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**Editing and  
Coding Manual**

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The World Fertility Survey is an international research programme whose purpose is to assess the current state of human fertility throughout the world. This is being done principally through promoting and supporting nationally representative, internationally comparable, and scientifically designed and conducted sample surveys of fertility behaviour in as many countries as possible.

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# Editing and Coding Manual

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## Note to Survey Organizers

The Editing and Coding Manual is essentially directed to the survey director and the staff responsible for the editing and coding operation. Much of it deals with the organizational aspects of the operation and the types of personnel required. There is also a discussion of the requirements of various phases of the operation (see Chapters 1–3 and 5).

Chapter 4 is directed to the editors, giving them specific instructions for editing the household schedule and the individual questionnaire.

Chapter 6 is directed to the supervisors, providing them with guidance for resolving situations that are beyond the editor's jurisdiction.

The appendices to the manual are directed to the survey organizers for guidance in preparing coding and transcription instructions for the coders/transcribers.



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# 1 Introduction

## 1.1 OBJECTIVES

Editing and coding are key steps in any survey operation. They constitute the link between the raw data collected by the interviewers and the input to the computer programs.

This manual discusses the procedures that should be followed when editing and coding the WFS household schedule and individual questionnaire. Included in it are recommendations for the organization of the operation, specific instructions for the implementation, and quality control requirements.

## 1.2 DEFINITIONS

*Editing* is a process designed

- 1) to check that the information contained in the questionnaire is complete, recorded in the prescribed manner, and consistent; and
- 2) to take appropriate action when these conditions are not fulfilled.

*Coding* is a process by which questionnaire entries are assigned a numeric code.

*Transcribing* is that part of the operation in which the numeric codes which have been assigned are transferred (rewritten) to spaces provided in the questionnaire, or on separate coding sheets.

Each of these processes will be discussed in greater detail in subsequent chapters.

## 2 General Organization

### 2.1 ORGANIZATION CHART

The organization chart shown on page 16 represents, in a simplified form, the way the operation should be set up. Ideally, an organization that can handle the survey data already exists in the country and only the proper channels of command need to be established. However, additional training and/or personnel may be needed to supplement the existing organization.

If an organization does not already exist, care should be taken with the selection and training of personnel. Selection and training are further discussed in Section 2.7 (see also the *WFS Training Manual*, Chapter 7).

The organization chart, as well as the duties and responsibilities of each person, will be discussed in greater detail in Section 2.3.

### 2.2 DOCUMENT FLOW

The flow chart shown on page 17 shows the flow of the questionnaires within the editing and coding operation. This flow chart shows all the steps that are required from the time the questionnaires reach the office from the field until they are handed over to the key punch department.

After having looked at the flow chart, many people will wonder whether all the steps are really necessary, but anyone who has actually done a survey will know that the suggested design does not represent the maximum but rather the minimum requirement. If short-cuts are taken in the procedure, the only outcome will be to increase the number of errors detected at the computing stage, resulting in an increased need for sophisticated programs and programmers in order to obtain a clean tape ready for tabulation. The purpose of the computer edit programs is not to do the major part of the error detection and correction, but rather to discover the (hopefully) few errors that have slipped through the manual controls, and to detect errors that have been introduced at the punching and verification stage.

The following example illustrates this point. Assuming that the error rate remaining at the computer edit stage, from all sources, has been reduced to between 0.5 per cent and 1 per cent and that the sample includes about 5000 women each answering, say, 100 questions: the total number of remaining errors would be 2500 to 5000. This is a considerable number by any standard, and will not be easily corrected in a short period of time.

## 2.3 SYSTEM OF ORGANIZATION

Before the details of the organization chart and document flow chart are explained, there are some major points worth considering. The most important of these is whether a *fixed* or a *floating* editing and coding system should be used.

The *fixed system* means that one person has been trained for, and assigned to, a specific job throughout the operation and does nothing else (unless there is an emergency).

The *floating system* means that a person has been trained to do a variety of jobs and alternates between say, editing, transcription and checking, or between coding and verification.

It is virtually impossible to make any firm recommendations as to which coding and editing system is better, much depends on local preferences and experience.

In countries where there are no experienced local staff, it is recommended that the floating system be adopted. This is the superior system if the staff employed as coders, editors, etc., are highly qualified (what level of education is considered 'highly qualified' depends on the local situation, but in this context at least the equivalent of four years of secondary education).

If the quality of the staff is adequate, motivation to do intelligent work is much stronger if the work is varied, or otherwise made more interesting, than if only a small and repetitive part of the exercise is given to each person.

With lower quality staff the fixed system has the advantage that each person can concentrate on a smaller section of the work; personnel at this level are also less likely to get bored by repetitive work. The subsequent discussion assumes the floating system will be used.

It is also assumed that the recommended individual questionnaire format is adopted and that code boxes appear on the questionnaire. However, it may be necessary to use separate coding sheets for the household schedule. If, contrary to WFS recommendations, coding sheets are used for the individual questionnaire, some modifications must be made in the recommended procedures; these will be indicated where appropriate.

## 2.4 PERSONNEL

### 2.4.1. OFFICE PROCESSING MANAGER

The office processing manager should have overall control over the entire editing and coding operation. He should be a senior person able to devote full-time attention to the job from start to finish. He should also be a staff member who has been associated with the survey from the beginning and be thoroughly familiar with the survey and its objectives, including the analysis.

The office processing manager is the keystone in an organization consisting of supervisors, editors, coders, verifiers, etc. Apart from planning and directing the whole operation, his

main duties are to train the editors and coders, to distribute the work to the supervisors, and to ensure that the work progresses according to schedule. He should also devise a system for rotating the staff as part of the floating coding and editing system. A further duty is to make sample checks of the work produced in order to ensure that the quality is up to the required standard.

The office processing manager is also normally responsible for the preparation of an editing and coding manual, possibly in cooperation or in consultation with the WFS central staff. An important task in connection with the writing of an editing and coding manual is the gathering of information at an early stage of the survey, to define the categories for the open-ended and semi-open-ended questions (the different types of questions are explained in Section 5.1). The information should be based on a sample of about 100 responses. This sample should be as representative as possible. Because this categorization should be done at an early stage, the information should either be collected by the *receipt and control clerks* as the completed questionnaires are returned from the field or, as an alternative, should be assembled by the field supervisors in selected areas and sent to the central office together with the completed questionnaires.\* The training programme should be designed by the office processing manager. He is also responsible for conducting the training of all personnel. Training is discussed in Section 2.7 of this manual.

