-5 children to whom you will administer the individual questionnaires.

- You should interview separately all women between the ages 15 to 49 who reside in the household to fill in the Questionnaire for Individual Women.
- You should administer the Questionnaire for Children Under Five to mothers or primary caretakers of children under 5 years of age who are residing in the household.

You will identify these individuals by completing the Household Listing Form in the Household Questionnaire.

If you visit a household with no members eligible for the individual questionnaires (Questionnaire for Individual Women and Questionnaire for Children Under Five), you must still ask questions about the household to a knowledgeable adult household member and complete the Household Questionnaire.

Your supervisor will give you a list or tell you how to find the households to visit. You must visit all these households.

If no one is at home when you go to interview the household, ask the neighbours whether the house is inhabited. If it is occupied, ask the neighbours when the household members will return. Arrange with your supervisor to go back to the dwelling when it will be occupied or at the end of the day. Note those plans on your EA Control Sheet and note the time you are to return on the first page of the questionnaire (Household Information Panel). Do not substitute another household.

If no adult is at home, arrange to come back at another time. Do not interview a temporary caretaker of the children, such as a babysitter; do not interview anyone who does not usually live in the visited household.

Each household in the sample has to be visited at least three times before you can mark the household as “Not at home”, unless otherwise instructed by the supervisor. There may be cases when you learn that the household will be away for an extended period, and will definitely not return within the fieldwork period. In such cases, 3 visits to the household may not be undertaken, but the ultimate decision will have to be taken by the supervisor even in such cases.

If an eligible woman is not at home or not available for the interview, ask a family member or neighbour when she will return. Note this on the Women’s Information Panel, follow your supervisor’s instructions, and return to interview her at that time. Do not take responses to the Women’s Questionnaire from anyone other than the eligible woman herself.

The person to be interviewed for the Questionnaire for Children Under Five should be the mother or the primary caretaker (if the mother is not residing in the household or is deceased). If she/he is not at home or available for interview, try to find out when she/he will be available and return later. If she/he is not available and will not return at a time

later that day when it is feasible to interview her/him, follow the instructions of your supervisor about the number of times you should attempt the interview.

If a child fewer than five is not available, but the mother/primary caretaker is, complete the questionnaire for the child and do not complete the last module (Anthropometrics). If the child is still not available after the callback visit, record the result in question AN4 as “Not Present”.

In cases when the mothers or primary caretakers of children eligible for various modules in the Household Questionnaire (such as Child Labour or Child Discipline) are not available at the time of your visit, note this on the cover page of the Household Questionnaire, inform your supervisor, and re-visit the household to talk to these persons.

Ask your supervisor if you are in doubt about what to do when you cannot locate a household, or you cannot complete an interview. Always keep a record on the EA Control Sheet of the households you visited where nobody was at home. If it is not possible to interview an eligible woman, record this on the Women’s Information Panel of the questionnaire. If it is not possible to interview a mother or primary caretaker, record this on the Under-5’s Information Panel of the Questionnaire for Children Under Five.

A standard coding system and formatting has been used throughout the questionnaires. For example, the codes 8, 98, 998 and 9998 are used for “Doesn’t Know” (DK) responses. The codes 6, 96, 996 and 9996 are reserved for “Other” responses. In many questions, there are instructions to skip additional questions depending on the answer given. Be very careful in following skip instructions; remember that an incorrect skip during the interview may have implications on all questions and responses that follow. In some cases, an incorrect skip may result in a failure to administer a whole module.

Conduct yourself in a relaxed informal way, but be thorough. Use the questionnaires carefully.

- Ensure that you understand the exact purpose of each question. This will help you to know if the responses you are receiving are adequate.
- Ask the questions exactly as they are written. Even small changes in wording can alter the meaning of a question.
- Ask the questions in the same order as they are given on the questionnaire.
- Ask all the questions, even if the respondent answers two questions at once. You can explain that you must ask each question individually, or say “Just so that I am sure...” or “Just to refresh my memory...”, and then ask the question.
- Help your respondents to feel comfortable, but make sure you do not suggest answers to your questions. For example, do not ‘help’ a woman to remember various contraceptive methods.

- Do not leave a question unanswered (that is blank or intact) unless you have been instructed to skip the question or the person to whom it refers is not eligible. Questions left blank for eligible persons are difficult to deal with later. In the office it may look as though you forgot to ask the question. Always write in 0 when a zero answer is given. For some questions, the code “Doesn’t know” will already be provided, and after you are sure that the respondent is unable to provide you with an answer, you will be able to circle this response. In questions where a “Doesn’t know” response is not printed on the questionnaire, you must make sure to have the respondent come up with an answer. In exceptional cases where this may not be possible, indicate this on the questionnaire with a note.
- Always circle the pre-coded answer(s) which is/are correct. Circle the codes not the description of the codes. If you want to record a number which cannot occupy the entire space provided, use leading zero. For example, to record 1 in a two digit space/field record 01. Also note that each question that has pre-coded answers whose codes are natural numbers has only one answer. However, if the codes of the answers are letters such as A, B, C, X, Y, etc, then you can circle more than one answer for the question.
- Record answers immediately. Write down any pertinent remarks made by other people present, and mention who the other people are. Check the whole questionnaire before you leave the household to be sure it is completed correctly.
- Thank the respondent for her (or his) cooperation. Remember the survey schedule, and remember that you are part of a team. Do not stay and talk for too long, but do not rush the interview either.

(1.1) QUESTIONNAIRES

- HOUSEHOLD QUESTIONNAIRE

Respondent for household

Any knowledgeable adult member of the household is a suitable respondent for the household interviews. And note that if the actual head is not the respondent then the relationship should still be defined in relation to the head of household not to the respondent.

Household Information Panel

HH1. Enumeration area number. *It takes only three digits see your EA ID Slip and write the correct EA code.*

HH2. Household number. *Write the number of the household you are interviewing here. Note that during the listing of households you were required to assign numbers to the households selected from 01 to 19. Your supervisor will let you know the household number, he/she will take it from the Compound and Household Listing Form at column 6. If a household selected is absent and the house occupied by the household is still unoccupied, you cannot replace or substitute the household. In this case you will be required to complete only the Household Information Panel for this household.*

HH3, HH4,

HH5. Day/Month/Year of interview

Enter the date of the interview as day, month and year.

The date here should be the date when you have either completed the household questionnaire, or when the interview has not been conducted but there will be no more attempts to interview the household.

HH6 Area: Use your EA ID Slip or EA ID List in your manual to circle 1 for (urban) or 2 for (rural).

HH7. Region: Use your EA ID Slip to write in words name of LGA, District, and settlement. The same settlement name should be written for PHC/NON PHC.

HH8. Name of head of household: *Write the name of the household head here and skip H9 to H15 then go on to the household listing module at HL1. After all questionnaires for the household have been completed then complete H9 to H15.*

HH9. Result of HH interview

You will complete question HH9 as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household.

If the household questionnaire is completed, circle '1' for "Completed". If you have not been able to contact the household after repeated visits, circle '2' for 'Not at home'. If the household refuses to be interviewed, circle '3' for 'Refused'. If unable to locate the household or if the dwelling is destroyed, circle '4' for 'HH not found/destroyed'. If you have not been able to complete the household questionnaire for another reason, you should circle '6' for 'Other' and specify the reason in the space provided. Some examples of 'Other' codes might be; the household respondent incapacitated; partly completed; adult household members not found at home after repeated visits.

HH10. Respondent to HH questionnaire. Write the name of the respondent and enter his or her line number taken from HL1.

HH11. Total number of household members. This refers to the total number of persons of all ages listed in the household.

Questions HH13 and HH15 should be filled in once you have concluded all individual interviews in the household: i.e. all mothers or primary caretakers of under-fives have been interviewed, and questionnaires for each child under age 5 have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13 and HH15 should equal the total numbers of eligible women (HH12) and children under five (HH14) respectively. Since the maximum number of women interviewed with the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH15 and HH13. If unable to complete all or part of the interviews for this household, note details in the space provided at the bottom of the panel.

HH16 should be completed by the main data entry operator.

Household Listing Module

- Complete **HL1 to HL5** for all usual members of the household including visitors that has confirmed to stay in the household for the next two months.

HL1. Line no. *is pre-coded hence leave it intact.* This is the number used to identify each person listed. You must obtain a complete list of all persons who usually live in the household, but you do not need to fill in or do anything in this column since the numbers are already provided. This is a very important number, once household members are assigned these line numbers, they are identified with these line numbers throughout the questionnaires administered in this household.

HL2. Name. *List the names of all usual members and visitors found in the household. Members or visitors who are absent and are expected to spend the night of your visit with the households should also be listed. In listing names the first line should have the name of the head whether or not he is present. If the head has traveled and will not return*

within 3 days he/she will not be listed, in this case the name of the acting head or temporary head will occupy the first row and he or she should be regarded as the head. The second line should be occupied by the wife or husband of the current head, the third and above lines by the sons, daughters, grandchild, etc, followed by other members and visitors of the household who will stay for at least 3 days in the EA.

If a wife or husband of the head is absent and will not come back within 3 days of your stay in the EA, then the second line should be occupied by a son or a daughter of the current or acting head.

NOTE: In Listing names you should list only those who will be present at home for interview within the time you will be available for conducting interviews and call backs.

If for example the total time available to you for interview and call backs is 3 days, if a member of household will not be available within these 3 days, then he or she should not be included in the listing of members HL1 and HL2. Note that the maximum reference period or period for interview and call-backs is 3 days unless otherwise instructed by your supervisor.

Also note that if there are more than 15 household members, you will need to use an extra continuation sheet to record the additional household members. Please remember to change the line numbers of household members on the continuation sheet, to read 016, 017, 018, etc, and to tick the box provided at the top of the Household Listing indicating that a continuation sheet has been used.

As indicated above, if the household has more than 15 members, tick the box at the top of this page and use another listing page from another questionnaire. On this additional page, make sure that the line numbers of household members start from 16, by cancelling the pre-printed numbers and entering numbers starting from 16. Note that on this additional page, you may have to change the pre-printed line number of a woman if she is aged 15-49 at HL6.

Once you have a complete list of names, relationship codes and sex, move across this page for each person individually, asking and recording answers to each question. Start with the household head on line 01. When you have completed asking all questions for the person on Line 01, continue to the person listed on Line 02, etc.

The household listing will be completed in two stages: First, names (HL2), relationship codes (HL3) and sex (HL4) of all household members are recorded until all household members are included in the list. When the respondent is asked to provide the names of persons living in the household, their relationship to the head of the household and their sex is naturally mentioned during the course of listing the names. For this reason, the list is completed vertically for HL2, HL3 and HL4 during the first stage. Then, questions from HL5 to HL12 are asked for each person before moving to the next person.

HL3. WHAT IS THE RELATIONSHIP OF (*name*) TO THE HEAD OF THE HOUSEHOLD?

Enter the code corresponding to how the person listed is related to the head of the household. Use the codes at the bottom of the household listing. Be particularly

careful in doing this if the respondent is not the head of the household. Make sure that you record the relationship of each person to the household head, not the relationship to the respondent. For example, if the respondent is the wife of the head of the household and she says that Modou is her brother, then Modou should be coded as 09 (Brother or Sister-in-Law), not as 08 (Brother or Sister), because Modou is a brother-in-law of the head of the household. Be very careful in obtaining this information correctly, since respondents tend to provide the relationship of the person to themselves, rather than to the head of the household.

Note that in the above example 09(Brother or sister-in-law) is correct only if the husband is qualified to be included in the list of usual members of the household. In this case the husband will occupy line 01 in the HL (Household Listing) module and the respondent, i.e. the wife of the head, will occupy line 02, and her relationship to the head (HL3) is 02(Wife or husband). If the actual head of household is not at home and he/she will return when you leave the EA or EA whilst you are sure that you cannot find time to return to the EA for a call back, then the head is not qualified to be listed. In this case, the wife is the head and her relationship to the head is 01 and her brother should be given code 08 (Brother or Sister) instead of 09(Brother or sister-in-law).

HL4. male or female.

HL5. HOW OLD IS (name)? HOW OLD WAS (name) ON HIS/HER LAST BIRTHDAY?

Enter each person's age in completed years, that is, his/her age at his/her last birthday. Completed age is also defined as "the number of completed solar years since birth". With this definition, since a 6-month old baby has not completed a full solar year, his/her age will be entered as "00".

This column should never be left blank.

If you have difficulty obtaining the ages of very elderly members of the household, *use the List of Chronology of Events to estimate age. If this still proved difficult you should enter the code "98", meaning "Doesn't Know. However try to avoid code 98 or blank they are signs of bad work.*

ELIGIBILITY FOR INDIVIDUAL MODULES: Questions HL6, HL7 and HL8 concern eligibility information.

HL6. Circle line no. If woman is age 15-49.

HL7. For each child age 5-14: WHO IS THE MOTHER OR PRIMARY CARETAKER OF THIS CHILD? Record the line number of his/her mother or primary caretaker in this column. Ask this question to the respondent if necessary.

HL8. For each child under 5: WHO IS THE MOTHER OR PRIMARY CARETAKER OF THIS CHILD?

For children age 0-17 years ask HL9-HL12: For everyone age 18 years and more, HL9-12 will be left blank or intact.

HL9. Is (name's) NATURAL MOTHER ALIVE?

By “natural” we mean the biological mother. In many cultures, people consider other people’s children whom they are raising as their own, especially children of their husband or sisters, etc. You should be certain that the respondent understands that you are asking about the woman who gave birth to the child.

Complete HL10-HL12

When you have completed the listing of all household members and all questions in the household listing, probe to see if there are any other household members you have not included in the list: **“ARE THERE ANY OTHER PERSONS LIVING HERE – EVEN IF THEY ARE NOT MEMBERS OF YOUR FAMILY OR DO NOT HAVE PARENTS LIVING IN THIS HOUSEHOLD? INCLUDING CHILDREN AT WORK OR AT SCHOOL?”** If yes, insert child’s name and complete form.

After you have made sure that there are no other household members to be included in the list, complete the row at the bottom of the household list, “Totals”. Calculate the number of eligible women in the household and record the number under **“Women 15-49”**, calculate the number of children age 5-14 in the household and record the number under **“Children 5-14”**, and finally, calculate the number of children under five, and record the number under **“Under-5s”**. The numbers recorded here for Women 15-49 and Under-5s will indicate to you the number of individual women’s and under-5 questionnaires you should have in the household (see below). You will also record these numbers in HH12 and HH14 in the Household Information Panel.

When you have completed the Household Listing Form for all household members, prepare the individual questionnaire forms for this household:

- For each woman age 15-49 years, write her name and line number in the spaces provided (WM3 and WM4) at the top of her Questionnaire for Individual Women.
- For each child under age 5, write his/her name and line number and the name and line number of his/her mother or caretaker in the spaces provided (UF3-6) at the top of the Questionnaire for Children under Five.

You should now have a separate questionnaire for each eligible woman and child under five in the household, ready for use for when you later move on to administer their questionnaires.

Education Module

- Complete **ED1 to ED3** for each person in the household **aged 5 years and above** who have been listed in HL1.
- If line 1 in HL1 has a person then line 1 in ED1 should have the same person. In general, the lines in HL1 should correspond to the lines in ED1 in terms of the names of household members.

- **Note that the lines corresponding to household members under 5 should remain blank since they are not eligible for the education module.**

ED2. HAS (*name*) EVER ATTENDED SCHOOL OR PRESCHOOL?

Circle '1' if the answer is 'Yes'. If the answer is 'No' circle '2' and go on to the household member on the next line.

It is useful to distinguish between two types of schools: (a) formal schooling which includes primary, secondary, and post-secondary schooling, as well as any other intermediate levels of schooling in the formal school system. It also includes technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work.

(b) Non-formal schools include religious schools, such as Koranic schools, Bible school or short courses like typing, computing or sewing. They do not teach a full standard school curriculum but they do teach non-standard curriculum.

If the school teaches religious courses but also includes standard curriculum – such as many Catholic schools – this would be coded as one of the standard schools.

In the Gambia it is useful to distinguish between two types of primary and secondary schools. Those that follow standard curriculum in English or any other recognized written languages other than Arabic are simply referred to as primary schools and secondary schools. Those that follow standard curriculum in Arabic are referred to as Madrassa Primary schools and Madrassa Secondary Schools.

'Preschool' is listed for children who do not attend grade 1 at age 5, but do attend some form of organized learning or early childhood education programme, whether or not such a programme is considered a part of the school system. The definition of organized early learning programme does not refer to programmes offering only baby-sitting, day-care centre or child minding.

ED3. WHAT IS THE HIGHEST LEVEL OF SCHOOL (*name*) ATTENDED?

If the person has been to school, record the highest level for school attended by circling the code for the response. You may need to probe for the type of school attended. Circle '98' for 'Doesn't know'.

Then ask, **“WHAT IS THE HIGHEST GRADE (*name*) COMPLETED AT THIS LEVEL?”**

Enter the highest grade completed or '98' for 'Doesn't Know'. If less than one grade, enter '00'. For instance, if a person has attended primary school but did not complete the first grade, then the level for this person will be circled as '1' and grade will be entered as '00'.

Similarly, for a child who is attending grade 5 in primary school at the time of the interview, then Level will be coded as '1' and grade as '4', since this person has not completed grade 5 yet.

Note that the current educational system of the Gambia that teaches standard curriculum has the following levels Pre-primary(0), Primary (1), Secondary (2) and Higher/Tertiary (3); and the current grading system from level 1 to level 2 ranges from grade 1 to grade 12. Hence, respondents who have gone through the old system may use a single name representing both level and grade. In this case you will have to match the old system to the new system.

For example, if a respondent says the highest level he attended was Standard 4. In this case you will not know which level to code; if you ask for the grade the respondent is likely not to give you grade. You will therefore not know the level and the grade for this respondent. Faced with this doubts you should refer to Table 3 where you will find that the code for this level is 1, and if the respondent indeed completed the 4th year, then his grade is 4.

If a respondent completed standard 5, write 2 for level and 5 for grade. If a respondent started and did not complete standard 5, then write 2 for level and write 00 for grade. A respondent who had completed Form 5 in a high school and cannot tell you the grade completed, then from Table 3, write 2 for level and ask how many years he spent in this level (FORM or HIGH SCHOOL) and if he says 5 years, then write 11 for his grade. Note that in this level grade starts from 7, hence grade 7 will be completed in the first year, grade 8 in the second year and so on until grade 11 in the fifth year. **Note that a grade cannot be more than 12.**

- **ED4 to ED9** should be completed for each household member **aged 5-24 years**.

ED5. SINCE LAST (*day of the week*), HOW MANY DAYS DID (*name*) ATTEND SCHOOL?