The office processing manager is responsible for the organization of the editing and coding groups. Normally in a group with some persons doing the production and others the verification, the ratio between producers and verifiers should be 3:2. This ratio should never be considered as fixed and should be changed, if necessary, as more experience is gained on the time taken to perform the various steps in the operation.

#### 2.4.2 SUPERVISORS

Each supervisor is responsible for the work in one area of the operation. There may be more than one supervisor in an area, depending on the number of editors and coders. As can be seen from the organization chart on page 16 there are two major areas:

- 1) Editing, and
- 2) Coding.

These will be discussed in detail later in this manual.

The first duty of the supervisor is to help in the training of editors, coders, and verifiers. The office processing manager conducts the actual training, but the supervisors may be called upon for assistance.

The next duty is to organize the teams. Again, the office processing manager sets up the organization and the supervisor sees that this plan is carried out.

When the training has been completed and the teams have been set up, the main duties of

\* In countries where the pre-test is reasonably representative of the survey universe, and no new open-ended questions are introduced between the last pre-test and the final survey document, information obtained during the pre-test can be used to define the categories for the open-ended questions, provided at least 100 responses were collected.

the supervisors will be to answer questions. It is absolutely essential that all questions from editors, coders, and verifiers be directed to the supervisors and that no decisions, other than those specified in the instructions, be taken by the team members.

The last, but not the least important, of the supervisor's tasks is to make a complete check, on a sample basis, of the work done by each member of the team. This is necessary not only to maintain control over the quality of the work, but also to detect at the earliest possible time any misunderstandings on how certain parts of the work should be carried out. The supervisor's work may include keeping records on the performance of each team member; evaluating the work done; and deciding, in consultation with the office processing manager, whether the person should be kept or dismissed. Persons found to be unsuitable should be dismissed, or transferred, as soon as possible.

In order to make an evaluation of the training and to discover errors due to systematic misunderstandings of parts of the training, the supervisors should meet every day (at least during the first week of the operation) to compare notes about the types of errors being made. If these are found to be serious enough, the staff should be recalled for re-briefing in order to iron out the remaining difficulties.

#### 2.4.3. RECEIPT AND CONTROL CLERK

The receipt and control clerk is the first person to actually work with the questionnaires when they are returned from the field. The duties of the receipt and control clerk are varied and will be discussed in detail in Chapter 3.

The receipt and control clerk is responsible for checking the household schedule and the individual questionnaire against the information on the field control sheets as they are returned to the central office. He should check that all households have been interviewed and that all schedules have been returned from the field.

An important aspect of this checking is the eligibility of the women listed on the household schedule. Each schedule should be examined to determine if all eligible women have been selected for interview. Then each individual questionnaire must be checked to make certain all eligible women have been contacted and all questionnaires have been returned to the central office.

The receipt and control clerk should maintain an Area Register, which summarizes important information for each sample area or cluster. He should also assign processing control numbers, if they are to be used (see Chapter 3).

If tallies of responses of open-ended and semi-open-ended questions are required to establish coding categories, the receipt and control clerk should do this. If the tallies have been done in the field and sent in with the interviews, they should be summarized by the receipt and control clerk.

#### 2.4.4 EDITORS

The editors will be the next group to deal with the questionnaires as they are returned from the field. They will have already been subjected to field editing, but because of the

normally adverse conditions prevailing in the field, the office editing must not be considered as some kind of control of the field editing, but as a completely independent exercise.

Editing of the questionnaires takes place before they are coded so that fewer problems arise during the coding and computer editing stages. Exhaustive internal consistency checks are not possible during manual editing. However, any inconsistency found during editing must be resolved before the questionnaire is coded.

Generally 100 per cent editing of all questionnaires is required before they are passed on for coding. This, combined with the fact that the number of editors cannot be very large, means that editing should preferably be started immediately after the questionnaires start flowing into the central office from the field. This may also make it possible to send questionnaires back to the field whenever serious errors or doubts exist.

All questionnaires with serious errors should be passed to the supervisor. The supervisor, in consultation with the office processing manager, decides which questionnaires should go back to the field and which can be corrected in the office.

Normally, the questionnaires received in the office should not physically go back to the field; either a new questionnaire is used, with indications where more information is needed (with the necessary filters and other information filled in), or the questions needing attention are summarized on a special form where the answers can also be written. The wording of the questions is then taken from a blank questionnaire.

What should be considered as a serious error requiring reference to the supervisor must finally be determined locally, but the following list of errors should under most circumstances be considered serious:

- 1) Incomplete identification.
- 2) Impossible sequences of dates.
- 3) Many parts of the questionnaire wrongly skipped.
- 4) Wrong woman interviewed.
- 5) Age missing.
- 6) No birth or pregnancy history information.
- 7) No date of first marriage (assuming that the survey design calls for interviewing only ever-married women).

There are a great number of checks the editor has to make, and unless these are made in the proper way, much time can be wasted by the editor's checking backwards and forwards through the questionnaire.

If, at an early stage, the editor can get an impression of what kind of woman he is dealing with, much can be gained as far as accuracy is concerned. Some of the key ingredients in this set of information are:

- 1) The age of the woman.

- 2) Whether she is married or not (and if more than once)
- 3) The number of children she has.
- 4) Whether she has used contraceptives or not.
- 5) Whether she is pregnant or not.

Other variables may be chosen, but the important thing is that editing should not be done in a mechanical way, and it should be clearly understood that all questions relate to a real live woman and not to some entity consisting of a more or less consistent set of variables. All errors encountered should either be corrected by the editor, or, in the case of a serious error, be communicated to the supervisor for action. The errors should be corrected on the questionnaire using a pencil, felt pen, or fibre pen, with a colour used exclusively by the editors. (A system of colours for each part of the exercise should be worked out in order to be able to recognize more easily the stage at which an error was corrected or a code was allocated.)

Specific instructions for editing the household schedule and the individual questionnaire are given in Chapter 4 of this manual.

#### 2.4.5 EDITOR-VERIFIERS

The editor-verifiers should do the same job as the editors. Verification is not a matter of merely checking the cases where errors were found, or codes had been converted, but to check ALL cases, i.e., the whole questionnaire. The verification should be done as if the original editing had not been done.

This is not a very easy proposition, considering that the corrections and codes have already been written in the questionnaire, but the idea is that not only the corrections made and the codes written should be verified, but the whole questionnaire. All errors found should be corrected by the editor-verifier; serious errors should be referred to the supervisor.

#### 2.4.6 CODERS AND TRANSCRIBERS

The duties of the coders and transcribers are to assign codes to open-ended or semi-open-ended questions and to transfer that information from the questionnaire to a format which can be easily keypunched.

Codes must be assigned to answers that need to be classified or to transform ordinary answers into numeric codes. An example of the first type is occupation and of the second type month of birth or marriage. If there are few open-ended questions (say less than 10), the coding of these questions can be done at the same time as the editing of the questionnaires.

However, if there are many open-ended questions (say 10 or more) the coding should be a separate operation, to be done after the questionnaires have been edited. (In the WFS Core Questionnaire there are 9 open-ended questions. However, some of the modules contain many more; some countries may include others in their particular questionnaire.)

Specific information regarding the assignment of codes is given in Chapter 5.

When the WFS questionnaire format is being used, the operation consists of simply transferring the information from the questionnaire to the boxes in the right hand margin of each page, opposite the question to be coded.

If separate coding sheets are used, the transcription is still from the question to a box, but because of the difference in layout, more care is needed to ensure that the right box is being used.

The actual writing should be done in neat and clear hand-writing, using an HB (or medium soft) pencil. Writing done with ballpoints or other pens cannot be rubbed out, so such pens should never be used. It is very important that the transcription is done carefully, and that the coder/transcriber is aware of the importance of the task. Many errors can be avoided if the transcription is done carefully. If the coder/transcriber becomes aware of an error or inconsistency, he should consult his supervisor so that the problem can be solved.

Specific instructions concerning the codes and code boxes are given in Chapter 5 and Appendices 2 and 3.

#### 2.4.7 VERIFIERS OF CODING AND TRANSCRIPTION

The job of the verifier of coding and transcription is to verify that each open-ended question was coded properly and that each code transcribed to the right hand margin of the questionnaire (or onto separate coding sheets) is the correct code for the question concerned. It is equally important to check that for questions where nothing has been coded, the questions really did not apply and that 'not applicable' (blank) is the proper code to use.

As the accuracy of the transcription is being checked, the quality of the transcriber's hand-writing must also be assessed. Bad hand-writing can be the cause of many errors at the keypunching stage, and errors introduced at that stage tend to be more difficult to correct, as they will have been introduced in a random fashion.

If transcription is done on the questionnaire, 100 per cent verification may not be necessary during the whole operation, but the work should be verified on a 100 per cent basis at the beginning. If few errors are detected after the 100 per cent verification has been in progress for a reasonable length of time, the verification can then be reduced to spot-checking each transcriber's work. However, the coding of the open-ended questions should be verified on a 100 per cent basis during the entire operation.

If separate coding sheets are used, 100 per cent verification of both the transcription and the open-ended questions is necessary. One of the most efficient ways of verifying the transcription to the coding sheets is for one person to read the information from the questionnaire while another checks the transcription as it is read.

## 2.5 TIMING

The major factor that affects the decision regarding the timing of the editing operation is the number and availability of personnel. If possible, the office editing should be started as soon as the questionnaires start flowing into the central office from the field. This will enable questionnaires to be sent back to the field whenever serious doubts or errors arise. Since the editing and coding operations are related, the timing of the coding depends on that of the editing. In general, the coding should not begin until there are an adequate number of edited questionnaires available, and there is assurance that there will be a continual flow of questionnaires once the coding starts; there should be no delays due to unavailability of edited questionnaires. In any case, the coding cannot begin until the codes for the open-ended questions have been devised.

## 2.6 FACILITIES

There must be adequate office space so that questionnaires can be checked as they are returned from the field. Questionnaires from each sample area, or cluster, should be stored together; they should be separated in some manner (e.g., pigeon-holes or separate shelves) so that materials from one area do not get mixed up with those from other areas. Shelving or other storage facilities should be provided for every phase of the operation. The unedited questionnaires should be kept separate from the edited ones. Likewise, those that have been coded should be stored separately from those not yet coded. Adequate space must also be provided for each individual editor or coder so that they are not overcrowded and the work can proceed efficiently.

## 2.7 TRAINING

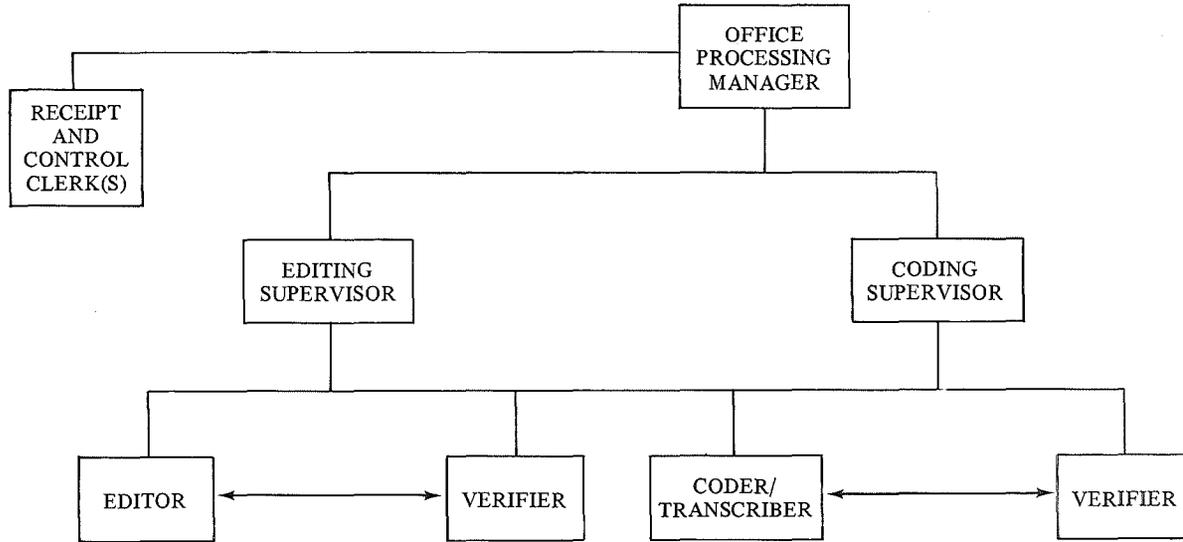
It is recommended that supervisors be given intensive training with full participation in the organizational arrangements, specification of examples, and preparation of the editing and coding rules and instructions.