When asking this question, insert the name of the day of the interview. For example, if the interview is taking place on a Tuesday, ask: “**SINCE LAST TUESDAY, HOW MANY DAYS DID (*name*) ATTEND SCHOOL?**” **Note that in the Gambia the number of days cannot be more than 6 days.**

- **Record code 9 meaning (Christmas holiday) if part of your interview period falls into the Christmas holiday of December 2005.**

At ED6 and ED8, we are interested in grades attended not grades completed.

For example, if during this school year a respondent is still attending grade 4 in a primary school, then his/her level is 1 and grade is 4.

For younger eligible household members, while the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information.

Table 2: Codes for education level and grades		
Level	Grades	
	ED3 Completed grades	ED6 & ED8 attended grades
0. Pre-School	00, 01-03	01-03
10. Day-Care Centre	00, 01-04	01-04
1. Primary	00, 01-06	01-06
11. Madrassa primary	00, 01-06	01-06
2. Secondary	00, 05-12	05-12
12. Madrassa Secondary	00, 07- 12	07-12
3. Higher (Tertiary – university, colleges)	00, 01-08	01-08
4. Vocational	00, 07-12	07-12
6. Non-Standard curriculum	00, 01-12	01-12
98. DK	98	98

Table 3: Former and current level and grades for the education module		
Level	Grades	
	ED3 Completed grades	ED6 & ED8 attended grades
0. Pre-School/Nursery	00, 01-03	01-03
10. Day-Care Centre	00, 01-04	01- 04
1. Primary/Lower basic	00, 01-06	01-06
1. Class 1 to 3	00, 01-03	01-03
1. Standard 1 to 4	00, 01-04	01-04
11. Madrassa primary	00, 01-06	01-06
2. Middle/Upper basic	00, 07-09	07-09
2. Senior Secondary	00, 07-12	07-12
2. Secondary technical/four	00, 07-10	07-10
2. High School	00, 07- 12	07-12
2. Standard 5 to 7	00, 05-07	05- 07
2. Form 1 to 6	00, 07- 12	07- 12
12. Madrassa Secondary	00, 07- 12	07- 12
3. Higher (Tertiary – university, colleges)	00, 01-08	01- 08
4. Vocational	00, 07- 12	07- 12
6. Non-Standard curriculum	00, 01- 12	01- 12
8. DK	98	98

Water and Sanitation Module

WS1. WHAT IS THE MAIN SOURCE OF DRINKING WATER FOR MEMBERS OF YOUR HOUSEHOLD?

Circle the code for the most usual source. If several sources are mentioned, probe to determine the most usual source. If the source varies by season, record the source for the season of the interview.

Definitions of the various sources of water are as follows (codes refer to those used in WS1 and WS2):

- *'11' - Piped into dwelling, also called a house connection, is defined as a water service pipe connected with in-house plumbing to one or more taps, e.g. in the kitchen and/or bathroom.*
- *'12' - Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house.*
- *'13' - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete.*
- *'21' - A tube well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching ground water supplies. Boreholes/tube wells are constructed with casing, or pipes, which prevents the small diameter hole from caving in and provides protection of the source from infiltration of run-off water. Water is delivered from a tube well or borehole through a pump which may be human, animal, wind, electric, diesel or solar powered.*
- *'31' - A protected dug well is a dug well that is protected from run-off water through well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole.*
- *'32' - An unprotected dug well is a dug well for which either one of the following condition is true: 1) the well is not protected from run-off water; or 2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.*
- *'51' - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchments and stored in a container, tank or cistern until used.*
- *'61' - A tanker-truck water source transports and sells water by means of a tanker truck.*
- *'71' - Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means.*
- *'81' - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals, and irrigation channels from which water is taken directly.*
- *'91' - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Also include bagged water from recognized factories- eg Naturelle, NAN, etc. You should not include water place in*

sacs for informal trade. Sometimes household members may store water from other sources in bottles – this should not be coded as bottled water.

WS1 to WS9 have questions about a household they should therefore be answered by the household head or any household member who knows the household very well.

WS1: If WS1 is 91 then go to WS2.

WS3: Record time in minutes.

WS4 to WS5.

WS6: Circle appropriate answers. Note: 'E' - Solar disinfections consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.

WS7. WHAT KIND OF TOILET FACILITY DO MEMBERS OF YOUR HOUSEHOLD USUALLY USE?

WS7AA to WS7EE. *For all questions on distance ask the respondent to show you the location of the facility and you should try to estimate the distance based on your knowledge of the length of a given distance. And note that in WS7EE DISPOSAL SITE refers to a final waste dumping site authorised or unauthorised.*

WS9. *If less than 10 households, for example 4 households, then record 04. For ten or more households circle 10.*

Definitions of various types of toilet facilities are as follows:

- A flush toilet uses a cistern or holding tank for flushing water and has a water seal, which is a U-shaped pipe, below the seat or squatting pan that prevents the passage of flies and odours. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used).
 - '11' - A piped sewer system is a system of sewer pipes, also called sewerage, that is designed to collect human excreta (faeces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater.
 - '12' - A septic tank is an excreta collection device and is a watertight settling tank normally located underground, away from the house or toilet.
 - '13' - A flush/pour flush to pit latrine refers to a system that flushes excreta to a hole in the ground.
 - '14' - A flush/pour flush to somewhere else refers to excreta being deposited in or nearby the household environment (not into pit, septic tank, or sewer); excreta may be flushed to the street, yard/plot, drainage way or other location

- '15' - Flush to unknown place/not sure/DK where should be coded in cases when the respondent knows that the toilet facility is a flush toilet, but does not know where it flushes to.
- '21' - A ventilated improved pit latrine or VIP is a type of pit latrine that is ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark.
- '22' - A pit latrine with slab uses a hole in the ground for excreta collection and has a squatting slab, platform or seat that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit.
- '23' - A pit latrine without slab uses a hole in the ground for excreta collection and does not have a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected.
- '41' - Bucket refers to the use of a bucket or other container for the retention of faeces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal.
- '95' - No facilities or bush or field includes excreta wrapped and thrown with garbage, cat method, defecation in the bush or field or ditch, and defecation into surface water (drainage channel, beach, river, stream and sea).

Household Characteristics Module

HC1A to HC14, have questions about a household they should therefore be answered by the household head or any household member who knows the household very well.

HC1B. WHAT IS THE MOTHER TONGUE/NATIVE LANGUAGE OF THE HEAD OF THIS HOUSEHOLD?

HC1C. TO WHAT ETHNIC GROUP DOES THE HEAD OF THIS HOUSEHOLD BELONG?

Circle the right ethnic group of the head of household.

Mother tongue: refers to the language in which the head of household or any other person was brought up.

HC6. WHAT TYPE OF FUEL DOES YOUR HOUSEHOLD MAINLY USE FOR COOKING?

Circle the main fuel used.

Liquid Propane Gas (LPG): This gas consists mainly of butane and is often retailed to households in the Gambia in cylinders or gas bottles where they occur in liquid form under pressure.

Natural gas: This gas consists mainly of methane and in some countries it is made available to households through a central distribution system. This form of commercial use is not yet available in the Gambia.

Biogas: includes gases produced by fermenting manure in an enclosed pit.

Lignite: is a derivative of coal that produces more smoke when burned but produces less heat than coal.

HC7. IN THIS HOUSEHOLD, IS FOOD COOKED ON AN OPEN FIRE, AN OPEN STOVE, OR A CLOSED STOVE?

Open stove: An example is provided by charcoal pot whose fuel is exposed almost to the full force of the surrounding wind.

Closed stove: The fuel used in this type of stove is largely protected from the force of the surrounding wind.

HC10. DOES ANY MEMBER OF YOUR HOUSEHOLD OWN:

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

HC10. DOES ANY MEMBER OF YOUR HOUSEHOLD OWN:

HC11. DOES ANY MEMBER OF THIS HOUSEHOLD OWN ANY LAND THAT CAN BE USED FOR AGRICULTURE?

The situation in The Gambia requires that ownership in this case should be interpreted as access to agricultural land.

HC12. If the respondent does not know the number of hectares of the agricultural land own or used by the household for producing crop then do one of the following to estimate the number of hectares:

Acres known

(1) Ask for the number of acres of agricultural land used and convert to hectares.

Note that : 4 acres = 1 hectare.

For example, if you are told that a household planted 48 acres of land for three different types of crop, then the number of hectares planted is $48/4 = 12\text{ha}$.

(2) Kilograms of seed per hectare.

For example, if you are told that a household planted 69 kilograms of seeds for four different crops, then, since on average there are 39 Kg of seeds per hectare, 69 Kg will give $69/39 = 1.7 = 02$ hectares.

(3) Hectare per holder

For example, if you are told that a household has three members who have access to separate agricultural land, then, since on average one person or holder plants 1 hectare of land, the three members would have planted $3 \times 1 = 3$ hectares of land.

(4) For groundnut only, 14 “Chinuwar” of groundnut seeds occupy one Hectare of land.

For example, if you are told that a household planted 69 “Chinuwar” of new groundnut seed, then, the household had $69/14 = 4.9 = 5$ hectares of groundnut.

HC14. Cattle refers to herds usually found in grass land or bush outside the village. Milk cows or bulls refer to herds mostly found in within a village/town.

Security of Tenure Module

HC15A to HC15J, have questions about a household they should therefore be answered by the household head or any household member who knows the household very well.

HC15F. DO YOU FEEL SECURE FROM EVICTION FROM THIS DWELLING?

This question is asked to all households, regardless of whether the dwelling is owned or rented by the household, or whether there is any documentation or agreement.

Ask the question as it is written and record the response. Note that eviction may refer to justified eviction (such as in the cases of non-payment of rent or legal land-taking) or unjustified eviction (eviction without due legal process). If necessary, explain to the respondent that the question refers to either of these cases. Record the respondent’s perception of security from eviction.

ITN Module

TN1 to TN8, have questions about a household they should therefore be answered by the household head or any household member who knows the household very well.

Complete **TN1 to TN2**

TN3. IS THE NET (ARE ANY OF THE NETS) ANY OF THE FOLLOWING BRANDS:

If a household has more than one of the following types: (1) long lasting net (LLN); (2) Pre-treated with insecticide; (3) Not treated with insecticide (4) Type of net not known. Circle the code for the type the household has most.

Long lasting net (LLN) refers to net with insecticide that can be effective for at least 1 year. On the top of the net is written LLN.

Complete **TN4 to TN8**

Child Labour Module

This module should be completed for each child aged **5 through 14 years**.

Use the Household Listing Form items HL1 (line number) and HL2 (name) to complete the corresponding items CL1 and CL2 in the Child Labour Module. If the person in line HL1 = 4 has 7 years, then the line CL1 = 4 should be completed for the same person. If the person in line HL1 = 7 is 18 years then line CL1 = 7 should remain blank or unchanged, that is, you should not write anything in this line or row.

After completing CL1 and CL2 for eligible child, then complete CL3 to CL9 by questioning the mother or caretaker of the child.

CL3. DURING THE PAST WEEK, DID (*name*) DO ANY KIND OF WORK FOR SOMEONE WHO IS NOT A MEMBER OF THIS HOUSEHOLD? *If yes: FOR PAY IN CASH OR KIND?*

“Pay” refers to any compensation for the work, including cash or goods or services provided to the child or his family. “The past week” refers to the seven days preceding the interview day. Note that someone who is not a member of this household – may be a relative or a family member who lives in a different household.

CL3AA. IF YES, WHAT TYPE OF WORK? Work is any effort that produces goods and services for satisfying human wants and needs. Write in words the type of work. Examples of type of work- farming, selling (in the street, shop, canteen, market stall, etc), carpentry, mechanics, apprenticeship, mason, farm labourer, sales shop porter, office clerk, driver, fishing, bee-keeping, herdsman, security, tailoring, cobbler, food processing, iron smith, gold/silver smith, poultry farmer, vegetable gardening, etc. Note that the actual type of work done or the occupation of the person can be used to describe type of work.

CL4. *If yes: SINCE LAST (*day of the week*), ABOUT HOW MANY HOURS DID HE/SHE DO THIS WORK FOR SOMEONE WHO IS NOT A MEMBER OF THIS HOUSEHOLD?*

Record the estimated number of hours the child spent doing work in the past seven days and skip to CL6. Make sure the mother or primary caretaker understands what you mean by “*SINCE LAST(*day of the week*)*” – specify the name of today’s weekday, as you did in the Education Module (using the day of your interview in the household). If the child works more than one such job, include the total hours spent doing such work in all jobs.

CL7 and CL9. Each has reference period the past one week as you did for CL4.

In CL9 record 00 for less than 1 hour.

CL8. DURING THE PAST WEEK, DID (*name*) DO ANY OTHER FAMILY WORK (ON THE FARM OR IN A BUSINESS OR SELLING GOODS IN THE STREET?)

As was explained in CL6, “the past week” refers to the seven days preceding the interview day. “Other family work” means any work done other than household chores/housekeeping to help with family income generation or subsistence production. This may include raising livestock belonging to the household or working in a family business enterprise.

Circle ‘1’ if ‘Yes’, and continue to the next question. If ‘No’, circle ‘2’ and go to the next line, corresponding to the next eligible child age 5-14.

CL9. If yes: SINCE LAST (*day of the week*), ABOUT HOW MANY HOURS DID HE/SHE DO THIS WORK?

Insert the estimated number of hours worked. Again, make sure the mother/primary caretaker understands what you mean by “since last (*day of the week*)” – specify the name of today’s weekday, just as you did for CL4 and CL7.

Child Discipline Module

- Only children **aged 2 to 14 years** are eligible for the Child Discipline Module. Note that only one of them should be selected for interview. The mother or caretaker of the child selected should respond to the interview.
- **Prepare list of eligible children in Table1:**

Complete Table 1 by referring to the Household listing Form. HL1 will help you fill in CD2; HL2 for CD3; HL4 for CD4; HL5 for CD5 and HL7 or HL8 for CD6. The first eligible child in the Household listing Form will occupy the line that ranks 1st or the line CD1 = 01 in Table 1. The second eligible child occupies the second line and so on. Complete CD7 - the total children aged 2-14 years according to your **count using the Household listing Form**, even if you don’t have space to list all the eligible children in Table 1.

- **Select a random number in Table 2 that points to a row in Table 1**

We have to select a random number, which will be regarded as the line or row or rank of the child selected in Table 1. To do this we have to use Table 2, which shows the random numbers for the ranks. **The number at the cell where a row and a column meet is the rank of the Child selected.** The selected row is the last digit (0 to 9) of HH11 (the number of household members); and the selected column is the number of eligible children (1 to 8+) in Table 1.

Suppose that 4 was the number selected, write 4 for CD9, then fill in details (CD11 to CD 13) of the 4th child in Table 1 by interviewing his or her mother or caretaker.

Note that the reference period for CD12 – CD13 is the past 30 days or two to three months keep on reminding the caretaker or mother of the child about this reference period for each question.

CD12A. TOOK AWAY PRIVILEGES, FORBADE SOMETHING (NAME) LIKED OR DID NOT ALLOW HIM/HER TO LEAVE HOUSE?

“Privileges” means a right or a benefit that is not available to everyone. As children get older, parents/caretakers often extend privileges not available to a very young child. If you must explain what this question means, first try by asking each prompting question separately. If you need to give examples, try to phrase these questions appropriately for the child’s age. Did you (or someone else in the household) forbid (name) from leaving the house or from going outside for a time? Did you (or someone else in the household) prohibit (name) from doing something he/she usually does, such as playing with friends or watching TV? For a young child, you might include such things as ‘forbidding him/her to have sweets’, etc.

Note: If there is one eligible child in Table 1 then that child is automatically selected, and there is no need to use table 2.

Salt Iodization Module

Take a very small sample of salt, say about 3 tea spoonful. Place a drop of the salt test solution on the salt. Record your observation as described below:

Circle ‘1’ if the test is negative (0 ppm/no colour - not iodized). Circle ‘2’ if the test shows less than 15 ppm iodine (weak colour). Circle ‘3’ if the test is positive (15 PPM or more, strong colour). Circle ‘6’ if there is ‘No salt in home’. Circle ‘7’ if the salt was present, but not tested for any reason.

Complete SI2 for women eligible women (15-49) and SI3 for eligible children.

- **WOMEN QUESTIONNAIRE**

WOMEN’S INFORMATION PANEL

WM1-WM6 should be filled in before you start the interview.

WM1. EA number

Enter the EA number from the Household Questionnaire, question HH1.

WM2. Household number

Enter the household number from the Household Questionnaire, question HH2.

WM3. Woman’s name

Enter the woman’s name from the Household Questionnaire, column HL2 of the Household Listing.

WM4. Woman’s line number

Enter the woman's line number from the Household Questionnaire, column HL1 of the Household Listing.

WM5. Interviewer name and number

Enter your own name and identifying number. You will be provided with these identification numbers at the time of training.

WM6. Day/Month/Year of interview

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household to interview the woman again, revise and enter final date of interview. In other words, the date here should be the date when you have either completed the woman's questionnaire, or when the interview has not been conducted but there will be no more attempts to interview the eligible woman.

WM7. Result of women's interview

Complete this question once you have concluded the interview with the woman. Circle the code corresponding to the result of the interview. If the questionnaire is completed, circle '1' for "Completed". If you have not been able to contact the woman after repeated visits, circle '2' for 'Not at home'. If the woman refuses to be interviewed, circle '3' for 'Refused'. If you were able to only partly complete the questionnaire, circle '4' for 'Partly completed'. If the woman is incapacitated, circle '5'. If you have not been able to complete this questionnaire for another reason, you should circle '6' for 'Other' and specify the reason in the space provided.

Make every attempt to carry out the woman's interview in privacy. Ask all other household members or anyone else who is present (including male members of the survey team) to leave in a courteous manner.

If the respondent is a mother/caretaker, ask her to collect all the birth certificates and health/ immunization cards she has for her children or the children she cares for before you begin the interview. You will need these when you go on to interview her about her children under age 5.

REPEAT GREETING IF NOT ALREADY READ TO THIS WOMAN: **see questionnaire.**

Age and Date of Birth: Age (WM8 or WM9) is one of the most important questions in the interview, since almost all analysis of the data depends on the respondent's age. This question must be asked independently of the information on the Household Questionnaire. Even if you already asked the respondent her age when you were completing the Household Questionnaire, you must ask again for her date of birth and age on the Women's Questionnaire. If any differences, find the right age and rectify previous record(s) if necessary.

WM8. IN WHAT MONTH AND YEAR WERE YOU BORN?

If the respondent knows her date of birth, write it in the appropriate spaces for **Month** and **Year**. You will need to convert the month into numbers. For this, January is '01,'

February is '02,' March is '03,' etc. If the month or day contains only one digit, use a leading zero to fill in the first space. For example, the month of March is coded as '03'. If she does not know her month of birth, circle '98' for '**DK Month**'. You should try to avoid using the code 98, too many of this code is an indication of very bad interview. We will no doubt be better off if we try to estimate the month of birth as follows: ask whether birth took place at the beginning, middle or end of the rainy season or dry season and randomly allocate one of the months in these periods as the month of birth. Beginning of dry season has the months 11 and 12, middle has 01 and 02, end has 03 and 05; Beginning of rainy season has 06 and 07, middle has 08 and 09 and end has 10. Probe so that she can say a period she heard from her mother or caretaker sometimes ago. Having completed the month asks her for the year of her birth. If she knows the year, write it in the spaces for '**Year**'. **Try under all circumstances to obtain the year of birth.** If the respondent is unable to provide this information, ask whether she has any documentation such as an identification card, or a birth or baptismal certificate that might give her date of birth. If such documentation is available, ask the woman if the information on the document(s) is correct. If this document cannot give you the year of birth try again to estimate by using the chronology of events in your manual. Example, if she was about 15 years old when an event happened and that event is now 10 years old, then her estimated age is 25 years and her year of birth is $2005 - 25 = 1980$. Only when it is absolutely impossible to even estimate the year of birth should you circle '9998' for '**DK Year**'.

WM9. HOW OLD WERE YOU AT YOUR LAST BIRTHDAY?

Enter her age in completed years, that is, her age at her last birthday. If she knows her age, write it in the space provided.

If she does not know the answer to either of these two questions, probe for clues that might indicate her age. Ask how old she was when she was first married or first gave birth. Try to find out how long ago she got married or had her first child (You may be able to find out the age of her oldest child if the child is still living. You may be able to relate her age to someone else in the household whose age is known. You may be able to determine her age based on how old she was when an important event occurred, and the number of years that have since elapsed). You MUST fill in this information. Do not leave this blank.

Finally, before moving on to the next question, verify that the respondent is indeed eligible. If the woman is younger than 15 or older than 49, you have to terminate the interview. Do this tactfully by asking two or three more questions and then thank the respondent for her cooperation; write "**INELIGIBLE**" on the cover page of the questionnaire, and correct the age and eligibility information for this woman in Columns HL5, HL6, women 15-49, HH12, HH13 on the Household Questionnaire. Please do not include the woman questionnaire on which you have written "**INELIGIBLE**" among the valid questionnaires for fieldwork.

Complete **WM10 to WM14**

WM11 (level attended) and WM12 (grade completed) use levels and codes as in ED3 of the Household Questionnaire. See manual Table 2 or Table 3.

REHYDRATION SOLUTIONS MODULE

Note that this module is to be administered to mothers or caregivers of the under-fives in the household.

Complete **RS1AA to RS6AA**.

RS6AA. OWHAT DO YOU THINK IS THE USE/BENEFIT OF ORS/SSS?

Please note in pencil how ORS and SSS are prepared

ORS:

Oral Rehydration Solution (ORS) is in a packet/sachet. The content of the packet is mixed with one litre (ie. three 'Julpearl' bottle) of water.

SSS:

Sugar-Salt-Solution (SSS) is a mixture of 8 caps of sugar, 1 caps of salt and one litre (ie. three 'Julpearl' bottle) of water.

Note that cap refers to the cover of the common Fanta, or Coca Cola, or Julpearl soft drink bottle. The cap should full to brim (i.e. edge of cover level).

CHILD MORTALITY MODULE

This module is to be administered to all eligible women age 15-49. All questions refer only to live births. These questions are used to collect information about all births the woman has ever had (including births from earlier marriages). The answers are used to estimate childhood mortality rates.

We want to know about all of your natural births, even if the child no longer lives with you and even if the child is no longer alive. We want to know about children who were born alive – ever breathed or cried or showed other signs of life – even if they lived only a few minutes or hours.

We do not want you to record any stillbirths (children who were born dead), or miscarriages, or children adopted by you, or children of your present husband born to another wife.

Complete **CM1 to CM13**.

CM2A. WHAT WAS THE DATE OF YOUR FIRST BIRTH? I MEAN THE VERY FIRST TIME YOU GAVE BIRTH, EVEN IF THE CHILD IS NO LONGER LIVING, OR WHOSE FATHER IS A MAN OTHER THAN YOUR CURRENT PARTNER.

You should record the day, month and year of birth. If she does not know the day try to estimate by asking whether the birth took place in the first week, second week, third week or last week of the month of birth, then randomly select a day according to the week stated. For example, if she reported that the birth happened second week of the month of birth the likely day may fall between 7th to the 14th. Randomly choose a day from this interval and record it as the day. If she cannot tell the day and the week after all probes then code Don't Know 98.

If she cannot tell the month and the year, then use method of estimation as outlined in WM8 above.

If she can give a year of birth or if you can estimate it, write it in the space provided and continue to CM3. If she cannot give and you cannot estimate the year of birth, circle '9998' and go to CM2B.

CM2B. HOW MANY YEARS AGO DID YOU HAVE YOUR FIRST BIRTH?

This question is asked only to women who are not able to give the year of their first birth in CM2A.

It may be easier to obtain this information, especially if the first child is still alive; in which case, the answer is the first child's current age in completed years. Record the response in the space provided.

CM11. OF THESE (*total number*) BIRTHS YOU HAVE HAD, WHEN DID YOU DELIVER THE LAST ONE (EVEN IF HE/SHE HAS DIED)?

Note that you MUST obtain exact information on the month and year of birth of the last birth. '98' is not allowed for month and year. You can use method of estimation above.

TETANUS TOXOID (TT) MODULE

This module is to be administered to all women with a live birth in the 2 years preceding the date of the interview. If the woman has had no live births during the 2 years preceding the interview, you should leave this module blank and skip to the next module.

Complete **TT1 to TT8**.

TT7. IN WHAT MONTH AND YEAR DID YOU RECEIVE THE LAST ANTI-TETANUS INJECTION BEFORE THAT LAST PREGNANCY?

Ask the mother the month and year in which she received the last dose of TT. You will need to convert the month to a number, as done earlier. If she cannot supply the month, circle '98' for 'DK Month'. If she can provide the year, fill in the year in the space provided and skip to the next module. If she does not know the year, circle '9998' and continue to TT8.

MATERNAL AND NEWBORN HEALTH MODULE

This module is to be administered to all women with a live birth in the two (2) years preceding the date of the interview. Check child mortality module CM12 and record name of the last-born child in the space provided. Use this child's name in the following questions, where indicated.

If the woman has not had any live births in the last two (2) years preceding the date of interview, leave this module blank and skip to the next module.

Complete **MN1 to MN13AA**.

MN1. Show respondent the 200,000 IU capsule which is red or the dispenser given to you.

MN2. DID YOU SEE ANYONE FOR ANTENATAL CARE FOR THIS PREGNANCY? *If yes:* WHOM DID YOU SEE? ANYONE ELSE?

Note: some of the uniforms of some personnel who give antenatal care:

Nurse/midwife: white uniform without waist belt, white uniform with either red or blue belt, blue uniform.

Auxiliary nurse/midwife: Brown/kaki uniform.

Community Health Nurses: Light blue uniform.

You can circle more than one answer.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal

care received during the pregnancy – a check specifically for the pregnancy and not for other reasons.

MN2AA; MN3 (MN3A to MN3D).

MN3B. WAS YOUR BLOOD PRESSURE MEASURED?

Blood pressure is measured with a medical instrument. A rubber cuff is wrapped around a person's upper arm and is inflated. While slowly releasing air from the cuff, the person measuring the blood pressure listens to the pulsing of the blood vessels with a stethoscope to determine the pressure.

MN3AA. DURING THIS PREGNANCY, WERE YOU GIVEN ANY IRON TABLETS OR IRON SYRUP?

Please explain what is iron tablet or syrup. Showing sample or giving a specific name would be helpful.

MN3BB; MN4-MN6A.

MN6B. WHICH MEDICINE DID YOU TAKE TO PREVENT MALARIA?

Circle all medicines taken, if type of medicine is not determined, show typical anti-malarial to respondent.

MN6c to MN8

MN8. When you circled the right source do not forget to write the name of the source in the space provided.

MN9. WHEN YOUR LAST CHILD (*name*) WAS BORN, WAS HE/SHE VERY LARGE, LARGER THAN AVERAGE, AVERAGE, SMALLER THAN AVERAGE, OR VERY SMALL?

This is the woman's own opinion about the size of her baby. Even if she knows the child's birth weight, tell her that you want to know her own idea of whether the baby was very large, larger than average, average, smaller than average or very small. If the respondent is unable to tell you, do not try to guess the answer based on the birth weight information or the appearance of the baby; circle '8' for 'DK'.

MN10.

MN11. HOW MUCH DID (*name*) WEIGH?

Ask the woman to show you her (or the child's) health card, if available. Record the birth weight in kilograms. If the weight is 'From card' or written record of the birth weight on a document (vaccination card, antenatal card, or birth certificate), circle '1' and record the weight in the corresponding space. If the birth weight is reported by the mother, but no card or document is available, circle '2' for 'From recall' and record the weight in the corresponding space. Fill in the weight only once. Use zeros to fill in all digits if necessary. For example, if the woman tells you that the baby was 3.5 kilograms at birth; enter the information as '3.500'. Always record the birth weight from the card when possible.

If there is no card, and the mother cannot remember the exact weight, record her best estimate. Only circle '99998' for 'DK' if she absolutely cannot remember even the approximate weight.

MN12.

MN13. HOW LONG AFTER BIRTH DID YOU FIRST PUT (*name*) TO THE BREAST?

If the mother reports that the baby was put to the breast immediately after birth, circle '000'. Otherwise, record the time in completed hours or days.

If less than one hour, circle '1' for 'Hours' and record '00' in the space provided. For example, if the woman said she began breastfeeding within 10 minutes of the birth, circle '1' and record '00' hours.

If the mother began breastfeeding within 24 hours of the birth, circle '1' and record the number of hours that passed before the baby was put to the breast.

If she began breastfeeding 24 hours or more after the birth, circle '2' and record the number of days. Record in completed number of days. For example, if the baby was first breastfed 30 hours after delivery, circle '2' and record '01' days.

If the woman does not know or does not remember how long after birth she had put the baby to the breast, circle '998'.

MN13AA.

MARRIAGE/UNION MODULE

This module is to be administered to all women with age 15-49.

MA1. ARE YOU CURRENTLY MARRIED OR LIVING TOGETHER WITH A MAN AS IF MARRIED?

Circle appropriate response.

In the questionnaire and this manual, "marriage" always refers to both formal and informal unions, such as living together. An informal union is one in which the man and

woman live together for some time, intending to have a lasting relationship, but do not have a formal civil or religious ceremony.

For example, if a woman went to live with her boyfriend and his family and has stayed for several years, they would be considered as “living together,” whether or not they have any children. On the other hand, if a woman has a boyfriend but has never lived with him, she would not be considered in a union. Casual sexual encounters are not included here.

MA2. HOW OLD WAS YOUR HUSBAND/PARTNER ON HIS LAST BIRTHDAY?

If she knows the age of her current partner on his last birthday, enter his age in the space provided. If she does not know his age, circle ‘98’.

MA2A to MA5.

MA6. IN WHAT MONTH AND YEAR DID YOU FIRST MARRY OR START LIVING WITH A MAN AS IF MARRIED?

If the respondent knows the date that she first married or started living with a man as if married, write it in the appropriate spaces for ‘Month’ and ‘Year’. You will need to convert the month into numbers, as instructed earlier. For this, January is ‘01,’ February is ‘02,’ March is ‘03,’ etc. Use all known probes and estimation discussed above to secure the dates.

MA7. *Check MA6.*

If both the month and year are known, go to the next module. If either the month or the year is not known, continue to MA8.

MA8. HOW OLD WERE YOU WHEN YOU STARTED LIVING WITH YOUR FIRST HUSBAND/PARTNER?

As with other age questions, if she does not know, probe. For instance, ask how old she was when her first child was born and then ask how long before or after giving birth she began living with her first husband or partner. Do not leave this question blank.

FEMALE GENITAL MUTILATION/CUTTING MODULE

Complete FG1 to FG16.

Complete DV1 to DV3AA for all women aged 15-49 years.

Attitudes Towards Domestic Violence

Complete DV1 to DV3AA.

Sexual Behaviour

This module is to be administered to all women aged 15-24. Check for the presence of others. **Before continuing, ensure privacy. If the respondent's privacy cannot be ensured, STOP HERE and do not ask the questions in this module.**

These questions may be embarrassing for some respondents; therefore, ask them in a matter-of-fact voice and do not make the respondent feel embarrassed by your own behaviour. A common reaction for people who are embarrassed is to giggle or laugh. If you laugh in return or act as if you are embarrassed too, it will make the respondent think that the questions are not serious. Make sure you maintain a serious attitude.

Complete **SB0 to SB11**

SB1 HOW OLD WERE YOU WHEN YOU FIRST HAD SEXUAL INTERCOURSE, IF EVER?"

If the response is 'Never had intercourse', circle '00' and skip to the next module. Otherwise, enter the age in years on the line provided. If she was less than 10 years old, use a zero to fill in the first space.

If the respondent tells you that her first time was when she started living with her first husband, record her response by circling '95'.

SB2. WHEN WAS THE LAST TIME YOU HAD SEXUAL INTERCOURSE?

By "the last time you had sexual intercourse" we are referring to the respondent's most recent act of sexual intercourse.

For example, if she says "three weeks ago," circle '2' and write '03' in the boxes next to 'Weeks ago'. If she says "four days ago," circle '1' and write '04' next to 'Days ago'.

SB3.

SB4. WHAT IS YOUR RELATIONSHIP TO THE MAN WITH WHOM YOU LAST HAD SEXUAL INTERCOURSE?

In this question, we want to know the relationship of the respondent to the person with whom she last had sex. If the man is 'Boyfriend or Fiancé', before circling 2 ask: **"WAS YOUR BOYFRIEND/FIANCÉ LIVING WITH YOU WHEN YOU LAST HAD SEX?"** If 'Yes', circle '1' for 'Spouse/cohabiting partner' and skip to SB6. If 'No', then circle '2' and continue with the next question.

SB5 to SB7.

SB8. WHAT IS YOUR RELATIONSHIP TO THIS MAN?

Treat this question in the same way as SB4.

SB9 to SB10.

HIV/AIDS

Complete HA1 to HA18A.

UNDER-FIVE QUESTIONNAIRE

UNDER-FIVE CHILD INFORMATION PANEL

UF1-UF7 should be filled in before you start the interview.

UF8. Day/Month/Year of interview

Enter the date of the interview: day/month/year. If the interview is not completed on your first visit and you visit the household to interview the mother/caretaker again, revise and enter final date of interview. In other words, the date here should be the date when you have either completed the under-five's questionnaire, or when the interview has not been conducted but there will be no more attempts to interview the mother or primary caretaker of the under-five child.

UF1. EA number

Enter the EA number from the Household Questionnaire, question HH1.

UF2. Household number

Enter the household number from the Household Questionnaire, question HH2.

UF3. Child's name.

Use Household Questionnaire.

UF4. Child's line number

Enter the child's line number from the Household Questionnaire, column HL1 of the Household Listing.

UF5. Mother's/Caretaker's name

Enter the mother's/primary caretaker's name from the Household Questionnaire, column HL2 of the Household Listing.

UF6. Mother's/Caretaker's line number

Enter the mother's/primary caretaker's line number from the Household Questionnaire, column HL1 of the Household Listing.

UF7. Interviewer name and number

UF8. Day/Month/Year of interview

Enter the date of the interview: day/month/year. Enter final date of interview. In other words, the date here should be the date when you have either completed the under-five's questionnaire, or when the interview has not been conducted but there will be no more attempts to interview the mother or primary caretaker of the under-five child.

UF9. Result of interview for children under 5

Ask the mother/primary caretaker to collect all the birth certificates and health/immunization cards she has for this child before you begin the interview. You will need these during the interview.

REPEAT GREETING IF NOT ALREADY READ TO THIS MOTHER/PRIMARY CARETAKER:

Date of Birth and Age. You will begin the Under-five's interview with questions on the date of birth and age. These are two of the most important questions in the interview, since almost all analysis of the data depends on the child's age (and date of birth). The questions on age and date of birth must be asked independently of the information on the Household Questionnaire or the Women's Questionnaire. The person you may be interviewing for this questionnaire may be the woman that you interviewed for the Questionnaire for Individual Women, and you may have obtained dates of birth of her children in that questionnaire. Also, you may have obtained the child's age in the Household Questionnaire. Even in such cases, you must ask these questions again.

UF10. NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT THE HEALTH OF EACH CHILD UNDER THE AGE OF 5 IN YOUR CARE, WHO LIVES WITH YOU NOW. NOW I WANT TO ASK YOU ABOUT (*name*). IN WHAT MONTH AND YEAR WAS (*name*) BORN?

Ask the mother or primary caretaker for the child's date of birth. Probe: **WHAT IS HIS/HER BIRTHDAY? It is important to record the child's month and year of birth accurately.**

If the mother/primary caretaker knows the exact birth date, including the day, enter the day of birth. Otherwise, circle '98' for 'DK Day'. You do not need to probe further for day of birth.

Convert the month to a number as you have done before. Enter the number in the space provided. If the month or day contains only one digit, use a leading zero. For example, the month of March is coded as '03'. Note that you are not allowed to enter DK for month or year of birth. You have to obtain month and year of birth of the child.

Since all MICS3 surveys will be conducted in 2005 or 2006, the year of birth of the child cannot be earlier than 2000 (for surveys in 2005) or 2001 (for surveys in 2006).

If the mother/primary caretaker is unable to provide the date of birth information, ask whether she/he has any documentation such as an identification card, health card, or a

birth or baptismal certificate that might give the date of birth of the child. However, confirm with the respondent that the date of birth recorded on such documents is indeed correct. If the day is not known try to estimate as in CM2A in women questionnaire. If the month and year is not known try to estimate as in WM8 of WM questionnaire.

UF11. HOW OLD WAS (*name*) AT HIS/HER LAST BIRTHDAY?

After having obtained the child's date of birth, ask the child's age in completed years, and record in the space provided. Remember, ages must be at last birthday.

Use birth certificate or Child Welfare Card (CWC) for the child's age.