All editors and coders should be given specific training for about one week (for personnel doing transcription work only, the training period could be reduced to about three days). The only really effective way to train the office staff is to ensure that they are given enough on-the-job practice, which is then followed up with careful evaluation of the work performed.

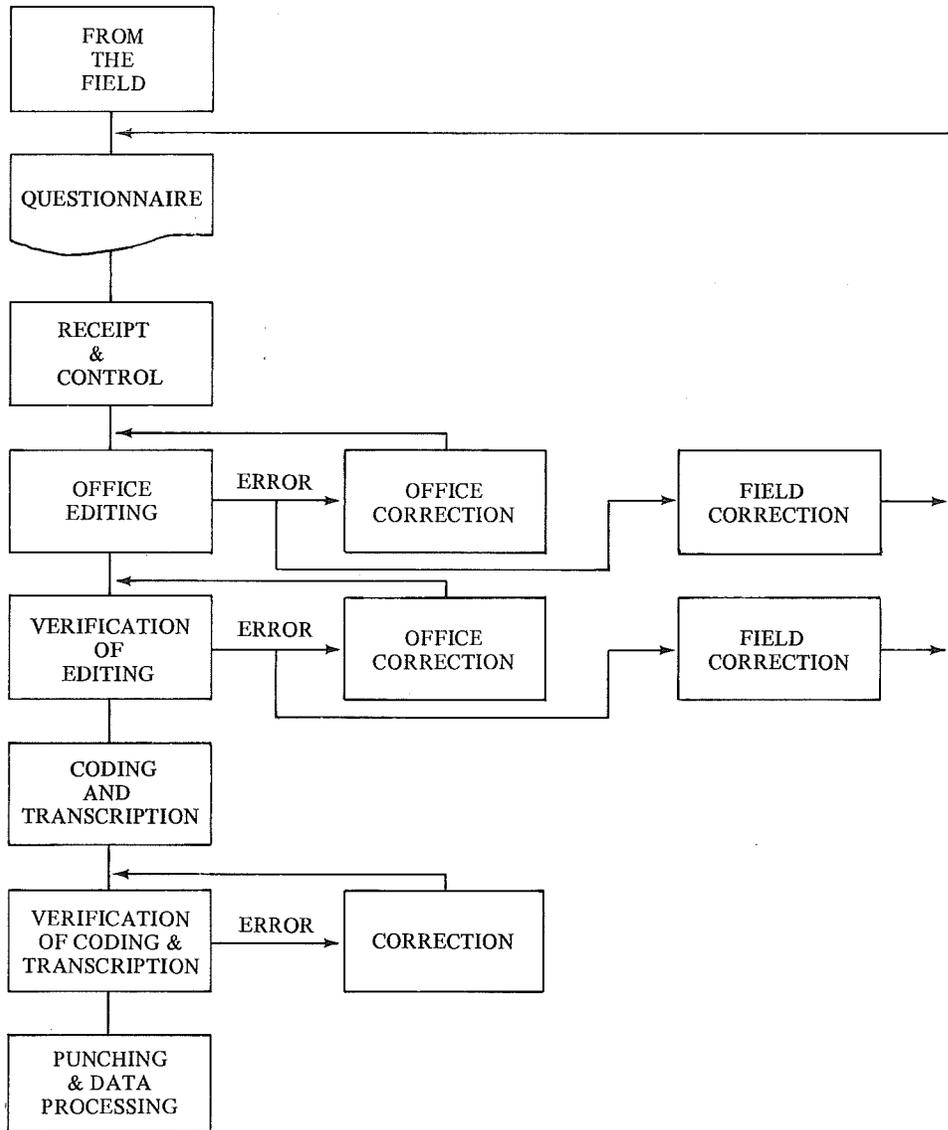
Constant training and evaluation of the work should be carried on after the job has been started. This is of particular importance when the codes for the open-ended questions have not been finalized before the work starts.

Specific recommendations on recruitment of candidates, organization of the training programme, and contents of the training course are given in Chapter 7 of the *WFS Training Manual*.

### ORGANIZATION CHART



### FLOW CHART FOR DOCUMENTS



## 3 Receipt and Control

### 3.1 GENERAL ASSUMPTIONS

The receipt and control procedure depends in part on the survey procedures that were adopted for both the sample design and the field work. The operation described in this chapter assumes the following:

- 1) Listing of dwelling units.
- 2) Interviewing of all households and eligible women in every dwelling unit selected in the sample.
- 3) Household interviews done at the same time as individual interviews.
- 4) Each team of interviewers working in an Ultimate Area Unit, or cluster, for a few days and then moving on to another area.

If other procedures were to be followed, some modifications in the receipt and control might have to be made.

Generally, all materials for one area or cluster will be returned to the central office at one time. Both the household schedules and the individual questionnaires must be checked before they are edited.

### 3.2 HOUSEHOLD SCHEDULE

The packet of materials for each cluster must be checked to make certain that all household schedules have been returned from the field. This may be done by checking the maps and sample listing, or by checking the *Sample Assignment and Outcome (SAO) Control Sheet* (see Chapter 6, *WFS Supervisors' Instructions*). The SAO is completed by the supervisor for each area or cluster and should be sent to the central office with the questionnaires.

For each household schedule, the outcome of the interview (the result code) should be verified, using the SAO. This is an additional check on the number of schedules returned. If there are any discrepancies, either in number or outcome of household interviews, the office processing manager should be consulted.

Another important item that should be checked on the household schedule is eligibility, column 23. This column should be ticked for all women in the household who meet the eligibility criteria (these criteria may vary from country to country). If there are eligible women who have not been identified, the office processing manager should be consulted.

### 3.3 INDIVIDUAL QUESTIONNAIRE

The most important thing to be checked is that each eligible woman, as identified on the household schedule, has been contacted and that an attempt has been made to interview her. For each eligible respondent, there should be an individual questionnaire, even if only the cover sheet is filled in.

If there are household schedules which have eligible women indicated, but no individual questionnaires have been received for those women, the office processing manager should be consulted.

The outcome of each individual interview should be verified. Again, this may be done by using the SAO for the area or cluster. If there are any discrepancies, the office processing manager should be consulted.

### 3.4 CONTROL NUMBER

Following the sample selection, each sample dwelling was given a number: the *field control number*. The same basic number plus two or three additional digits is used to identify households and eligible respondents within each dwelling.