If the mother/primary caretaker does not know the current age of the child, try asking “**HOW MANY YEARS AGO WAS (*name*) BORN?**” You may help the respondent by relating the child's age to that of other children or to some important event or to the season of birth, as explained in WM9 of WM questionnaire. Code 0 if age if less than one year.

Ask UF10 and UF11 independently. Then, check for the consistency between date of birth and completed age.

You have to be meticulous in checking for the consistency between the date of birth and age. You also have to be fairly quick in doing so. A good interviewer will perform the check without causing a lull in the ‘conversation’.

Checking for consistency between date of birth (UF10) and completed age (UF11).

After having obtained both date of birth and age, check for the consistency between the two. The child's age plus her year of birth must equal the year in which the child last had a birthday.

Assuming that you were able to obtain a month and year of birth, you should check the consistency by following these steps:

- If the month of birth is before the month of interview (the child had his/her birthday this year), then her/his age plus her/his year of birth should equal the year of interview.
 - Example: A child, who was born in October 2003, in a survey conducted in November 2005, should be age 2 ($2003 + 2 = 2005$).
- If the month of birth is after the month of interview (the child has not had his/her birthday this year), then her/his age plus year of birth should equal the previous year.
 - Example: A child, who was born in December 2003, in a survey conducted in October 2005, should be age 1 ($2003 + 1 = 2004$).
- If the month of birth is the same as the month of interview, and the day of birth is not known, then a sum of either the current or the previous year is correct.
 - Example: A child born in November 2002, in a survey conducted in November 2005, could be age 3 or age 2. Probe further to see if the date of birth is correct and whether the child has completed age 2 or 3.
- If the month of birth is the same as the month of interview, and the day of birth is known, the sum of age and year of birth should equal the year of interview if the day of birth is before the day of interview, and the sum of age and year of birth should equal the previous year if the day of birth is after the day of interview.

- Example: A child born on 8 February 2002, in an interview conducted on 15 February 2006, should be age 4. A child born on 28 February 2002, in an interview conducted on 3 February 2006, should be age 3 since this child will complete 4 full years on 28 February 2006.

If you find that the date of birth and age are inconsistent, either the date of birth or the age, or both are incorrect, and need to be corrected. Do not assume that one is more accurate than the other. Probe, using documents, which may be available, dates of well-known events and ages of other children, of the respondent herself/himself etc.

BIRTH REGISTRATION AND EARLY LEARNING MODULE

Complete from **BR1 to BR8F**.

BR2. In BR2 civil authorities refer to MCH centers, clinics, Government medical and health departments/quarters, government hospitals, etc.

BR6. DOES (*name*) ATTEND ANY ORGANIZED LEARNING OR EARLY CHILDHOOD EDUCATION PROGRAMME, SUCH AS A PRIVATE OR GOVERNMENT FACILITY, INCLUDING KINDERGARTEN OR COMMUNITY CHILD CARE?

This question aims to find out if the child is participating in early learning activities. Babysitting or child minding, even if done in a special place such as a day-care centre, does not qualify as such a programme unless it includes organized learning activities. You must ensure that the mother or primary caretaker understands the meaning of “Early Childhood Education Programme”, explaining it as instructed.

BR7. WITHIN THE LAST SEVEN DAYS, ABOUT HOW MANY HOURS DID (*name*) ATTEND?

Record the estimated number of hours the child attended any organized learning or early childhood education programme in the last seven days. Code 99 if last 7 days falls in within a school holiday.

Circle the appropriate code. Skip to BR8 if the answer to this question is ‘No’ or ‘DK’.

CHILD DEVELOPMENT MODULE

Complete **CE3 to CE5**.

VITAMIN A MODULE

Complete **VA1 to VA7AA**

VA1. HAS (*name*) EVER RECEIVED A VITAMIN A CAPSULE (SUPPLEMENT) LIKE THIS ONE?

This question asks if the child has received a Vitamin A supplement.

Show the capsule or dispenser you were given to help the caretaker remember. You may be instructed to show different capsules, 100,000 IU, blue in colour, for children 6-11 months old and 200,000 IU, red in colour, for children 12-59 months old, asking the caretaker to identify the correct one. Circle the code corresponding to the response. If the child has never received a vitamin A supplement or the mother/caretaker does not know if he/she has ever received one, skip to the next module.

VA3. WHERE DID (*name*) GET THIS LAST DOSE?

Circle 3, if the last dose was obtained in National Immunization Day Campaign. The date of this campaign is often announced over the air. Teams of medical personnel move

from place to place to immunize certain age of children. No weighing of children is done in this campaign.

Circle 4, if the last dose was obtained in a Nutrition Surveillance Programme. This programme is implemented every February/March and August/September annually in PHC villages. It is often distinguished from other programmes by calling it the place where children are weighed.

BREASTFEEDING MODULE

Complete **BF1 to BF5**.

BF1AA. Use 00 for less than one month.

BF1BB.

COLOSTRUM: is the yellowish milk that first comes out of female breast after delivery.

CARE OF ILLNESS MODULE

Complete **CA1 to CA14**.

CA11. WHAT MEDICINE WAS (*name*) GIVEN?

Check clinic card for details of prescription. Interviewers have to know how to read abbreviations or shorthand used by medical personnel.

MALARIA MODULE FOR UNDER-FIVES

Complete **ML1 to ML15**.

Note that in ML4 and ML7, option B chloroquine could refer to both tablets and injection.

IMMUNIZATION MODULE

SURVEY COORDINATORS: PROCEDURES FOR COMPLETING THIS MODULE ARE SOMEWHAT MORE COMPLICATED THAN MOST OTHER MODULES IN THE MICS3 QUESTIONNAIRES. MAKE SURE TO HAVE INTERVIEWERS PRACTICE THE ADMINISTRATION OF THE MODULE DURING TRAINING, BY USING REAL VACCINATION CARDS. READING AND UNDERSTANDING VACCINATION CARDS USUALLY REQUIRES CONSIDERABLE PRACTICE.

This module is used to obtain the percentage of children under five who have received BCG, DPT3, OPV3, measles and other immunization before age 1.

IM1. IS THERE A VACCINATION CARD FOR (*name*)?

If the respondent reports that there is a vaccination card for the child, ask to see it. You should have obtained vaccination cards at the beginning of the interview. If you did not already obtain the card for the child, now is the time to ask for it again.

In some cases, the respondent may not be willing to take time to look for the vaccination card, thinking that you are in a hurry. Encourage the respondent to look for the vaccination card for the child. It is critical to obtain written documentation of the child's immunization history; therefore, be patient if the respondent needs to search for the card.

If the respondent does not have a vaccination card but the vaccine doses are registered in another document (for example, a booklet with records of clinic visits), ask to see it. If the card or other document is seen, circle '1' and continue to the next question. If the card or other document is not seen, circle '2' and skip to IM10 – you will be asking the respondent to recall the child's vaccinations. If the respondent does not have a vaccination card or any other document where the vaccine doses are registered for the child, circle '3' and skip to IM10.

Questions IM2-IM8B.

You will complete questions from IM2 through IM8B when respondents show you the vaccination card for the child:

- Copy the dates in the spaces provided for IM2-IM8B for each type of immunization or Vitamin A dose recorded on the card or document.
- If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given were July 2004, you would record '98' for 'Day', '07' for 'Month', and '2004' for 'year'.
- If the card shows that a vaccination or vitamin A dose was administered but the date is not specified, write '44' in the day column, leave the month and year columns blank.
- However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) on children should be brought for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM9.

IM9. IN ADDITION TO THE VACCINATIONS AND VITAMIN A CAPSULES SHOWN ON THIS CARD, DID (*name*) RECEIVE ANY OTHER VACCINATIONS – INCLUDING VACCINATIONS RECEIVED IN CAMPAIGNS OR IMMUNIZATION DAYS?

It is possible that some of the vaccinations received by the child were not recorded. For example, the respondent may have forgotten to bring the card to the health facility or the respondent may have taken (*name*) to a National Immunization Day.

If the answer is ‘Yes’, circle ‘1’ only if the respondent mentions vaccines included in the questionnaire. You can refer to the information already obtained from the vaccination card to make sure that the mother/primary caretaker is referring only to these vaccines. Write ‘66’ in the corresponding ‘Day’ column for IM2-IM8B, and leave the month and year columns blank. For example, if two doses of DPT were recorded on the card, and another dose was given but not recorded, the answer to IM4C should be ‘66’ in the ‘Day’ column.

Do not ask the respondent to supply dates from memory. Enter a date only if the card or other document is available and lists a date for the immunization dose. **If for example a vaccination card is blank for DPT3 and if the respondent says that it was not taken in other immunization campaigns, then DPT3 should remain blank both (day, month and year).**

Once you have probed for all vaccinations, skip to IM19.

Questions IM10 through IM18 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown.

IM10. HAS (*name*) EVER RECEIVED ANY VACCINATIONS TO PREVENT HIM/HER FROM GETTING DISEASES, INCLUDING VACCINATIONS RECEIVED IN A CAMPAIGN OR IMMUNIZATION DAY?

Only ask IM10-18 to obtain the child’s vaccination status if a vaccination card or other document is not available (i.e. if the answer to IM1 was ‘2’ for ‘Yes, Not seen’ or ‘3’ for NO). Describe the vaccination techniques in detail to the caretaker and provide further explanations if needed. When mentioning the vaccines or the specific diseases, use local synonyms if needed. We are not interested in injections for treating a disease – antibiotics, antimalarials, etc. – but only in vaccines.

Circle the code corresponding to the response. If the answer is ‘Yes’ continue to the next question, to start asking about each of the vaccines. If the answer is ‘No’ or ‘DK’ skip to IM19.

IM11. HAS (*name*) EVER BEEN GIVEN A BCG VACCINATION AGAINST TUBERCULOSIS – THAT IS, AN INJECTION IN THE ARM OR SHOULDER THAT CAUSED A SCAR?

Circle the code corresponding to the response.

IM12. HAS (*name*) EVER BEEN GIVEN ANY “VACCINATION DROPS IN THE MOUTH” TO PROTECT HIM/HER FROM GETTING DISEASES – THAT IS, POLIO?

Circle the code corresponding to the response. If the answer is ‘Yes’, continue to the next question. If the answer is ‘No’ or ‘DK’, skip to IM15.

IM13. HOW OLD WAS HE/SHE WHEN THE FIRST DOSE WAS GIVEN – JUST AFTER BIRTH (WITHIN TWO WEEKS) OR LATER?

Ask how old the child was at first dose, prompting “JUST AFTER BIRTH OR LATER?”
Circle the code corresponding to the response.

IM14. HOW MANY TIMES HAS HE/SHE BEEN GIVEN THESE DROPS?

Fill in the number in the space provided.

IM15. HAS (*name*) EVER BEEN GIVEN “DPT VACCINATION INJECTIONS” – THAT IS, AN INJECTION IN THE THIGH OR BUTTOCKS – TO PREVENT HIM/HER FROM GETTING TETANUS, WHOOPING COUGH, DIPHTHERIA? (SOMETIMES GIVEN AT THE SAME TIME AS POLIO)

Circle the code corresponding to the response. If the answer is ‘Yes’, continue to the next question. If ‘No’ or ‘DK’, skip to IM17.

IM16. HOW MANY TIMES?

Fill in the number in the space provided.

IM17. HAS (*name*) EVER BEEN GIVEN “MEASLES VACCINATION INJECTIONS” – THAT IS, A SHOT IN THE ARM AT THE AGE OF 9 MONTHS OR OLDER - TO PREVENT HIM/HER FROM GETTING MEASLES?

Circle the code corresponding to the response. If the caretaker specifically mentions measles vaccine but refers to an injection in the thigh, accept the answer as valid and circle ‘1’ for ‘Yes’.

IM18. HAS (*name*) EVER BEEN GIVEN “YELLOW FEVER VACCINATION INJECTIONS” – THAT IS, A SHOT IN THE ARM AT THE AGE OF 9 MONTHS OR OLDER - TO PREVENT HIM/HER FROM GETTING YELLOW FEVER? (SOMETIMES GIVEN AT THE SAME TIME AS MEASLES)

Circle the code corresponding to the response.

IM19. PLEASE TELL ME IF (*name*) HAS PARTICIPATED IN ANY OF THE FOLLOWING CAMPAIGNS, NATIONAL IMMUNIZATION DAYS AND/OR VITAMIN A OR CHILD HEALTH DAYS:

This question is asked to inform immunization programmes. It also provides a check on IM9 for children with a vaccination card, since doses given in National Immunization Days are usually not recorded on the card.

Circle the code corresponding to the response. If the respondent answers 'Yes' here to at least one of the dates, check back to IM9. If the answer given there (to IM9) was 'No', ask again.

IM20. Does any eligible child reside in the household for whom this respondent is mother/caretaker? Check household listing, column HL8.

When you have finished asking the questions in the immunization module, thank the respondent. Check whether she/he is the mother or primary caretaker of any other children that live with them and are under the age of 5 years by checking the Household Questionnaire, column HL8, for the respondent's line number. If so, start interviewing her/him with the Questionnaire for Children under five for other children.

If this respondent is not the mother or primary caretaker of any other children under 5 in the household, mark the box corresponding to 'No'. Proceed to administer the anthropometrics module for all children in the household. Continue until you have completed questionnaires for all children in the household.

ANTHROPOMETRY MODULE¹

Weights and heights of all eligible under-five children in the household will be measured after for all under-five's questionnaires are completed. However, if some respondents or children have to leave the household before all questionnaires in the household have been completed or if a callback has to be made to interview another respondent, it is best to complete the measurements on those who are present. The most important thing is not to miss measuring those who are eligible

Measurement of heights and weights will normally be the responsibility of field editors and enumerators/interviewers. Each fieldwork team will have one set of measuring boards and weighing scales. If field editor is present the he or she should do the weighing and measurement and the interviewer should assist. If the field editor is absent the interviewer should do it and he or she should request the mother or caretaker of the child to assist.

ANI. Child's weight.

The child should be weighed according to the instructions given during training. Record the result to the nearest tenth of a kilogram (100 grams). Place the kilograms to the left of the decimal point and grams to the right of the decimal point. Use a leading zero if the number of kilos is one digit.

Weigh twice and take average if the two results are different.

Weighing Method:

AN2. Child's length or height.

Check the age of the child in UF11. If the child is under 2 years old, check the appropriate box, measure and record recumbent length (i.e. lying down), to the nearest tenth of a centimetre. If the child is age 2 or more years, check the corresponding box and then measure and record standing height. Write a zero first if the number of centimetres is two digits.

Measure twice and take average if the two results are different.

Measuring Method:

Annex A4.1 Limits for Length and Weight of Children

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	AN2 (LENGTH/HEIGHT (cm))				AN1(WEIGHT (kg))			
	Males		Females		Males		Females	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
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

AN3. Measurer's identification code.

You should enter the two-digit identification number of the person who performed the measurements in the space provided. This would normally be the field editor or yourself.

AN4. Result of measurement.

Circle the appropriate code corresponding to the result of the measurement. If the reason is 'Other', write a description in the line provided and circle '6'.

AN5. Is there another child in the household who is eligible for measurement?

If there is another child in the household who is eligible for measurement, check the box marked 'Yes' and record measurements for the next child on that child's questionnaire. If 'No', check the appropriate box and end the interview with this household by thanking all participants for their cooperation.

ENDING THE INTERVIEWS IN THE HOUSEHOLD

After you have completed all anthropometrics measurements in the household, you should record the results of the interviews in UF9 of the Under-Five Child Information Panel on each child's questionnaire.

Gather together all questionnaires for this household.

Tally the number of women's questionnaires completed in HH13 and the number of child questionnaires completed in HH15 of the Household Information Panel of the Household Questionnaire.

Before you leave the dwelling, check to ensure that the entire questionnaire (including all modules) is completed and that there are no blanks left. Be sure to distinguish between true zero answers and missing data or 'DK' answers. Make sure that all identifying numbers have been filled in on the Information Panels of each questionnaire. Give the questionnaires to your supervisor.

(1.2) OTHER FORMS:

WORK PROGRESS CHECKLIST FOR EA (WPC)

EA No	District	Settlement

No.	Work	Name	No.	Work	Name
2	Field Editor		11	Data Processing supervisors confirms verification	
3	Field Supervisor		12	Supervisor's backup	
4	Questionnaire Administrator's office (received EA)		13	Supervisor's secondary editing	
5	Coders' office: secondary editor's reviews of coding		14	Secondary Editors	
6	Data processing supervisor's reviews of coding		15	Data Processing Supervisors modified data	
7	Data processing supervisor's (EA tracking)		16	Supervisor's backed up final data	
8	Data entry Clerk				
9	Data Processing supervisor's (Structure checks)		17	Questionnaire Administrator stored EA in final storage location	
10	Data Entry Verifiers				

GEOGRAPHIC POSITIONING SYSTEM FORM		GP
GP1. EA: _____		
GP2. Area: Urban..... 1 Rural..... 2	GP3. LGA: Banjul 1 Kanifing 2 Brikama 3 Mansakonko 4 Kerewan 5 Kuntaur..... 6 Janjabureh..... 7 Basse 8	
GP4. Operator name and number: Name _____		
GP5. Day/Month/Year of measurement: ____ / ____ / ____		

EA POSITION CHECKLIST

- ☐ CHECKED ESTIMATED ACCURACY (AFTER “READY TO NAVIGATE”)
- ☐ MARKED WAYPOINT
- ☐ RENAMED WAYPOINT TO EA NUMBER
- ☐ RECORDED WAYPOINT’S POSITION
- ☐ SAVED WAYPOINT

GP6. Waypoint name: _____			
	N/S/E/W	Degrees	Decimal degrees
GP7. Latitude:	N S	_____ . _____	
GP8. Longitude:	E W	_____ . _____	

EA ASSIGNMENT FORM (CAF)

Name main data entry operator:.....Code:.....

Name data entry verifier:.....Code:.....

Name coder:.....Code.....

[illegible]

COMPOUND AND HOUSEHOLD LISTING FORM

EA. No. _ _ _

LGA.....

District.....

Settlement.....

[illegible]

Enumerator.....Supervisor.....

Annex A4.3 Interviewer's EA Control Sheet

EA Number: _____

Interviewer Number: _____

Date: _____

HH No. (1)	Name of Head of Household (2)	Final Result In HH (3)	Number of Eligible		Interviews Completed		Notes (8)
			Women (4)	Children (5)	Women (6)	Children (7)	
Total:							

EA TRACKING FORM (CTF)													
EA number	Date received	Households Selected	Number of questionnaires			Data entry			Date check complete	Date verification complete	Date of raw data back-up	Date of editing	Date of final back-up
			Household	Women's	Children's	Operator name	Operator number	Creation date					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							
						M:							
						V:							

Annex A4.2
MICS3 Supervisor's/Editor's Control Sheet

EA Number: _____

Supervisor Name: _____

Date: _____

HH No. (1)	Name of Head of HH (2)	Interviewer and date assigned (3)	Final Result in HH (4)	Number of Eligible		Interviews Completed		Notes (9)
				Women (5)	Children (6)	Women (7)	Children (8)	
Total:								

(1.3) FIELD WORKERS

NOTE FOR FIELD WORKERS

● **The best place to correct data is in the field where the respondent is available to resolve inconsistencies. Once the questionnaires reach the office, the best you can do is to apply consistently fully and carefully specified editing guidelines?**

- ENUMERATORS

- With the help of the supervisor use EA maps to locate the EAs assigned to your team.
-
- List all households in the EA using the **Compound and Household Listing Form**
-
- Select 19 households by circular systematic sampling from the Compound & Household Listing Form. Your supervisor will show you how to do this, or he/she will do it for you.
- Locate the household to be interviewed.
- In each EA, each of the 19 households selected should have a Household questionnaire fully completed or completed at front page only (that is the page on Household Information Panel) if household is absent or not available for several days during the survey period.
- An enumerator shall belong to one of the 7 groups of enumerators. Each group consists of 4 enumerators. Each group is required to treat an EA at a time. Since an enumerator should complete at least 5 households per day, then a group should complete 1 EA per day for all the interviews – households, women and children under five.
- Introduce yourself to the household members and ask permission to carry out the interview.
- Complete household questionnaire(s) for each household and women and under five questionnaires for all eligible members in the household.
- Fill in the responses to the questionnaires in a neat and legible way by strictly following skips.

- When in doubt about the coding of an answer, write it down in full at the margin of the questionnaire and check the correct coding with the supervisor at the end of the day.
- Carry out additional data collection task including testing salt iodine and weighing and measuring children for anthropometry measures.
- Check completed interviews to be sure that all questions were asked.
- Return to household to interview women, mothers or caretakers not contacted during initial visits please do at least three callbacks before you declare that a respondent was not available.
- When you completed the interviews tie up all the all the questionnaires for a given household (household, women and under-five) into a household lot with a twine. All the household lots of an EA will be tied up in ascending order of household size.
- Once you have completed all the interviews required for a sample household, the completed Household Questionnaire, with accompanying Women's and Under-Five's Questionnaires placed inside must be returned to your supervisor. Make sure you have filled in on your Interviewer's EA Control Sheet the final result and date of all interviews you completed and the date you returned the questionnaires to the supervisors.
- The work of interviewers is monitored and evaluated by keeping accurate record of assignments and the status of interviews. Both supervisors and interviewers have control forms to maintain. The Supervisor's Control Sheet contains information about the fieldwork in each EA. These forms should be returned to the fieldwork director along with the completed questionnaires from that EA. The interviewer will complete and return the Interviewer's Control Sheet to the supervisor at the end of work in each an EA.

Coding Convention

Response	1-digit	2-digit	3-digit	4-digit	Alpha
Other	6	96	996	9996	X
Inconsistent	7	97	997	9997	-
Don't Know	8	98	998	9998	Z
Missing	9	99	999	9999	?
No one/None	-	-	-	-	Y
Not Applicable	Blank	Blank	Blank	Blank	Blank

Note:

UF1 = HH1= WM1 = EA. No.

UF2=HH2= WM2 = household no.

- **What to do if you encounter the following situation:**
- The selected household has moved away and the dwelling is vacant! Solution: Code 6 (Other (specify)) in HH9 (Result of HH interview) on the cover sheet of the Household Questionnaire and specify 'Dwelling vacant' in the space provided.
- The household has moved away and a new one is now living in the same dwelling! Solution: in this case, interview the new household.

- Eligible women respondent not available. If you are sure that a respondent will not be available up to the time you left the EA then you should complete the cover page of the women's questionnaire for her.
- **Building Rapport with the Respondent:**
 1. Make a good first impression. When first approaching the respondent, do your best to make her/him feel at ease. The introductory sentences at the beginning of each questionnaire should be read exactly as they are printed in the questionnaire.
 2. Have always a positive approach: Never approach an apologetic manner, and do not use phrases such as 'Are you too busy?' such questions invite refusal before you start. Rather, tell the respondent. 'I would like to ask you a few questions' or 'I would like to talk with you'.
 3. Stress confidentiality of responses.
 4. Answer any question from the respondent frankly.
 5. Interview the respondent alone.
- **Tips for conducting the**
 - 1 Be neutral throughout the interview.
 - 2 Never suggest answers to the respondent.
 - 3 Do not change the wording or sequence of questions.
 - 4 Handle hesitant respondents tactfully.
 - 5 Do not create expectations about assistance based on the responses.
- **Supplies required for enumerators**
 1. A sufficient supply of questionnaires
 2. Measuring boards and scales
 3. Interviewer's manual
 4. Identification documents
 5. A clipboard
 6. Blue ballpoint pens

7. A waterproof bag or sachet in which to carry folder of questionnaires
8. Folders each of which has a Work Progress Checklist attached. At the end of the fieldwork all the questionnaires for an EA should be placed in at least one folder
9. Visual aids such as vitamin A tablets, literacy test cards, etc.
10. Salt testing kits.
11. ORS packet
12. Twine to tie up the questionnaires of each household, and to tie up households together for a given EA.
13. EA ID Slip.

VARIABLES NEEDING VISUAL AIDS OR SAMPLES:

SI1, in HH salt test.
 WM14, literacy test in WM.
 MN1, in WM vitamin A capsules 100,000 IU and 200,000 IU.
 MN3AA, in WM iron tablets or syrup.
 MN6B, in WM Anti-malarial medicine.
 VA1, in UF vitamin A capsules.
 CA11, in UF anti-biotic.
 BF3, ORS packet, infant formula.
 ML4, in UF anti-malarial.

- FIELD SUPERVISOR

PREPARING FOR FIELDWORK

COLLECTING MATERIALS FOR FIELDWORK

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

Fieldwork documents:

- Supervisor's and Editor's Instructions
- Interviewer's Instructions
- Maps and household listing forms for all EAs in the assigned area

- Letters of introduction
- Questionnaires – Households, Women, & Under-Fives
- Five forms in addition to:
- Supervisor's Control Sheets
- Interviewer's Control Sheets
- EA ID slip

Supplies:

- Blue pens for interviewers
- Red pens for the editor and supervisor
- Clipboards, briefcases
- Paper clips, scissors, string, twine, staplers and staples, cello tape, etc.
- Envelopes to store completed questionnaires
- First aid kit
- GPS instrument
- Salt test kits
- Measuring boards and scales
- Coloured chalks
- Samples of medications, etc- vitamin A, ORS packets, infant formula, anti-malaria, anti-biotic, etc
- Literacy test kit.

CONTACTING LOCAL AUTHORITIES

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

FINDING SELECTED HOUSEHOLDS

Here are examples of some problems you may encounter and how to deal with them:

- (3) The dwelling number and name of household head do not match what is found in the field. Say, for example, that Abdou Ceesay is listed as the household head for dwelling 003, but when the interviewer goes to 003 she finds that the household living there is headed by Idi Ceesay. Consider whichever household is living in 003 as the selected household (i.e., the household headed by Idi Ceesay should be interviewed). Check carefully, however, that you are indeed in the right EA and have identified the selected dwelling.
- (3) The household listed in a selected dwelling is actually living in a dwelling that was not selected. If, for example, Abdou Ceesay is listed as the household head for dwelling 003, but Abdou Ceesay actually lives in 028, the household living in dwelling 003 should be interviewed. In other words, if there is a discrepancy between the dwelling number and the name of the household

head, interview whoever is living in the selected dwelling. Again, make absolutely sure that you are in the right EA and have identified the selected dwelling.

MAINTAINING FIELDWORK CONTROL SHEETS

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

SUPERVISOR'S CONTROL SHEET

One Supervisor's Control Sheet should be completed for each EA by the supervisor and returned to the office with the questionnaires from that EA.

Assignment of Interviews

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

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

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

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

As soon as the assignments have been made, the supervisor should complete columns 1 through 3 of the Supervisor's Control Sheet with the relevant information. Column 3 bears the name of the interviewer to whom the household is allocated. The interviewer should complete columns 1 and 2 of the Interviewer's EA Control Sheet.

In filling out the top of the Supervisor's Control Sheet, copy the information such as EA number, name of the locality, and province from the Compound & Household Listing form.. The EA number will typically be a three-digit number and will be written on the top of each page of the household listing. EA numbers are unique: No two EAs should have the same number.

Household Visits and Individual Interviews: Columns 4–8

During the day, the interviewers will return the completed questionnaires to the editor or supervisor, who will check them. As the questionnaires are received, the information on the cover sheets can be used to complete columns 4 through 8 of the Supervisor's Control Sheet. The following procedure is suggested:

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

- (1) Eligible women and children under five have been correctly identified on the Household Questionnaire;
- (2) Individual Questionnaires were assigned to each of the eligible women and children under five years of age, even if the actual interview was not completed;
- (3) The identification information on the cover pages of all the household and Individual Questionnaires for women and children is correct.

Second, using the questionnaires, copy information about the results of the interview into columns 4 through 8 of the Supervisor's Control Sheet. In column 5, write the number of eligible women 15 to 49 years identified on the cover page of the Household Questionnaire (HH12), and in column 6 the number of eligible children under five years of age identified in HH14. The final result of the household interview should be written in column 4 and the number of eligible respondents (ER) with complete interviews in column 7 for women and in column 8 for children under five.

Remarks: Column 9

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

CHECK TO BE SURE THAT YOU HAVE LISTED ALL THE HOUSEHOLDS OR DWELLINGS ON THE SUPERVISOR'S CONTROL SHEET THAT WERE SELECTED ON THE HOUSEHOLD LISTING FORM OR MAP FOR THAT EA. THERE CAN NEVER BE FEWER HOUSEHOLD QUESTIONNAIRES THAN SELECTED HOUSEHOLDS OR DWELLINGS, BUT THERE CAN BE MORE.

ALWAYS START A NEW EA ON A SEPARATE SUPERVISOR'S 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 EA CONTROL SHEET

THE INTERVIEWER'S EA CONTROL SHEET (SEE ANNEX A4.3) IS SIMILAR TO THE SUPERVISOR'S CONTROL SHEET, AND HELPS EACH INTERVIEWER KEEP TRACK OF THE HOUSEHOLDS ASSIGNED TO HER. THE SUPERVISOR AND EDITOR SHOULD REVIEW THE

INTERVIEWER'S EA CONTROL SHEETS EACH EVENING AND DISCUSS THE RESULTS OF THE INTERVIEWS.

SYSTEMATIC SPOT-CHECKING OF HOUSEHOLD COMPOSITION

As noted earlier, the most important function of field supervisors is to control the quality of the data collection. A problem that arises frequently is that some interviewers may deliberately subtract years from the age of women who are 15 to 19, add years to women 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 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 and filling in columns 2 to 8 for each person, i.e., name, relationship to the head of the household, sex, age, and eligibility. You should carefully probe the ages of girls declared to be 11 to 14 years of age, of women 50 to 55 years of age, and of children 5 to 9 years of age. 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 EA. He/she may ask the editor to do spot checks, wherever appropriate and necessary. The selection of households to be checked should not be random. Rather, you should select households that contain women or children of borderline ages, i.e., 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.

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 columns 2 through 8 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.

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

The field supervisor is the senior member of the field team. He/she is responsible for the well-being and safety of team members, as well as the completion of the assigned workload and the maintenance of data quality. The field supervisor receives his/her assignment from, and reports to, the field coordinator. The specific responsibilities of the field supervisor are to prepare for the fieldwork, to organize and direct the fieldwork, and to spot-check the data collected in the questionnaires.

Preparing for fieldwork requires that the field supervisor:

- Obtain sample household lists and/or maps for each area in which his/her team will be working and discuss any special problem;
- Become familiar with area where the team will be working and determine the best arrangements for travel and accommodation;
- Contact local authorities to inform them about the survey and to gain their support and cooperation;
- Obtain all monetary advance, supplies, and equipment necessary for the team to complete its assigned interviews. Careful preparation by the supervisor is important.

For facilitating the work of the team in the field, for maintaining interviewer morale, and for ensuring contact with the central office throughout the fieldwork.

Organizing fieldwork requires that the field supervisor:

- Assign work to interviewers, taking into account their linguistic competence, and assure that there is an equitable distribution of the workload;
- Verify and endorse the CTF completed by the field supervisor and make sure that assignments are carried out;
- Make spot checks of the household questionnaire by conducting household interviews;
- Regularly send completed questionnaires and progress reports to the field coordinator and keep headquarters informed of the teams.
- Communicate any problems to the field coordinator.
- Take charge of the team's vehicles, ensuring that it is kept in good repair and that it is used only for the MICS3 work.
- Ensure that questionnaires are kept confidential and that interviewers do not discuss the results of the interviews among themselves or with others.

- Make an effort to develop a positive team spirit, a congenial work atmosphere, along with careful planning of field activities, contributes to the overall quality of a survey.
- Help enumerator identify EAs by using EAs or EA maps.
- Complete the GPS form using the GPS instruments.
- Select sample of 19 households from each EA using the Compound and Household Listing Form. Use circular systematic sampling technique. For example, if after listing households it has been verified that an EA has 88 households = N. let k (sampling interval) = Number of households in the EA divided by 19. Suppose that k is 4.6 (**expressed in one decimal place**), by rounding off to the nearest integer, then k becomes 5. Select a random number from 1 to N = 88. If the random number happens to be 25. Then by adding 5 to each new number the following households will be selected: 25th, 30th, 35th, 40th, 45th, 50th, 55th, 60th, 65th, 70th, 75th, 80th, 85th, 90-88 = 2nd, 95-88 = 7th, 100-88 = 12th, 17th, 22nd, and the 27th. Then stop the circular movement when you obtained 19 households.

Borderline cases

If for example $k = 2.5$ or 2.6 or 2.7 or.....or 2.9 . By expressing k to the nearest integer it becomes 3.

On the other hand if $k = 2.0$ or 2.1 oror 2.4 . By expressing k to the nearest integer it becomes 2.

- Ensure that in each EA Each of the 19 households selected has a Household form completed fully or at cover page if household is absent. Ensure that enumerators properly complete questionnaires, through regular spot checks, questionnaire review checking for questionnaire IDs, skip patterns, dates of interviews and births, and structural checks.
- Ensure that all dates of interviews and date of births are completed before leaving the field.
- Date of interviews: HH5, UF8, WM6; Date of birth: UF10 and WM8
- If CM2A (year) = 9998, then CM2B should be completed. All in WM.
- In WM, if CM1 = 1, then only one of CM2A or CM2B must be completed.
- In WM, if CM2A is completed, then CM11 must be completed.
- Ensure that all Household Questionnaires are sorted in ascending order of household number within the EA.

- Ensure that all geographic and interview information codes are completed on the Household Information Panel at the start of each Household Questionnaire.
- The eligibility for interview of each member of the household should be checked on the Household Listing Form. To be eligible for the women's modules, a person must be female and aged 15-49. To be eligible for the child labour module, a person must be aged 5-14 (or the country-specific age range). To be eligible for the child health modules, a person must be under age 5. For each eligible person, the eligibility code should have been circled for their line number or the line number of their mother or primary caretaker (HH6-HH8, Household Listing Form). For other members of the household, the eligibility columns should be blank on the Household Listing, and will be entered as 00.
- Ensure that all of the Women's Questionnaires are placed together in ascending order of the women's line number (Household Listing Form), followed by all of the Children's Questionnaires.
- The number of complete women's and children's interviews recorded on the Household Information Panel must match the number of women's and children's questionnaires with result code 1 (complete) for the household.
- Ensure that for each Household Questionnaire the number of eligible persons reported is equal to the number of questionnaires completed for them.
- Ensure that the cover page of each household, women and under five questionnaire is duly completed. Blank, Missing, and don't know should strictly be avoided.
- Ensure that for each women questionnaire WM8 (dates of births) and WM9 (Age last birth) are completed. Blank, Missing, and don't know should strictly be avoided.
- Ensure that for each under five questionnaires UF10 (dates of births) and UF11 (Age last birth) are completed. Blank, Missing, and don't know should strictly be avoided.
- Ensure that in the Household Listing Form HL4 (sex) and HL5 (age) are completed for each person listed.
- Go through each questionnaire to ensure that skips are followed.
- Help enumerators to convince difficult respondents.
- Get the Field Editors to perform 100 % checks on dates of interview and dates of births (day, month and year) compared to reported age and other consistency checks.
- Deployment of enumerators in the field, in particular, requesting less busy enumerators to assist enumerators with large household size.

Since the supervisor should assist the editor he/she should be familiar with the editing instructions under the roles of the Editor. See **EDITING QUESTIONNAIRES UNDER FIELD EDITOR BELOW.**

NOTE FOR FIELD SUPERVISOR: FIRST TWO EAS FOR EACH ENUMERATOR MUST BE FULLY EXAMINED. THEREAFTER YOU CAN EXAMINE EVERY EA WITH EVEN NUMBER USING THE ABOVE GUIDELINES.

- FIELD EDITOR

EDITOR

- (1) To the extent possible, the field supervisor should assist the editor in performing this task so that all interviews are field edited while still in the sample area;
- (3) Conduct regular review sessions with interviewers and advise them of any problems found in their questionnaires;
- (4) Put completed questionnaires from a sample area in order and pack them up to be sent to the central office.

PREPARING FOR FIELDWORK

COLLECTING MATERIALS FOR FIELDWORK

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

Fieldwork documents:

- Supervisor's and Editor's Instructions
- Interviewer's Instructions
- Maps and household listing forms for all EAs in the assigned area
- Letters of introduction
- Questionnaires – Households, Women, & Under-Fives
- Five forms in addition to:
- Supervisor's Control Sheets
- Interviewer's Control Sheets
- EA ID slip

Supplies:

- Blue pens for interviewers
- Red pens for the editor and supervisor
- Clipboards, briefcases
- Paper clips, scissors, string, twine, staplers and staples, cello tape, etc.

- Envelopes to store completed questionnaires
- First aid kit
- GPS instrument
- Salt test kits
- Measuring boards and scales
- Coloured chalks
- Samples of medications, etc- vitamin A, ORS packets, infant formula, anti-malaria, anti-biotic, etc
- Literacy test kit.

The specific duties of the field editor are to monitor interviewer performance and to carry out anthropometric measurements of children (see this manual under anthropometry measure). Close monitoring of interviewers and editing of completed interviews is essential to assure that accurate and complete data are collected. This is especially important during the initial phases of fieldwork, when it is possible to eliminate interviewer error patterns before they become habit.