Normally it will be possible to use a relatively short field control number (for instance each cluster could be assigned a unique 3-digit number), which can also be retained throughout the processing. If the field control number consists of more than 8 or 9 digits, it will then be convenient to assign a new control number – a *processing control number* – to all household schedules and individual questionnaires.

Often information which is actually data is included in the field control number. Since this constitutes data concerning the sample, it is unnecessary to punch it onto every card. For processing and other identification purposes, another number can be assigned.\*

The most efficient method of assigning processing control numbers is to reserve a block of specific numbers for each area or cluster. Dwellings should be assigned consecutive numbers within that range. The processing control number for household schedules will consist of:

- 1) the dwelling number,
- 2) one digit to identify the household, and
- 3) a further two digits which will always be '00'.

\* The data file has to show the complete hierarchical position of every individual in the sample, i.e.:

- 1) The number of his household.
- 2) The number of the dwelling in which the household is.
- 3) The number of the lowest-stage area unit in which the dwelling is.
- 4) The number of the next-to-lowest-stage area unit in which the lowest-stage area unit is, etc.
- 5) The number of the primary sampling unit in which the second stage sampling unit is.

It must also show the *stratum*. While all the above can be given in terms of unidentified code numbers, the stratum needs an accompanying code definition. If systematic sampling is used at any stage, the selection order should correspond to the sample numbering so that neighbouring pairs of units can be grouped to give 'implicit strata'.

Then each eligible respondent in a household should be assigned the same basic household number, replacing the '00' (last two digits) by the line number of the respondent. If the numbers are assigned in this manner, the individual questionnaires can be related easily both to the household to which they belong, and to the dwelling in which the household was located.

EXAMPLE:

Dwellings A, B, C, and D are located in Cluster 021 in Stratum 8 of Province 4. This cluster has been assigned numbers 0735-0835. Dwelling A has one household which contains one eligible woman whose line number is 02. Dwelling B has two households each containing one eligible woman whose line numbers are 02 and 05 respectively. Dwelling C has one household with no eligible woman. Dwelling D has one household with two eligible women, whose line numbers are 01 and 08. The processing control numbers would be assigned as follows:

PROCESSING CONTROL NUMBER

Dwelling	Household Schedule	Individual Questionnaire
A	0735100	0735102
B	0736100	0736102
	0736200	0736205
C	0737100	-
D	0738100	0738101
		0738108

The processing control number must be entered at the beginning of card type 2 and of each subsequent card type belonging to the interview. If the household data have been coded on a card type 1, the processing control number must also be used for that card type.

The field control number should be entered elsewhere on card type 2, possibly at the end. This information should appear ONLY on card type 2.

Where households rather than dwellings are sampled, the allocation of processing control numbers will be simpler. In the examples above, the fifth digit from the left (i.e., the household identifier) can be omitted altogether and thus each processing control number will be composed of 6 rather than 7 digits.

### 3.5 REGISTRATION OF INCOMING SCHEDULES AND QUESTIONNAIRES

One of the most important duties of the receipt and control clerk is to maintain a precise and continually updated register of all documents received from the field, so that progress of the field work can be closely monitored.

In surveys where all materials from each area or cluster will be returned to the central office at one time, this objective can be achieved by means of an Area Register, which contains a summary of information about each area or cluster. The information to be used in completing this register comes from control sheets that the supervisor has completed in the field and that have been verified in the central office. One line should be filled in for each area or cluster (see specimen form page 27).

#### 3.5.1 COLUMNS 1 AND 2

These can be completed prior to the actual receipt and control operation. Area numbers are assigned at the sampling stage; the range of numbers to be assigned is arbitrary. However, numbers should be assigned in such a way that all dwellings and households in any area or cluster can be given consecutive numbers.

#### 3.5.2 COLUMNS 3 - 10

These are obtained from the *Summary of Results in the Area* (see page 24) which is completed by the supervisor when the work in each assigned area is finished. Information can be transcribed directly from the results sheet to the Area Register, after any discrepancies between the number stated and the number received have been resolved.

AREA REGISTER	SUMMARY OF RESULTS IN THE AREA
Column 3	Row 1
Column 4	Row 5
Column 5	Row 6
Column 6	Row 7
Column 7	Row 11
Column 8	Row 12
Column 9	Row 13
Column 10	Row 17
Column 11	-

#### 3.5.3 COLUMN 11

In column 11 should be listed all processing control numbers which either

- 1) were assigned questionnaires that have since been deleted from the sample, or
- 2) were surplus at the end of the range because more numbers had been assigned than households interviewed.

This column will be used at the data processing stage, when the completeness of the files will be checked (normally no gaps in the sequence of processing control numbers will be allowed).

### 3.6 INDIVIDUAL REGISTER

In surveys where all materials for each area or cluster may not always be returned to the central office at the same time, a more detailed *Individual Register* will be necessary in which each incoming schedule and questionnaire is recorded. If selection of dwellings (or households) precedes the main interviewing phase, it is advisable that a complete list of all field control numbers, by numerical order for each cluster, be made before the interviewing begins. Although the clerical task of entering some 5,000 numbers may seem excessive, the arrangement will facilitate quick and efficient logging in of schedules and questionnaires once interviewing is underway.

Against each field control number, there should be a number of columns in which to note:

- 1) The number of households in the dwelling.
- 2) The number of completed household schedules.
- 3) The number of eligible women identified.
- 4) The number of completed questionnaires.

It will also be useful to have a final column in which to note that all documents for the dwellings have been received or, alternatively, that no outcome for a household or eligible respondent has been notified.

If it is thought desirable, the number of columns in the Individual Register can be expanded to allow recording of the date of receipt at, and mode of delivery to, the central office.

In surveys where selection of dwellings is carried out at the same time as the interviewing, prior listing of field control numbers in the register will not be possible. Instead, numbers will have to be entered on receipt of sample selection documents from the field. In other respects, however, the Individual Register remains the same.

### 3.7 REGISTER MAINTENANCE

All registers must be kept current and up to date. If for any reason during the editing or coding, questionnaires are made non-interviews (see for example 4.2 (1)) the registers must be adjusted. The field control sheets must also be corrected, so that when the editing and coding operation is completed, the correct final outcome of each household

schedule and individual questionnaire is recorded on the field control sheets. These can then be used as a check to make sure all questionnaires have been punched and put on tape during the computer processing stage.