Monitoring interviewer's performance requires that the field editor:

- Observe several interviews every day.
- Edit all completed questionnaires in the field – editing must be completed prior to leaving the sample area where the data was collected.
 - Ensure that all dates of interviews and date of births are completed before leaving the field.
 - Date of interviews: HH5, UF8, WM6; Date of birth: UF10 and WM8
 - If CM2A (year) = 9998, then CM2B should be completed. All in WM.
 - In WM, if CM1 = 1, then only one of CM2A or CM2B must be completed.
 - In WM, if CM2A is completed, then CM11 must be completed.
 - Ensure that all Household Questionnaires are sorted in ascending order of household number within the EA.
 - Ensure that all geographic and interview information codes are completed on the Household Information Panel at the start of each Household Questionnaire.

- Ensure that all of the Women's Questionnaires are placed together in ascending order of the women's line number (Household Listing Form), followed by all of the Children's Questionnaires.
- The number of complete women's and children's interviews recorded on the Household Information Panel must match the number of women's and children's questionnaires with result code 1 (complete) for the household.
- Ensure that all those who are eligible have been identified by checking age HL5 in the Household Listing Form with:

HL6 for eligibility for women questionnaire (15-49 years);

HL7 eligibility for child labour module (5-14 years);

HL8 eligibility for under five's questionnaire (0 to 4 years); and

CD5 eligibility for child discipline module.

- Ensure that HL8A is completed for household members aged 18-59 years. Ensure that HL9 to HL12A are completed for household members aged 0-17 years.
- Verify that ED1 to ED3 of the Education Module are completed for household members aged 5 and above. Also verify that ED4 to ED9 are completed for household members aged 5–24 years.
- Ensure that the difference between UF8 (Day/Month/Year of interview) and UF10 (Day/Month/Year of birth) is the same as the age reported in UF11 of the Under Five Module.
- Ensure that the difference between WM6 (Day/Month/Year of interview) and WM8 (Month/Year of birth) is the same as the age reported in WM9 of the women's questionnaires.
- Verify the following:

UF1 = HH1= WM1 = EA. No. for all the questionnaires in a given EA;

UF2=HH2= WM2 = Household number for a given household in a given EA.

For each woman's questionnaire, WM4 (woman's line number) is the same as the woman's line number in HL1; and

For each under five's questionnaire, UF4 (Child's line number) is the same as the child's line number in HL1.

- Perform structural checks for each household by ensuring that the:

The number of circles in HL6 equals the number in HH12, and your actual count of the number of women questionnaires completed;
The number of line numbers in HL7 equals the number of completed rows in the child labour module;

The number of line numbers in HL8 equals the numbers in HH14, and your actual count of the number of under five's questionnaires completed;

For each eligible woman her line number HL1 in the Household Listing Form agrees with her line number WM4 in the Women's questionnaires;

For each eligible under five his/her line number HL1 in the Household Listing Form agrees with his/her line number UF4 in the Under Five's questionnaires; and

- Conduct regular review sessions with interviews and advise them of any problems found in their questionnaires.
- Arrange completed questionnaires from an EA in order and pack them up and hand over to supervisor.
- Fill in column 1, 3, 4, 5, and 6 of the EA tracking form (CTF).
- Complete the work progress checklist (WPC).

EDITOR - MONITORING INTERVIEWER PERFORMANCE

Controlling the quality of the data collection is the most important function of the editor. Throughout the fieldwork he/she will be responsible for observing interviews and carrying out field editing. By checking the interviewers' work regularly, the 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 editor should check the performance of interviewers thoroughly at these times.

OBSERVING INTERVIEWS

During the interview, the editor should sit close enough to see what the interviewer is writing. This way, she/he can see if the interviewer interprets the questions correctly and follows the proper skip patterns. For sensitive questions such as those in the sexual behaviour and female genital cutting of the women's questionnaires the editor can move away from the interview site and later return when those modules are completed. After each observation, the editor and interviewer should discuss the interviewer's performance. The questionnaire should be reviewed, and the editor should mention the interviewer's strong points as well as problems and mistakes.

EVALUATING INTERVIEWER PERFORMANCE

THE 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.

EDITING QUESTIONNAIRES

ENSURING THAT QUESTIONNAIRES ARE EDITED FOR COMPLETENESS, LEGIBILITY, AND CONSISTENCY IS ONE OF THE MOST IMPORTANT TASKS OF THE EDITOR. THE SURVEY REQUIRES THAT EVERY QUESTIONNAIRE BE COMPLETELY CHECKED IN THE FIELD. THIS IS NECESSARY BECAUSE EVEN A SMALL ERROR CAN CREATE MUCH BIGGER PROBLEMS AFTER THE INFORMATION HAS BEEN ENTERED INTO THE COMPUTER AND TABULATIONS HAVE BEEN RUN. 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 which 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 (i.e., there is no answer recorded because the question was not asked), enter a code of "9" ("99," "999") and circle that code with 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.

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.
- (4) In checking each questionnaire, make certain that the respondent was asked all questions appropriate for her (e.g., that the interviewer followed the skip instructions). You will need to look for:
 - (a) Questions for which there is a response when it appears there should be no response;
 - (b) Questions for which there is no response when it appears there should be a response.

Mark these skip errors with a red pen and try to determine the correct response as described in paragraph (2) above. Correct errors following the system described in the Interviewer's Instructions, e.g., drawing two lines through the existing code and circling or writing the new code. ALWAYS USE A RED PEN IN MAKING CORRECTIONS.
- (5) Check the ranges for all variables that are not pre-coded (e.g., a 34-year-old woman cannot have 24 sons living with her) and carry out the other consistency checks that are listed. Mark any inconsistencies with a red pen and try to determine the correct responses as described in paragraph (2) above.
- (6) The editor should advise the team supervisor about questionnaires that have been returned to interviewers for further work.

EDITING THE HOUSEHOLD QUESTIONNAIRE

In editing the Household Questionnaire, be sure to:

- (1) Check for complete information for each line number in columns HL3, HL4 and HL5 of the Household Listing Form. There should be no blanks in these columns.
- (2) Check that there is information in columns HL9 through HL12 for each person under 18 years of age included in the Household Listing Form.
- (3) If the response in column HL9 of the Household Listing Form is “NO” or “DK,” then column HL10 should be blank. If the response in column HL9 is “YES,” then there must be information in column HL10. Likewise, if the response in column HL11 is “NO” or “DK,” then column HL12 should be blank. If the response in column HL11 is “YES,” then there must be information in column HL12.
- (4) In the Education Module, check that the questions of columns ED2 and ED3 have been filled for each person ages five and older. Column ED3 must be blank if the household member is less than five years of age or if the answer in column ED2 is “NO.”
- (5) In the Salt Iodization Module, verify that the salt test was implemented in each household and that the result is recorded in the questionnaire.
- (6) Check that appropriate skips were followed throughout the questionnaire.

EDITING THE QUESTIONNAIRE FOR INDIVIDUAL WOMEN

- (1) Check that the identification information for the Questionnaire for Individual Women has been completed correctly. Information for EA and household number must be the same as that on the Household Information Panel of the Household Questionnaire. The line number of the woman should be consistent with her line number in the household listing in the Household Questionnaire.
- (3) In the Women’s Information Panel, check that the answer to WM8 (Date of Birth) is between “01” and “12” or “98” for Month of Birth and not less than “1955” and not greater than “1991” or “9998” for Year of Birth, and that WM9 (Age) is between “15” and “49.” Question WM9 must have an answer, even if it is the interviewer’s best estimate. It can never be left blank. 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. If a revisit cannot be scheduled, it may be necessary to look at other information in the Household and Individual Questionnaires in an effort to resolve the inconsistency. Items that should be considered include:

- Age recorded for respondent in Household Questionnaire;
- Number of live births;
- Date of birth of respondent’s first child.

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

- (4) In the Child Mortality Module, check that CM9 is equal to the sum of the six values in CM4, CM6, and CM8. CM9 must have a code filled in. If the respondent has never had any births, the interviewer should have recorded "2" in CM1 and left the rest of the questions blank.
- (5) Also in the Child Mortality Module, for CM11, make sure that the date of the last birth is completed in DAYS, MONTHS, and YEARS and not, for example, in DAYS and MONTHS only. Since this date is used to decide the applicability of the Tetanus Toxoid and the Maternal and Newborn Health Modules, information must exist at least for month and year of birth of the last child. 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 two year period before the survey.
- (6) In this same module, for CM2A and CM2B for the first birth, use the respondent's age (WM8 and WM9 in the Women's Information Panel) and the age of her firstborn child to check that she was at least 12 years of age at her first birth. Inconsistencies between the age of the respondent and the date of the first birth generally arise from the following circumstances:
 - (a) The child is not the respondent's own (biological) child;
 - (b) The respondent's birth date/age (WM8 and/or WM9) are incorrect;
 - (c) The birth date or age of the first child (CM2A and/or CM2B) is incorrect.

A call-back should be made, if at all possible, to determine the source of error.
- (7) Check the information in CM11 of the Child Mortality Module to make certain there is a child born during the two years before the survey (even if the child has since died), in which case the child must be properly identified in CM12. If the respondent has had no births during the two years before the survey, the Tetanus Toxoid and the Maternal and Newborn Health Modules must be blank.
- (9) For MN11, check that the appropriate code was circled before the weight of the child in kilograms.

EDITING THE CHILDREN UNDER FIVE QUESTIONNAIRE

- (1) Check that the identification information for the Questionnaire for Children Under Five has been completed correctly. Information for EA and household number must be the same as that on the Household Information Panel of the Household and Women Questionnaires. Verify that the "Child's Name" and the "Child's Line Number" (UF3 and UF4 in Under Five Information Panel) are the same as reported in the Household Listing Form.

- (2) In the Under Five Information Panel, check for consistency between UF10 (date of birth) and UF11 (age). Note that “DK” is only allowed for day of birth in UF10. If the age calculated from the date of birth is different from the age in UF11, and BR1 = 1 (birth certificate seen), then correct UF11, otherwise check with the interviewer and if necessary send her back to the household for correction.
- (6) 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 for the three polio and the three DPT vaccinations are in chronological order.
- (7) In the Anthropometry Module, the measures of the children should lie within the ranges specified in Annex A4.1. If a measure falls outside the acceptable range, the measurer should revisit the household, re-measure the child, and check that the child’s age has been correctly recorded. If AN4 = 6, that is, an “OTHER” response was identified as result for the measurement, verify that this is clearly specified in the space provided.

ORGANIZING QUESTIONNAIRES FOR RETURN TO THE OFFICE

For each household, in any given EA, arrange its completed questionnaires in a lot as follows:

- (1) **ON TOP THE LOT PLACE THE HOUSEHOLD QUESTIONNAIRE – IF THERE ARE MORE THAN ONE, ARRANGE THE HOUSEHOLD QUESTIONNAIRES, WHOSE CONTINUATION CHECK BOXES AT MODULE HL HAVE BEEN TICKED, IN ASCENDING ORDER OF LINE NUMBERS OF PERSONS LISTED.**
- (2) Place the Women Questionnaire, arranged in ascending order of women’s line number, beneath the Household questionnaire.
- (3) Place the Under Five questionnaires, arranged in ascending order of Under Five’s line number, beneath the women questionnaires.

Use a twine to tie up a household lot. Since there are 19 households in an EA we should therefore have 19 lots. The 19 lots are called a batch. You can tie up a batch and place it in a separate container. Label each container by writing the name of EA, name of LGA, name of district and supervisor’s name. There will be 325 batches.

FORWARDING QUESTIONNAIRES TO THE HEAD OFFICE

Once all the checking described above has been completed, and any differences have been reconciled, the questionnaires are ready to be sent to the central office. The Supervisor or the field coordinator should transport the batches to the head office –

Central Statistics Department. The batches should be formerly handed over to the Questionnaire Administrator.

NOTE FOR FIELD EDITOR: YOU ARE REQUIRED TO EDIT ALL COMPLETED QUESTIONNAIRES ACCORDING TO THE DUTIES DEFINED FOR YOU.

- Coordinator

Supply survey materials, resolve misunderstanding in the field, clarify concepts and definitions, revisit selected EAs or households to find out whether enumerators have done required coverage of person listing, administration of women and under-five questionnaires.

The coordinator has powers to terminate, reappoint, transfer and probate any of the field workers. **To transport completed EAs to head office. This implies that if the supervisor has EAs which are completed and he/she cannot find time to go to the head office, the coordinator will help to take them to head quarters.**

(1.4) GPS UNITS,

(1.5) NATIONAL CALENDAR OF EVENTS

NO. OF YEARS IN 2003	DATE OF EVENT	EVENT
105	1900	Arrival of Governor Denton
94	1911	Departure of First World War
91	1914	Start of First World War
87	1918	End of First World War
86	1919	Influenza Epidemic
84	1921	Arrival of Governor Armitage
80	1925	Visit of Prince of Wales
72	1933	Arrival of Governor Richards
66	1939	Coronation of King George VI
66	1939	Start of Second World War
60	1945	End of Second World War
60	1945	Return of Army From Burma
58	1947	Governor Andrew Wright Appointed
56	1949	G.P.M.B. Established
53	1952	United Party Formed by P. S. Njie
52	1953	New Royal Victoria Hospital Opened
52	1953	Coronation of Queen Elizabeth II
52	1953	Ilmenite Discovered
46	1959	Ilmenite Mining Project Closed
45	1960	Introduction of Marbles on the Polling System
44	1961	Mr P. S. Njie Appointed Chief Minister
44	1961	Visit of Queen Elizabeth II
43	1962	General Elections B D. K. Jawara Appointed Premier
42	1963	President Senghore=s First Visit to The Gambia
40	1965	Independence
39	1966	Sir Farimang Singhateh Appointed Governor General
38	1967	President Senghore=s Second Visit
37	1968	Death of Honorable Amang Kanyi
35	1970	Republican Status Attained
34	1971	General Gowon Visits The Gambia
33	1972	Hon. S. M. Dibba Resigns as Vice President
32	1973	President Tolbert Visits The Gambia
32	1973	Bathurst Renamed Banjul
27	1978	General Obasanjo Visits The Gambia
27	1978	President Saikou Touray Visits The Gambia
27	1978	First Steel Ferry Commissioned Banjul/Barra
26	1979	Second Steel Ferry Commissioned Banjul Barra
24	1981	Kukoi Rebellion

23	1982	Senegambia
11	1994	AFPRC Coup (Over Throw of the PPP Government)
11	1994	Lt. Barrow and Others Attempted Coup
5	2000	Student Strike which Resulted in the Death of 14 Persons

CALENDAR OF EVENTS B BANJUL

NO. OF YEARS IN 2003	DATE OF EVENT	EVENT
105	1900	Governor Denton
104	1901	Methodist Boys High School Established
100	1905	Fencing of Maccarthy Square
90	1915	Old Denton Bridge Completed
89	1916	Pipe Borne Water Supply in Banjul
85	1920	Mile Two Prison Opened
77	1928	The New Street Clinic Opened
70	1935	Outbreak of Yellow Fever in Banjul
68	1937	Death of Imam Omar Sowe
66	1939	Mohammedan, St Mary's Supply and St. Joseph=s School Opened
57	1948	Banjul Floods
53	1952	P. S. Njie Forms the United Party
53	1952	Banjul Bund Road and Pump House Completed
52	1953	New Royal Victoria Hospital Opened
48	1957	Duke of Edinburgh Visits The Gambia
47	1958	Crab Island School Opened
46	1959	Bread and Butter Demonstration
46	1959	New Denton Bridge Opened
32	1973	Bathurst Renamed Banjul

CALENDAR OF EVENTS B KANIFING MUNICIPAL AREA

CALENDAR OF EVENTS KANIFING MUNICIPAL AREA

NO. OF YEARS IN 2003	DATE OF EVENT	EVENT
66	1939	Old Jeshwang Air Crash
63	1942	Police Post Opened at Cape St. Mary=s Bakau
58	1947	Seyfo Kombo St. Mary Removed
54	1951	New Abuko Veterinary Station Opened
33	1972	Sunwing Hotel Opened
28	1977	Banjul Breweries Opened
27	1978	Death of Honorable Bakary Camara

CALENDAR OF EVENTS B BRIKAMA (WESTERN DIVISION)

NO. OF YEARS IN 2003	DATE OF EVENT	EVENT
67	1938	Bwiam Hospital Opened
51	1954	First Chief's Conference in Brikama

58	1947	Brikama School Opened
55	1950	Chief's Conference Held in Sukuta
51	1954	Second Chief's Conference in Brikama
47	1958	Busumbala Floods
42	1963	Brikama-Mansakonko Road Completed
37	1968	Kitty Village Devastated by Fire

CALENDAR OF EVENTS KEREWAN (NBD)

NO. OF YEARS IN 2003	DATE OF EVENT	EVENT
58	1947	Chief's Conference Held in Barra
48	1957	Barra Ferry Disaster
33	1972	Dodou Sonko Appointed Head Chief of Upper Nuimi
28	1977	Death of Alassan Ndure UP/NLP Candidate in Car Accident
4	2001	Boat Disaster where more than 100 Persons Drowned

CALENDAR OF EVENTS B MANSAKONKO (LRD)

NO. OF YEARS IN 2003	DATE OF EVENT	EVENT
132	1873	Foday Kabba Appointed War General for Muslims
113	1892	British Force Attacked Foday Kabba, Toniataba Destroyed
	1900	Batelling and Sankandi Quarrel Over Rice Fields, British Commissioners, Alkalo of Bateling and Six Policemen Murdered at Sankandi
105		
104	1901	Dumbutu Destroyed by British Force
56	1949	Chief's Conference in Mansakonko
52	1953	Chief's Conference in Pakalinding
37	1968	Death of Hon. Amang Kanyi
26	1979	Dumbutu Day Nursery Opened

CALENDAR OF EVENTS B JANJANBUREH (CRD)

NO. OF YEARS IN 2003	DATE OF EVENT	EVENT
82	1923	Musa Mollo Return From Exile in Sierra Leone
78	1927	Armitage High School Opened
67	1938	Bansang Hospital Opened
61	1944	First Chief's Conference in Georgetown
58	1947	Kaur School Opened
50	1955	Second Chief's Conference in Georgetown
48	1957	Death of Seyfo Cherno Baldeh
45	1960	Death of Kande Kassi Jawara

44	1961	Death of Chief Matarr Ceesay
41	1964	Third Chief's Conference
37	1968	Bansang Power Station Opened
37	1968	G.P.M.B. Mills Opened in Kaur
33	1972	Jalamang Danso Appointed Chief of Georgetown
28	1977	Armitage School Closed due to Student Strike
5	2000	Morro Jawla Elected Chief of Sami

CALENDAR OF EVENTS B BASSE (URD)

NO. OF YEARS IN 2003	DATE OF EVENT	EVENT
82	1923	Musa Mollo Returns from Exile in Sierra Leone
66	1939	Kristi Kunda School Opened
61	1944	Basse Health Centre Established
59	1946	First Chief's Conference Held in Basse
54	1951	Basse Floods
49	1956	Second Chief's Conference Held in Basse
44	1961	Petrol Store Fire in Basse
37	1968	Standard Chartered Bank Opened Branch in Basse
33	1972	Death of Head Chief Yaya Sagnia, Kantora

(1.6) EA IDs Code

LGA	LGA Code HH7	Settlement	District HH7	EA: HH1, WM1, UF1, EA. No.	Urban /Rural HH6	NO. of HHs In 2003 censu s	Insert HH7 PHC = 1 NON-PHC = 2
	Sum			Sum	Sum	Sum	2
Banjul	1.00	Banjul	BANJUL_SOUTH	1.00	1.00	113	2
Banjul	1.00	Banjul	BANJUL_SOUTH	2.00	1.00	88	2
Banjul	1.00	Banjul	BANJUL_SOUTH	3.00	1.00	54	2
Banjul	1.00	Banjul	BANJUL_CENTRAL	4.00	1.00	135	2
Banjul	1.00	Banjul	BANJUL_CENTRAL	5.00	1.00	138	2
Banjul	1.00	Banjul	BANJUL_CENTRAL	6.00	1.00	130	2
Banjul	1.00	Banjul	BANJUL_CENTRAL	7.00	1.00	120	2
Banjul	1.00	Banjul	BANJUL_NORTH	8.00	1.00	88	2
Banjul	1.00	Banjul	BANJUL_NORTH	9.00	1.00	115	2
Banjul	1.00	Banjul	BANJUL_NORTH	10.00	1.00	54	2
Banjul	1.00	Banjul	BANJUL_NORTH	11.00	1.00	125	2
Banjul	1.00	Banjul	BANJUL_NORTH	12.00	1.00	68	2
Banjul	1.00	Banjul	BANJUL_NORTH	13.00	1.00	70	2
Banjul	1.00	Banjul	BANJUL_NORTH	14.00	1.00	15	2
Kanifing	2.00	Bakau New Town	KUDC	15.00	1.00	106	2
Kanifing	2.00	Bakau New Town	KUDC	16.00	1.00	89	2
Kanifing	2.00	Bakau New Town	KUDC	17.00	1.00	37	2
Kanifing	2.00	Bakau New Town	KUDC	18.00	1.00	101	2
Kanifing	2.00	Bakau New Town	KUDC	19.00	1.00	57	2
Kanifing	2.00	Bakau New Town	KUDC	20.00	1.00	98	2
Kanifing	2.00	Bakau New Town	KUDC	21.00	1.00	67	2
Kanifing	2.00	Bakau New Town	KUDC	22.00	1.00	131	2
Kanifing	2.00	Bakau New Town	KUDC	23.00	1.00	80	2
Kanifing	2.00	Bakau New Town	KUDC	24.00	1.00	67	2
Kanifing	2.00	Old Jeshwang	KUDC	25.00	1.00	67	2
Kanifing	2.00	Old Jeshwang	KUDC	26.00	1.00	85	2
Kanifing	2.00	Old Jeshwang	KUDC	27.00	1.00	76	2
							Insert

LGA	LGA Code HH7	Settlement	District HH7	EA: HH1, WM1, UF1, EA. No.	Urban /Rural HH6	NO. of HHs In 2003 Census	HH7 PHC = 1 NON-PHC = 2
Kanifing	2.00	Old Jeshwang	KUDC	28.00	1.00	39	2
Kanifing	2.00	Latri kunda German	KUDC	29.00	1.00	85	2
Kanifing	2.00	Latri kunda German	KUDC	30.00	1.00	85	2
Kanifing	2.00	Latri kunda German	KUDC	31.00	1.00	130	2
Kanifing	2.00	Latri kunda German	KUDC	32.00	1.00	86	2
Kanifing	2.00	Latri kunda German	KUDC	33.00	1.00	71	2
Kanifing	2.00	Latri kunda German	KUDC	34.00	1.00	66	2
Kanifing	2.00	Latri kunda German	KUDC	35.00	1.00	90	2
Kanifing	2.00	Latri kunda German	KUDC	36.00	1.00	117	2
Kanifing	2.00	Kotu	KUDC	37.00	1.00	102	2
Kanifing	2.00	Kotu	KUDC	38.00	1.00	92	2
Kanifing	2.00	Kotu	KUDC	39.00	1.00	89	2
Kanifing	2.00	Kololi	KUDC	40.00	1.00	65	2
Kanifing	2.00	Kololi	KUDC	41.00	1.00	65	2
Kanifing	2.00	Manjai Kunda	KUDC	42.00	1.00	73	2
Kanifing	2.00	Manjai Kunda	KUDC	43.00	1.00	103	2
Kanifing	2.00	Manjai Kunda	KUDC	44.00	1.00	86	2
Kanifing	2.00	Manjai Kunda	KUDC	45.00	1.00	62	2
Kanifing	2.00	Bakoteh	KUDC	46.00	1.00	85	2
Kanifing	2.00	Bakoteh	KUDC	47.00	1.00	90	2
Kanifing	2.00	Bakoteh	KUDC	48.00	1.00	48	2
Kanifing	2.00	Bakoteh	KUDC	49.00	1.00	66	2
Kanifing	2.00	Bakoteh	KUDC	50.00	1.00	74	2
Kanifing	2.00	Bakoteh	KUDC	51.00	1.00	76	2
Kanifing	2.00	Dippa Kunda	KUDC	52.00	1.00	60	2
Kanifing	2.00	Dippa Kunda	KUDC	53.00	1.00	93	2
Kanifing	2.00	Dippa Kunda	KUDC	54.00	1.00	134	2
Kanifing	2.00	Dippa Kunda	KUDC	55.00	1.00	88	2
Kanifing	2.00	Sere kunda	KUDC	56.00	1.00	60	2
LGA	LGA Code	Settlement	District	EA: HH1,	Urban /Rural	NO. of HHs	Insert HH7 PHC = 1

	HH7		HH7	WM1, UF1, EA. No.	HH6	In 2003 census	NON-PHC = 2
Kanifing	2.00	Sere kunda	KUDC	57.00	1.00	96	2
Kanifing	2.00	Sere kunda	KUDC	58.00	1.00	112	2
Kanifing	2.00	Sere kunda	KUDC	59.00	1.00	52	2
Kanifing	2.00	Sere kunda	KUDC	60.00	1.00	126	2
Kanifing	2.00	Sere kunda	KUDC	61.00	1.00	74	2
Kanifing	2.00	New Jeshwang	KUDC	62.00	1.00	64	2
Kanifing	2.00	New Jeshwang	KUDC	63.00	1.00	77	2
Kanifing	2.00	New Jeshwang	KUDC	64.00	1.00	56	2
Kanifing	2.00	New Jeshwang	KUDC	65.00	1.00	72	2
Kanifing	2.00	New Jeshwang	KUDC	66.00	1.00	65	2
Kanifing	2.00	EboeTown	KUDC	67.00	1.00	90	2
Kanifing	2.00	EboeTown	KUDC	68.00	1.00	51	2
Kanifing	2.00	EboeTown	KUDC	69.00	1.00	80	2
Kanifing	2.00	EboeTown	KUDC	70.00	1.00	52	2
Kanifing	2.00	EboeTown	KUDC	71.00	1.00	90	2
Kanifing	2.00	EboeTown	KUDC	72.00	1.00	75	2
Kanifing	2.00	Tallinding	KUDC	73.00	1.00	78	2
Kanifing	2.00	Tallinding	KUDC	74.00	1.00	68	2
Kanifing	2.00	Tallinding	KUDC	75.00	1.00	90	2
Kanifing	2.00	Tallinding	KUDC	76.00	1.00	82	2
Kanifing	2.00	Tallinding	KUDC	77.00	1.00	65	2
Kanifing	2.00	Tallinding	KUDC	78.00	1.00	99	2
Kanifing	2.00	Tallinding	KUDC	79.00	1.00	77	2
Kanifing	2.00	Tallinding	KUDC	80.00	1.00	72	2
Kanifing	2.00	Tallinding	KUDC	81.00	1.00	92	2
Kanifing	2.00	Tallinding	KUDC	82.00	1.00	81	2
Kanifing	2.00	Bununka Kunda	KUDC	83.00	1.00	97	2
Kanifing	2.00	Bununka Kunda	KUDC	84.00	1.00	78	2
Kanifing	2.00	Bununka Kunda	KUDC	85.00	1.00	112	2
Kanifing	2.00	Bununka Kunda	KUDC	86.00	1.00	92	2
Kanifing	2.00	Bununka Kunda	KUDC	87.00	1.00	94	2
Kanifing	2.00	Bununka Kunda	KUDC	88.00	1.00	58	2
							Insert

LGA	LGA Code HH7	Settlement	District HH7	EA: HH1, WM1, UF1, EA. No.	Urban /Rural HH6	NO. of HHs In 2003 census	HH7 PHC = 1 NON-PHC = 2
Kanifing	2.00	Bununka Kunda	KUDC	89.00	1.00	78	2
Kanifing	2.00	Bununka Kunda	KUDC	90.00	1.00	100	2
Kanifing	2.00	Bununka Kunda	KUDC	91.00	1.00	75	2
Kanifing	2.00	Bununka Kunda	KUDC	92.00	1.00	91	2
Kanifing	2.00	Bununka Kunda	KUDC	93.00	1.00	88	2
Kanifing	2.00	Bununka Kunda	KUDC	94.00	1.00	86	2
Kanifing	2.00	Bununka Kunda	KUDC	95.00	1.00	113	2
Kanifing	2.00	Bununka Kunda	KUDC	96.00	1.00	75	2
Kanifing	2.00	Bununka Kunda	KUDC	97.00	1.00	99	2
Kanifing	2.00	Bununka Kunda	KUDC	98.00	1.00	154	2
Kanifing	2.00	Faji Kunda	KUDC	99.00	1.00	72	2
Kanifing	2.00	Faji Kunda	KUDC	100.00	1.00	79	2
Kanifing	2.00	Faji Kunda	KUDC	101.00	1.00	81	2
Kanifing	2.00	Faji Kunda	KUDC	102.00	1.00	125	2
Kanifing	2.00	Faji Kunda	KUDC	103.00	1.00	73	2
Kanifing	2.00	Faji Kunda	KUDC	104.00	1.00	80	2
Kanifing	2.00	Faji Kunda	KUDC	105.00	1.00	80	2
Kanifing	2.00	Faji Kunda	KUDC	106.00	1.00	59	2
Kanifing	2.00	Latri Kunda Sabiji	KUDC	107.00	1.00	82	2
Kanifing	2.00	Latri Kunda Sabiji	KUDC	108.00	1.00	74	2
Kanifing	2.00	Latri Kunda Sabiji	KUDC	109.00	1.00	76	2
Kanifing	2.00	Latri Kunda Sabiji	KUDC	110.00	1.00	70	2
Kanifing	2.00	Abuko	KUDC	111.00	1.00	87	2
Kanifing	2.00	Abuko	KUDC	112.00	1.00	103	2
Kanifing	2.00	Abuko	KUDC	113.00	1.00	93	2
Brikama	3.00	Kerr Seringe N'jaga	KOMBO_NORTH	114.00	2.00	67	1
Brikama	3.00	Kerr Seringe N'jaga	KOMBO_NORTH	115.00	2.00	38	1
Brikama	3.00	Bijilo	KOMBO_NORTH	116.00	2.00	65	1
Brikama	3.00	Brufut	KOMBO_NORTH	117.00	2.00	69	1
Brikama	3.00	Brufut	KOMBO_NORTH	118.00	2.00	49	1
				EA:	Urban	NO. of	Insert HH7

LGA	LGA Code HH7	Settlement	District HH7	HH1, WM1, UF1, EA. No.	/Rural HH6	HHs In 2003 census	PHC = 1 NON-PHC = 2
Brikama	3.00	Madiana	KOMBO_NORTH	119.00	2.00	75	1
Brikama	3.00	Sukuta Sanchaba	KOMBO_NORTH	120.00	2.00	81	2
Brikama	3.00	Sukuta Sanchaba	KOMBO_NORTH	121.00	2.00	61	2
Brikama	3.00	Sukuta	KOMBO_NORTH	122.00	2.00	81	1
Brikama	3.00	Sukuta	KOMBO_NORTH	123.00	2.00	70	1
Brikama	3.00	Sukuta	KOMBO_NORTH	124.00	2.00	52	1
Brikama	3.00	Sukuta	KOMBO_NORTH	125.00	2.00	50	1
Brikama	3.00	Sukuta	KOMBO_NORTH	126.00	2.00	43	1
Brikama	3.00	Tubaiya	KOMBO_NORTH	127.00	2.00	39	2
Brikama	3.00	Sinchu Alagie	KOMBO_NORTH	128.00	2.00	48	1
Brikama	3.00	Busumbala	KOMBO_NORTH	129.00	2.00	100	1
Brikama	3.00	Busumbala	KOMBO_NORTH	130.00	2.00	90	1
Brikama	3.00	New Yundum	KOMBO_NORTH	131.00	2.00	72	1
Brikama	3.00	Nema Kunku	KOMBO_NORTH	132.00	2.00	67	1
Brikama	3.00	Nema Kunku	KOMBO_NORTH	133.00	2.00	57	1
Brikama	3.00	Nema Kunku	KOMBO_NORTH	134.00	2.00	63	1
Brikama	3.00	Nema Kunku	KOMBO_NORTH	135.00	2.00	62	1
Brikama	3.00	Wellingara	KOMBO_NORTH	136.00	2.00	54	1
Brikama	3.00	Wellingara	KOMBO_NORTH	137.00	2.00	85	1
Brikama	3.00	Wellingara	KOMBO_NORTH	138.00	2.00	74	1
Brikama	3.00	Wellingara	KOMBO_NORTH	139.00	2.00	61	1
Brikama	3.00	Sinchu Baliya	KOMBO_NORTH	140.00	2.00	100	1
Brikama	3.00	Kunkujang Keita	KOMBO_NORTH	141.00	2.00	70	2
Brikama	3.00	Kunkujang Keita	KOMBO_NORTH	142.00	2.00	71	2
Brikama	3.00	Banjulunding	KOMBO_NORTH	143.00	2.00	54	1
Brikama	3.00	Lamin	KOMBO_NORTH	144.00	2.00	77	1
Brikama	3.00	Lamin	KOMBO_NORTH	145.00	2.00	45	1
Brikama	3.00	Lamin	KOMBO_NORTH	146.00	2.00	70	1
Brikama	3.00	Lamin	KOMBO_NORTH	147.00	2.00	61	1
Brikama	3.00	Mandinary	KOMBO_NORTH	148.00	2.00	71	1
							Insert

LGA	LGA Code HH7	Settlement	District HH7	EA: HH1, WM1, UF1, EA. No.	Urban /Rural HH6	NO. of HHs In 2003 census	HH7 PHC = 1 NON-PHC = 2
Brikama	3.00	Mandinary	KOMBO_NORTH	149.00	2.00	54	1
Brikama	3.00	Berending	KOMBO_SOUTH	150.00	2.00	53	1
Brikama	3.00	Gunjur	KOMBO_SOUTH	151.00	2.00	81	1
Brikama	3.00	Gunjur	KOMBO_SOUTH	152.00	2.00	72	1
Brikama	3.00	Gunjur	KOMBO_SOUTH	153.00	2.00	89	1
Brikama	3.00	Siffoe	KOMBO_SOUTH	154.00	2.00	34	1
Brikama	3.00	Sanyang	KOMBO_SOUTH	155.00	2.00	49	1
Brikama	3.00	Sanyang	KOMBO_SOUTH	156.00	2.00	49	1
Brikama	3.00	Jambanjelly	KOMBO_SOUTH	157.00	2.00	46	1
Brikama	3.00	Farato	KOMBO_SOUTH	158.00	2.00	56	1
Brikama	3.00	Baniakang	KOMBO_SOUTH	159.00	2.00	67	1
Brikama	3.00	Tujereng	KOMBO_SOUTH	160.00	2.00	84	1
Brikama	3.00	Tanjeh	KOMBO_SOUTH	161.00	2.00	74	1
Brikama	3.00	Tanjeh	KOMBO_SOUTH	162.00	2.00	75	1
Brikama	3.00	Fara Bayacha, Sanchaba, Faala Banding, Tintinto, Faal a Banyob, Kenending Seibal	KOMBO_SOUTH	163.00	2.00	119	2
Brikama	3.00	Penyem	KOMBO_CENTRAL	164.00	2.00	39	1
Brikama	3.00	Kassa Kunda	KOMBO_CENTRAL	165.00	2.00	40	1
Brikama	3.00	Sere Kunda Ring	KOMBO_CENTRAL	166.00	2.00	29	2
Brikama	3.00	Kembujeh	KOMBO_CENTRAL	167.00	2.00	59	1
Brikama	3.00	Brikama Kaba Fita	KOMBO_CENTRAL	168.00	1.00	56	1
Brikama	3.00	Brikama Missira	KOMBO_CENTRAL	169.00	1.00	68	1
Brikama	3.00	Brikama Jamisa	KOMBO_CENTRAL	170.00	1.00	75	1
Brikama	3.00	Brikama sanneh Kunda	KOMBO_CENTRAL	171.00	1.00	72	1
Brikama	3.00	Brikama Madina	KOMBO_CENTRAL	172.00	1.00	61	1
							Insert