### 3.8 OTHER FIELD MATERIALS

The field supervisors should return all materials to the central office. This includes such things as completed listing sheets, maps, control sheets, and any other related materials that were used in the field work. If all materials have not been returned, the field supervisor should be informed and all efforts made to locate them.

Listing sheets and sampling forms are particularly important, as they can be used to evaluate the listing and sampling operations and in some cases may affect the sample weights to be allocated.

### 3.9 PREPARATION OF QUESTIONNAIRES FOR EDITING AND CODING

Before the questionnaires are sent to be edited, the *Operations Control Sheet* should be prepared. If possible, all household schedules and individual questionnaires for an area or cluster should be kept together during editing and coding. The Operations Control Sheet should be attached to the questionnaires (possibly stapled to the first one in the stack, or to the envelope they are in) and completed as the editing and coding is done.

### 3.10 RETURNING QUESTIONNAIRES TO THE FIELD

The receipt and control clerk should keep a record of all questionnaires that require a return visit to the field because of errors discovered during editing. The date on which they were sent and when they were returned again to the central office should also be recorded.

### SUMMARY OF RESULTS IN THE AREA

(One for each area. To be completed by the supervisor,  
at the end of work in the area and sent to headquarters).

Area or cluster no. \_\_\_\_\_ Area or cluster name \_\_\_\_\_  
 Supervisor \_\_\_\_\_ Number of interviewers in the team \_\_\_\_\_  
 Number of sample addresses in the area \_\_\_\_\_  
 Date field work began in the area \_\_\_\_\_  
 Date the team leaves the area \_\_\_\_\_

NOTE: NO entries from the supplementary sheet should be included in rows (1) to (5). Codes 5, 6 or 7 cannot appear in the supplementary sheet.	
(1) No. of addresses selected in the area (i.e., no. of entries on the sheet)	<input style="width: 100%; height: 20px;" type="text"/>
(2) No. of addresses not found or not reached (final code 7 in col. (6))	<input style="width: 100%; height: 20px;" type="text"/>
(3) No. of addresses which are not dwellings (final code 6 in col. (6))	<input style="width: 100%; height: 20px;" type="text"/>
(4) No. of vacant or demolished dwellings (final code 5, in col. (6))	<input style="width: 100%; height: 20px;" type="text"/>
SUM = (2) + (3) + (4)	
(5) No. of occupied dwellings ((1) - (SUM))	<input style="width: 100%; height: 20px;" type="text"/>

NOTE: Entries in the supplementary sheet must be included in rows (7) to (10)	
(6) Total number of households in occupied dwelling units (ADD numbers in col. (5); note that there is no col. (5) in the supplementary sheet)	<input style="width: 100%; height: 20px;" type="text"/>
(7) Number of household interviews successfully completed (final code 1 in col. (6))	<input style="width: 100%; height: 20px;" type="text"/>
(8) Number of households where no suitable respondent at home (final code 2 in col. (6))	<input style="width: 100%; height: 20px;" type="text"/>

(cont.)

(9) Number of household interviews refused (final code 3 or 4 in col. (6))	<input type="text"/>
(10) Number of household interviews not completed for other reasons (final code 9 in col. (6))	<input type="text"/>
(11) Total household interviews incomplete ((8) + (9) + (10))	<input type="text"/>

NOTE: Entries in the supplementary list must be included in rows (12) to (17)	
(12) Total number of eligible women in the households ( <b>ADD</b> numbers in col (7).)	<input type="text"/>
(13) Number of individual interview successfully completed (final code 1 in col. (10))	<input type="text"/>
(14) Number incomplete because respondent not at home (final code 2 in col. (10))	<input type="text"/>
(15) Number of individual interviews refused (final code 3 or 4 in col. (10))	<input type="text"/>
(16) Number of individual interviews not completed for other reasons (final code 9 in col. (10))	<input type="text"/>
(17) Total individual interviews incomplete ((14) + (15) + (16))	<input type="text"/>

NOTE: Enter from col. (13)	
(18) Number of household interviews:	Scrutinized _____ Spot-checked _____ Re-interviewed _____ Tape recorded _____
(19) Number of individual interviews:	Scrutinized _____ Spot-checked _____ Re-interviewed _____ Tape recorded _____
<i>(NOTE: Number of interviews attended by the supervisor to be included in rows (18) and (19), if applicable.)</i>	

(Cont.)

(20) CHECKS (Tick appropriate box)

- |    |   |     |                          |                 |
|----|---|-----|--------------------------|-----------------|
| a) | Is the number in row (1) the same as the number of sample addresses in the area?  | YES | <input type="checkbox"/> |                 |
|    |   | NO  | <input type="checkbox"/> | → check entry   |
| b) | Is the total in row (6) plus the SUM after row (4) equal to the total number of entries on the sheet (including the supplementary sheet)? | YES | <input type="checkbox"/> |                 |
|    |   | NO  | <input type="checkbox"/> | → check entries |
| c) | Do (7) and (11) add up to (6)?  | YES | <input type="checkbox"/> |                 |
|    |   | NO  | <input type="checkbox"/> | → check entries |
| d) | Do (13) and (17) add up to (12)?  | YES | <input type="checkbox"/> |                 |
|    |   | NO  | <input type="checkbox"/> | → check entry   |

(21) REMARKS: PROBLEMS ENCOUNTERED AND EXTENT TO WHICH SOLVED:



## INDIVIDUAL REGISTER

Area or cluster number \_\_\_\_\_

Range of processing control numbers \_\_\_\_\_

Field control number	Number of households*	Number of completed household schedules received	Number of eligible respondents	Number of completed individual interviews received	Final outcome **

\* If the dwelling has been demolished, is unoccupied, or cannot be located, a suitable code can be entered in this column.

\*\* If the final outcome for each household and each eligible respondent in the dwelling has been notified, a simple tick (✓) can be entered in this column. Otherwise, a brief note about the household or eligible respondent, for which no outcome has been notified, should be entered.

## OPERATIONS CONTROL SHEET

Area or cluster number \_\_\_\_\_

Range of processing control numbers \_\_\_\_\_

Operation	Date assigned	Date completed	Signature
Editing			
Edit verification			
Coding			
Coding verification			
Transcription			
Transcription verification			
Keypunching			
Keypunch verification			

Notes:

## 4 Office Editing

### 4.1 BASIC EDITING PRINCIPLES

#### 4.1.1 CHARACTERISTICS OF THE COMPLETED QUESTIONNAIRES

A correctly completed questionnaire will have, among others, the following characteristics:

- 1) All answers recorded in a legible and comprehensible way.
- 2) All answers recorded in the form required by the coding instructions; e.g., where years are required, the answer is recorded in years; and where months are required, the answer is recorded in months.
- 3) An answer to all questions applicable to the respondent or a note saying 'N.S.' (Not Stated).
- 4) All questions not applicable have NO answer and NO code.
- 5) No inconsistencies between answers.

During the editing process these characteristics will be checked and the necessary corrections made, if possible. You should always use a different coloured pencil than that used by the supervisor and the interviewer so as to distinguish your annotations from theirs.

Your corrections should always be consistent with the general information in the questionnaire, which is the only source for corrections; the information may be found in answers to certain questions, or in the interviewer's observations at the end. **Under no circumstances whatsoever should you invent answers.** Although arbitrary rules will sometimes have to be followed in the editing, these rules are standardized (as can be seen in the specific instructions found later in this section). Any problem which the editor cannot readily solve on the basis of these instructions should be passed on to the editing supervisor.

#### 4.1.2 GENERAL EDITING RULES

- 1) Verify that throughout the questionnaire the skip instructions have been followed exactly. If the skip instructions have not been followed correctly, the questionnaire will contain superfluous and/or missing information. You should eliminate the superfluous information. Where information is missing, it should be filled in (when-ever possible) in accordance with the correct skip instructions. If the questions cannot be answered on the basis of the information contained in the questionnaire, you should never invent answers; write 'N.S.' next to the codes or in the space reserved for the answer. In borderline cases, where you are uncertain whether or

not missing information can be filled in from other answers, consult your supervisor.

The same principle should be applied to individual questions which are blank for any reason other than wrong skipping.

All relevant questions must have an answer or a note saying 'N.S.'.

- 2) If certain answers are illegible or incoherent, write the edited answer (or 'N.S.') next to the original answer in order to avoid confusion during coding.
- 3) If a questionnaire is incomplete (i.e., one or more sections are entirely missing), you should hand it over to your supervisor.
- 4) If two answers are inconsistent and it is not obvious which is the correct one, consult your supervisor.
- 5) In general, you need a thorough knowledge of the entire questionnaire and the ability to see which answer to a certain question can be verified against other answers. When you encounter a problem for which there is no ready solution, you should always check against other relevant questions in the questionnaire. The specific instructions given in the following sections aim at making this task easier.

#### 4.2 THE HOUSEHOLD SCHEDULE

- 1) Verify that there is a sample identification (place name, cluster number, and household number) for every household schedule, and that the information entered is accurate and complete. If the identification information does not correspond to a related sample address, return the schedule to your supervisor with a note at the top saying: 'NOT A SAMPLE ADDRESS'.

On the other hand, if there is a sample address for which no household schedule has been completed, a schedule must be assigned to that household. All the identification information should be filled in on the cover sheet, and a result code entered, even if no attempt is made to return to the field to complete it. In such a case, the result code should be: 'OTHER' with a note saying: 'INTERVIEW NOT ATTEMPTED'.

- 2) Check that no person is listed as 'NO' in both columns 3 and 4. If this happens, delete the person from the schedule unless there is strong evidence that in fact one of the 'NO's' should have been a 'YES'. In that case change one of the 'NO's' to a 'YES'.

If a person has been deleted, change the line numbers of the persons below the one deleted. This should be done every time a person is deleted; if more than one person is deleted from a household, the procedure must be repeated. Also remember to change the line number on the individual interview if an eligible woman has been given a new line number.

- 3) Column 9 and all following columns should be blank for all members of the household younger than the age specified for columns 9 and 10. If they are not, eliminate the answers in column 9 and in the following columns.
- 4) Column 10 should be blank if the answer in column 9 is 'NO'.
- 5) Columns 11–22 should only be filled in for women X\* years and older. Eliminate all information regarding women less than X\* years old.  
If columns 11–23 are filled in for a male, delete the information after checking that the information does not in fact refer to a female.
- 6) Columns 11–17. Make sure that all columns are filled in for women X\* years and older. For these women the columns should never be blank.  
If a woman has never had any children, check that the correct number of zeros has been entered. If not, enter the appropriate number.  
If the woman has had children, check that the numbers entered in columns 11–16 add up to the total entered in column 17. If not, determine the cause for the discrepancy and correct accordingly.  
If any columns have been left blank, enter the proper number (which could be zero) after checking the other columns involved.
- 7) Check the sex of the household members (see column 5) with the sex of the children entered in columns 11 and 12. All children recorded in those columns should also be present in columns 1–5.
- 8) If a woman has had live births, columns 18–21 should be filled in. Verify that this information is recorded on the line of the woman and NOT on the line of the child to which it refers.  
If this mistake has been made, verify to which woman the child belongs, eliminate the information from the line of the child and put it on the line of the woman.  
If a woman has had no live births, columns 18–21 should be blank.
- 9) Verify that each and every eligible woman has been ticked in column 23, according to the eligibility criteria.  
If a woman has been incorrectly ticked as eligible, pass the individual questionnaire

\* 'X' will vary from country to country, but will normally be between 12 and 15 years of age.

for that woman to your supervisor with a note at the top saying: 'WOMAN NOT ELIGIBLE'.

- 10) If all twelve lines of the household schedule have been filled in, always check if there is a continuation sheet. If there is, verify that the box at the bottom of the first household schedule has been ticked and that the identification information on the second sheet of the schedule (and subsequent sheets, if more than one continuation sheet has been used) corresponds with that on the first sheet. If it does not, check whether the continuation sheet in fact belongs to that schedule.

### 4.3 THE INDIVIDUAL QUESTIONNAIRE

#### 4.3.1 THE COVER SHEET

- A. Verify that the information for the identification of the interview has been provided. The area (or cluster) name and number and the household number should be the same on the cover sheets of the household schedule and all individual interviews belonging to the same household.
- B. Verify that the 'Line Number of Woman' on the cover sheet agrees with the line number of the eligible woman on the household schedule. If there is more than one eligible woman in the household, edit the questionnaires for each woman in sequence, using the common household schedule as necessary.
- C. Verify that the woman interviewed is in fact the one selected for interview. This can be done by comparing the following information:
- 1) Age in column 6 of the household schedule and questions 107–108 of the individual questionnaire.
  - 2) Marital status in column 10 and question 401.
  - 3) Number of children in columns 11–17 and questions 202–211.
  - 4) Names of children living with her from the household schedule (column 1) and question 214 in the individual questionnaire.