LGA	LGA Code HH7	Settlement	District HH7	EA: HH1, WM1, UF1, EA. No.	Urban /Rural HH6	NO. of HHs In 2003 census	HH7 PHC = 1 NON-PHC = 2
Brikama	3.00	Brikama Nema Taba	KOMBO_CENTRAL	173.00	1.00	42	1
Brikama	3.00	Brikama New Town	KOMBO_CENTRAL	174.00	1.00	52	1
Brikama	3.00	Brikama Darsilameh	KOMBO_CENTRAL	175.00	1.00	46	1
Brikama	3.00	Brikama Gidda	KOMBO_CENTRAL	176.00	1.00	53	1
Brikama	3.00	Brikama Gidda	KOMBO_CENTRAL	177.00	1.00	122	1
Brikama	3.00	Brikama Gidda	KOMBO_CENTRAL	178.00	1.00	58	1
Brikama	3.00	Brikama Sanchaba	KOMBO_CENTRAL	179.00	1.00	61	1
Brikama	3.00	Brikama Suma Kunda	KOMBO_CENTRAL	180.00	1.00	82	1
Brikama	3.00	Brikama Nyambai College	KOMBO_CENTRAL	181.00	1.00	96	1
Brikama	3.00	Brikama Nyambai College	KOMBO_CENTRAL	182.00	1.00	92	1
Brikama	3.00	Brik Nyambai Baba Galleh	KOMBO_CENTRAL	183.00	1.00	81	1
Brikama	3.00	Brik Nyambai Jambarr Sanneh	KOMBO_CENTRAL	184.00	1.00	66	1
Brikama	3.00	Kitty	KOMBO_CENTRAL	185.00	2.00	74	1
Brikama	3.00	Bassori	KOMBO_EAST	186.00	2.00	52	1
Brikama	3.00	Tuba Kuta	KOMBO_EAST	187.00	2.00	56	1
Brikama	3.00	Omorto	KOMBO_EAST	188.00	2.00	68	1
Brikama	3.00	Berending	KOMBO_EAST	189.00	2.00	74	1
Brikama	3.00	Kafuta	KOMBO_EAST	190.00	2.00	98	1
Brikama	3.00	Hamdalai, Tuman Tenda, Kanjiramba	KOMBO_EAST	191.00	2.00	32	2
Brikama	3.00	Bullock	FONI_BREFET	192.00	2.00	57	1
Brikama	3.00	N'demban	FONI_BREFET	193.00	2.00	28	1
Brikama	3.00	Brefet	FONI_BREFET	194.00	2.00	37	1
LGA	LGA Code	Settlement	District	EA: HH1,	Urban /Rural	NO. of HHs	Insert HH7 PHC = 1

	HH7		HH7	WM1, UF1, EA. No.	HH6	In 2003 census	NON-PHC = 2
Brikama	3.00	Batending, Mahnyirah, Mabin, Kamoso, Jakiso, Bullelai, Jackine, Kainga, Janack.	FONI_BINTANG	195.00	2.00	68	1
Brikama	3.00	Arrangallen, Batabutu Danelu, Sita Nunku,	FONI_BINTANG	196.00	2.00	66	1
Brikama	3.00	Bwiam	FONI_KANSALA	197.00	2.00	66	2
Brikama	3.00	Kamfenda	FONI_KANSALA	198.00	2.00	55	1
Brikama	3.00	Bai pal, Karinorr, Gikiss Dando, Kam Bagal, Luluchorr, Ballen, Karrol, Funtang.	FONI_KANSALA	199.00	2.00	91	2
Brikama	3.00	Kanjending, Nyafui,	FONI_BONDALI	200.00	2.00	70	2
Brikama	3.00	Wassadu	FONI_JARROL	201.00	2.00	44	1
Brikama	3.00	Kang Mamudou	FONI_JARROL	202.00	2.00	48	2
Mansa konko	4.00	Keneba	KIANG_WEST	203.00	2.00	55	2
Mansa konko	4.00	Dumbutu	KIANG_WEST	204.00	2.00	51	1
Mansa konko	4.00	Bankuling, Kuyang Bajonki, Keno Koto, Banta Su, Jissay, Kuyang, Santamba.	KIANG_WEST	205.00	2.00	27	2
Mansa konko	4.00	Kwinella Sansang Kono	KIANG_CENTRAL	206.00	2.00	56	1
Mansa konko	4.00	Tabanani	KIANG_CENTRAL	207.00	2.00	80	2
Mansa konko	4.00	Geniere	KIANG_EAST	208.00	2.00	36	2
Mansa konko	4.00	Jasobo, Jomarr, kolior Nyamala	KIANG_EAST	209.00	2.00	112	1
Mansa konko	4.00	Jenoi	JARRA_WEST	210.00	2.00	79	1
Mansa konko	4.00	Pakalinding	JARRA_WEST	211.00	1.00	86	1
							Insert

LGA	LGA Code HH7	Settlement	District HH7	EA: HH1, WM1, UF1, EA. No.	Urban /Rural HH6	NO. of HHs In 2003 census	HH7 PHC = 1 NON-PHC = 2
Mansa konko	4.00	Soma	JARRA_WEST	212.00	1.00	101	1
Mansa konko	4.00	Soma	JARRA_WEST	213.00	1.00	68	1
Mansa konko	4.00	Soma	JARRA_WEST	214.00	1.00	60	1
Mansa konko	4.00	Sankwia	JARRA_WEST	215.00	1.00	56	1
Mansa konko	4.00	Karantaba	JARRA_WEST	216.00	1.00	72	1
Mansa konko	4.00	Birano Ya, Sare Birano, Sare Birong, Seno Bajonky	JARRA_WEST	217.00	1.00	77	2
Mansa konko	4.00	Buiba Mandinka	JARRA_CENTRAL	218.00	2.00	57	1
Mansa konko	4.00	Jassong	JARRA_EAST	219.00	2.00	42	1
Mansa konko	4.00	Sutukung	JARRA_EAST	220.00	2.00	66	1
Mansa konko	4.00	Sukuta	JARRA_EAST	221.00	2.00	63	2
Kerewan	5.00	Barra	LOWER_NUIMI	222.00	1.00	52	1
Kerewan	5.00	Essau	LOWER_NUIMI	223.00	1.00	108	1
Kerewan	5.00	Essau	LOWER_NUIMI	224.00	1.00	74	1
Kerewan	5.00	Kanuma	LOWER_NUIMI	225.00	2.00	64	1
Kerewan	5.00	Berending	LOWER_NUIMI	226.00	2.00	78	1
Kerewan	5.00	Fass Njaga choi	LOWER_NUIMI	227.00	2.00	52	1
Kerewan	5.00	Bakindick Mandinka	LOWER_NUIMI	228.00	2.00	55	1
Kerewan	5.00	N'dungu Kebbeh	LOWER_NUIMI	229.00	2.00	55	1
Kerewan	5.00	Kerr Sanyang, Missiranding	LOWER_NUIMI	230.00	2.00	63	1
Kerewan	5.00	Kerr Omar Jawara, Sare Bohoum	LOWER_NUIMI	231.00	2.00	50	2
Kerewan	5.00	Jufureh	UPPER_NUIMI	232.00	2.00	25	2
Kerewan	5.00	Sitanunku	UPPER_NUIMI	233.00	2.00	47	1
Kerewan	5.00	Fass Chaho	UPPER_NUIMI	234.00	2.00	26	1
Kerewan	5.00	Medina Seringe Mass	UPPER_NUIMI	235.00	2.00	42	1
				EA:	Urban	NO. of	Insert HH7

LGA	LGA Code HH7	Settlement	District HH7	HH1, WM1, UF1, EA. No.	/Rural HH6	HHs In 2003 census	PHC = 1 NON-PHC = 2
Kerewan	5.00	Sare Mama, Sami Kuta	UPPER_NUIMI	236.00	2.00	56	1
Kerewan	5.00	Passi Chally, Sare Alpha Yero,	UPPER_NUIMI	237.00	2.00	104	1
Kerewan	5.00	Kerr Jarga Jobe	JOKADU	238.00	2.00	39	1
Kerewan	5.00	Kerr Ganyado, Medina Modoum	JOKADU	239.00	2.00	57	1
Kerewan	5.00	Bakang, Karantaba	JOKADU	240.00	2.00	87	1
Kerewan	5.00	Kerr Gumbo	JOKADU	241.00	2.00	34	2
Kerewan	5.00	Kerewan	LOWER_BADDIBU	242.00	1.00	67	2
Kerewan	5.00	Saaba	LOWER_BADDIBU	243.00	2.00	9	1
Kerewan	5.00	Darusalameh, Njie Kunda, Toro M'bayen.	LOWER_BADDIBU	244.00	2.00	27	1
Kerewan	5.00	Salikene	CENTRAL_BADDIBU	245.00	2.00	43	1
Kerewan	5.00	N'jaba Kunda	CENTRAL_BADDIBU	246.00	2.00	67	1
Kerewan	5.00	Busura, Marong Kunda	CENTRAL_BADDIBU	247.00	2.00	97	1
Kerewan	5.00	No Kunda	UPPER_BADDIBU	248.00	2.00	67	1
Kerewan	5.00	Alkali Kunda	UPPER_BADDIBU	249.00	2.00	49	1
Kerewan	5.00	Farafenni	UPPER_BADDIBU	250.00	1.00	87	2
Kerewan	5.00	Farafenni	UPPER_BADDIBU	251.00	1.00	66	2
Kerewan	5.00	Farafenni	UPPER_BADDIBU	252.00	1.00	75	2
Kerewan	5.00	Farafenni	UPPER_BADDIBU	253.00	1.00	105	2
Kerewan	5.00	Farafenni	UPPER_BADDIBU	254.00	1.00	78	2
Kerewan	5.00	Farafenni	UPPER_BADDIBU	255.00	1.00	81	2
Kerewan	5.00	M'ballo	UPPER_BADDIBU	256.00	2.00	67	2
LGA	LGA Code	Settlement	District	EA: HH1,	Urban /Rural	NO. of HHs	HH7 PHC = 1

	HH7		HH7	WM1, UF1, EA. No.	HH6	In 2003 census	NON-PHC = 2
Kerewan	5.00	Birom Gido, Nyiriba Ya, Sare Lally, Gumalo Ya, Biram Kardo, Cheedy Wollof, Cheedy Lawbeh.	UPPER_BADDIBU	257.00	2.00	47	2
Kerewan	5.00	India, Jarjari	UPPER_BADDIBU	258.00	2.00	131	1
Kerewan	5.00	Bereto, Bamba Tenda, Duta Bulu, Mbayen Demba Jagne, Kala Taba, Kerr Madi, Ngaine Bereto	UPPER_BADDIBU	259.00	2.00	65	1
Kerewan	5.00	Bassick, Dibba Kunda N'dakaru, Dibba Kunda Fula, Dibba Kunda N'guku, Nyang Kunda, Kama Seck, Numu Kunda.	UPPER_BADDIBU	260.00	2.00	66	1
Kerewan	5.00	Kunjata, Kunjata Bajonky, Tandaito, Sancha Pallen	UPPER_BADDIBU	261.00	2.00	72	2
Kuntaur	6.00	Kaur Wharf Town	LOWER_SALOUM	262.00	1.00	84	2
Kuntaur	6.00	Buduck, Jakhawurr Tukulorr, Sancha Mamadi Loum, Kerr Samboye, Gonkurr Hamat Deem, Chamen Baka.	LOWER_SALOUM	263.00	2.00	43	2
Kuntaur	6.00	Panchang Wharf Town	UPPER_SALOUM	264.00	2.00	63	1
Kuntaur	6.00	Bati Kha, Bati N'Darr	UPPER_SALOUM	265.00	2.00	94	1

LGA	LGA Code HH7	Settlement	District HH7	EA: HH1, WM1, UF1, EA. No.	Urban /Rural HH6	NO. of HHs In 2003 census	HH7 PHC = 1 NON-PHC = 2
Kuntaur	6.00	Fass Bamba, Sarm	UPPER_SALOUM	266.00	2.00	79	1
Kuntaur	6.00	Conteh	NIANIJA	267.00	2.00	66	1
Kuntaur	6.00	Bakadage	NIANIJA	268.00	2.00	64	1
Kuntaur	6.00	Kuntaur	NIANI	269.00	2.00	68	2
Kuntaur	6.00	Kass Fula, Kass Perom, Njobe Wollof, Kass Wollof.	NIANI	270.00	2.00	68	2
Kuntaur	6.00	Kuno (Ngunta) N'jallal Momodou Bah, Njallal Kula Bah, M'bayen Wollof.	NIANI	271.00	2.00	79	1
Kuntaur	6.00	Jarumeh kuta, Kayai	NIANI	272.00	2.00	71	1
Kuntaur	6.00	Sami Pachonki	SAMI	273.00	2.00	68	1
Kuntaur	6.00	Dobo	SAMI	274.00	2.00	62	1
Kuntaur	6.00	Jallubeh, Tandy Kunda Mandinka, Tandy Barra, Tandy Wollof	SAMI	275.00	2.00	52	2
Janjabureh	7.00	Brikama, Dankunku fula Kunda, Touba Wollof, N'dakaru, Buniadu, Wellingara Ello	NIAMINA_DANKUN KU	276.00	2.00	46	2
Janjabureh	7.00	Sambang Njie Kunda, Sambang Mandinka Kunda Sambang Njuga Kunda	NIAMINA_WEST	277.00	2.00	60	1
Janjabureh	7.00	Kerr Katim (Jamal), Sare Pateh	NIAMINA_WAST	278.00	2.00	43	2

LGA	LGA Code HH7	Settlement	District HH7	EA: HH1, WM1, UF1, EA. No.	Urban /Rural HH6	NO. of HHs In 2003 census	HH7 PHC = 1 NON-PHC = 2
Janjabureh	7.00	Macca	NIAMINA_EAST	279.00	2.00	50	1
Janjabureh	7.00	Kerewan	NIAMINA_EAST	280.00	2.00	66	2
Janjabureh	7.00	Kudang Tendala	NIAMINA_EAST	281.00	2.00	42	2
Janjabureh	7.00	Jahally	FULLADU WEST	282.00	2.00	57	1
Janjabureh	7.00	Brikamaba	FULLADU WEST	283.00	2.00	50	1
Janjabureh	7.00	Saruja	FULLADU WEST	284.00	2.00	65	1
Janjabureh	7.00	Njoben Alhagie Mod Jobe	FULLADU WEST	285.00	2.00	41	1
Janjabureh	7.00	Sankulay kunda	FULLADU WEST	286.00	2.00	47	1
Janjabureh	7.00	ITC, Sololo Mandinka	FULLADU WEST	287.00	2.00	68	2
Janjabureh	7.00	Bansang	FULLADU WEST	288.00	1.00	54	2
Janjabureh	7.00	Bansang	FULLADU WEST	289.00	1.00	49	2
Janjabureh	7.00	Fass Abdou, Tubanding, Sabary	FULLADU WEST	290.00	2.00	53	1
Janjabureh	7.00	Gidda, Kusalang, Wellingara Adama	FULLADU WEST	291.00	2.00	48	2
Janjabureh	7.00	Yero Beri Kunda Fula, Wellingara Yero	FULLADU WEST	292.00	2.00	66	2
Janjabureh	7.00	Jallubeh, Sinchu Jawbeh, Sare Madi Janteh, Ker N'jaga, Jawo Kunda,	FULLADU WEST	293.00	2.00	56	2
Janjabureh	7.00	Bantanto, Yero Muka.	FULLADU WEST	294.00	2.00	115	2
Janjabureh	7.00	Lamoi (Sare Yero Yoba), Sare Chewto, Sare Dembaru, Sare Kali Kandeh, Sare Yero Golory	FULLADU WEST	295.00	2.00	71	2

LGA	LGA Code HH7	Settlement	District HH7	EA: HH1, WM1, UF1, EA. No.	Urban /Rural HH6	NO. of HHs In 2003 census	HH7 PHC = 1 NON-PHC = 2
Janjanbureh	7.00	Bankuba Saboido, Sare Jarjeh, Sare Kaba, Sare Soffie, Gabou Faramba, Sinchang Jamwelly.	FULLADU WEST	296.00	2.00	86	2
Janjanbureh	7.00	Janjanbureh	JANJANBUREH	297.00	1.00	41	2
Basse	8.00	Dingiri	FULLADU_EAST	298.00	2.00	40	1
Basse	8.00	Sanunding	FULLADU_EAST	299.00	2.00	23	1
Basse	8.00	Sabi	FULLADU_EAST	300.00	2.00	70	1
Basse	8.00	Dampha Kunda	FULLADU_EAST	301.00	2.00	79	1
Basse	8.00	Kaba Kama	FULLADU_EAST	302.00	1.00	45	2
Basse	8.00	Basse Santo su	FULLADU_EAST	303.00	1.00	52	2
Basse	8.00	Basse Santo su	FULLADU_EAST	304.00	1.00	80	2
Basse	8.00	Basse Santo su	FULLADU_EAST	305.00	1.00	73	2
Basse	8.00	Demba Kunda Kuta	FULLADU_EAST	306.00	2.00	36	1
Basse	8.00	Gambissara	FULLADU_EAST	307.00	2.00	38	1
Basse	8.00	Numuyel	FULLADU_EAST	308.00	2.00	50	1
Basse	8.00	Sare Ali Jawo, Sare Mansong, Sare Touray, Sare Bakary, Sare Talata, Koro 2Numu Kunda.	FULLADU_EAST	309.00	2.00	52	2
Basse	8.00	Bakary Demba Kunda, Sare Kockeh, Kossemarr Momodou Sutung, Kossemarr Dembel	FULLADU_EAST	310.00	2.00	56	1
Basse	8.00	Mampatayel, Sare Musa,	FULLADU_EAST	311.00	2.00	27	2
Basse	8.00	Besang Dugu, Sare	FULLADU_EAST	312.00	2.00	66	2

		Talo, Niji (Mamadi)					
LGA	LGA Code HH7	Settlement	District HH7	EA: HH1, WM1, UF1, EA. No.	Urban /Rural HH6	NO. of HHs In 2003 census	HH7 PHC = 1 NON-PHC = 2
Basse	8.00	Suduwol	KANTORA	313.00	2.00	43	1
Basse	8.00	Garawol	KANTORA	314.00	2.00	60	1
Basse	8.00	N'yamanary	KANTORA	315.00	2.00	43	1
Basse	8.00	Koina	KANTORA	316.00	2.00	58	1
Basse	8.00	Kukuyel, Koly Kunda, Wellingara Demba,	KANTORA	317.00	2.00	77	2
Basse	8.00	Bantunding	WULI	318.00	2.00	72	1
Basse	8.00	Baja Kunda	WULI	319.00	2.00	65	1
Basse	8.00	Sutukonding	WULI	320.00	2.00	52	1
Basse	8.00	Bani (Bajonko koto), Hamdalai, perai Mamadi	WULI	321.00	2.00	63	1
Basse	8.00	Limbambulu Bambo, Limbambulu Yamadu	WULI	322.00	2.00	37	1
Basse	8.00	Chuch Koly (Sare Koly), Sare Hamady, Sinchu Sura, Kulari, Sare N'gaba	WULI	323.00	2.00	56	2
Basse	8.00	Dasilameh TakhuTala	SANDU	324.00	2.00	31	1
Basse	8.00	Batch Jawo (sare Batch), Bernabeh, Sare Silery, Sare Gubu Basiru, Sare Gubu Muntaga	SANDU	325.00	2.00	68	1