Note: Remember that the information on the household schedule may differ slightly from that in the individual questionnaire. Do not make any changes in either the household schedule or in the individual questionnaire. At this point, the documents are compared only to establish that the woman is, in fact, the one selected for individual interview. If the woman interviewed does not appear to be the one selected in the household schedule, hand over the individual interview to

your supervisor with a note on top of the cover sheet saying: 'WOMAN NOT SELECTED'.

- D. Verify that there is an individual questionnaire for every selected woman in the household. If not, assign one. If it is not possible to send the questionnaire back to the field, fill in all the identification information, making the result code 'OTHER'. Also write a note on top of the cover sheet saying: 'INTERVIEW NOT ATTEMPTED'.

#### 4.3.2 SECTION 1: RESPONDENT'S BACKGROUND

- A. **Q. 102:** Verify that when this question has been answered 'YES', the place name entered in 102 is identical to the place name written at the top of the page and that the same name is again entered in 104. If 102 and/or 104 do not have the same name as the one at the top of the page, delete the answer(s) and write 'N.S.'.
- B. **Q. 103:** Verify that the place name recorded in 103 is the same as that in 104. If not, delete the answer in 104 and write 'N.S.'.
- C. **Q. 107/Q. 108:** If 107 has not been answered, put 'N.S.' for both month and year. If only year has been answered, indicate 'N.S.' for the month. If the year in 107 is 'N.S.', 108 must have an answer. If the age is missing from 108, obtain the information from the household schedule, if possible. If no information is available, consult your supervisor.  
Always verify the age of the woman with respect to the age limits for the individual interview, either using the date of birth or, when the birth date is not known, the age. If the age of the woman is outside the age limits specified, pass the questionnaire on to your supervisor with a note at the top saying: 'WOMAN NOT ELIGIBLE'.
- D. **Q. 110:** Whenever codes 2 or 3 have been marked, 112 should never be marked 'LESS THAN SIX YEARS OF EDUCATION'. Verify this.

#### 4.3.3 SECTION 2: MATERNITY HISTORY

- A. The main checks in this section are to verify that the total number of live births recorded in 211 is the same as the total number of live births recorded in the birth history, and to verify the consistency of birth dates and dates of pregnancy losses.
- B. Previously it was stated that the household schedule should never be changed on the basis of answers in the individual questionnaire (Section 4.3.1.C). However, the household schedule is a valuable instrument for correcting inconsistencies and supplying missing information in the birth history.

Information about the woman's fertility comes from three sources:

- 1) Columns 1 and 2 of the household schedule, where there is a list of all her children living with her and their names, and columns 11–21 of the household schedule where, ideally, all her live births should have been recorded.
- 2) Questions 201–211 of the individual questionnaire.
- 3) Birth or pregnancy history.

C. If the birth history and questions 201–211 give the same information, do not consult the household schedule.

Whenever an inconsistency is found between the number of births in 201–211 and the birth history, always compare this information with the corresponding information in the household schedule, columns 11–21, if available.

If the truth cannot be assessed from the household schedule, or from other parts of the questionnaire, the following guidelines should be applied:

- 1) When the number of births entered in the birth history is greater than the number entered in 201–211, amend 201–211 accordingly. However, where there is clear evidence that the birth(s) has been incorrectly entered in the birth history, e.g., adopted children or children by husband's previous marriage(s), delete the birth(s).
- 2) When the number of births entered in the birth history is smaller than the number entered in 201–211, consult your supervisor about how to insert the birth(s) in the birth history.

D. A discrepancy may also arise if questions 229–233 reveal that a pregnancy resulted in a live birth rather than in a pregnancy loss. If that is the case ('YES' to 232), correct 210 and 211 and consult your supervisor about how to insert the birth(s) in the birth history. Do not eliminate this birth from the list of other pregnancies.

E. Never assign month of birth if this information has not been obtained; put 'N.S.' in these cases. If year of birth (or years ago) is missing, consult your supervisor.

F. Verify that there are at least 8 months between the date of termination of an earlier pregnancy and the date of birth of a child born alive (or date of termination of a full-term still birth). If there are less than 8 months, consult your supervisor.

G. Verify that there are at least 2 months between the date of termination of an earlier pregnancy and the date of a miscarriage or abortion. If there are less than 2 months, consult your supervisor.

- H. If there is any missing information in the birth history, try to complete it by consulting the household schedule. Examples of such information are date of birth, age, sex, and whether the child is still living.
- I. Verify that the births in the birth history are entered in ascending order, starting with the first birth (i.e., the oldest child). If they are not, correct the order.
- J. Compare the date of the first live birth with the respondent's date of birth (age). If the respondent was less than X\* years old when her first child was born, consult your supervisor.
- K. Q. 215: If the answer is recorded in months and is greater than 12 months, convert it to months and years.
- L. Qs. 216–217/Qs. 219–220: Verify that 216–217 refer to the last live birth and that 219–220 refer to the next-to-last live birth. If the information entered has been reversed, correct by switching it.  
If the information is completely incorrect (i.e., one or both of the entries do not refer to either of the last two live births), write 'N.S.' in 216 and/or 219 and leave 217 and/or 220 blank.
- M. Q. 217/Q. 220: If the children referred to in these questions are no longer alive, verify that the duration of breast feeding does not exceed the length of time the children were alive. If it does, reduce 217 and/or 220 accordingly.  
If the answer is not recorded in months, convert it to months and enter the new number. Whenever the answer recorded is not an exact number of months, always round downwards in order to show the number of completed months of breast feeding.

<b>Examples:</b>	8 weeks	=	2 months
	6 weeks	=	1 month
	4 weeks	=	1 month
	2 weeks	=	0 months
	1½ years	=	18 months
	5½ months	=	5 months

In 217, the answer must not exceed the date (month) of interview when added to the date (month) of birth of the last child. If it does, reduce 217 accordingly.

- N. Q. 222: Verify that the date of the future birth is never more than 8 months ahead of the date of interview. If it is, put it 8 months from interview date.

\* See footnote on page 32.

- O. Q. 227/Q. 228: Verify that the number mentioned in these questions is the same as the total number obtained in the list of other pregnancies. (An exception to this rule is the case where the number of pregnancies mentioned is greater than the number than can be fitted into the table, i.e., greater than 7.) If not, correct from the table.

4.3.4 SECTION 3: CONTRACEPTIVE KNOWLEDGE AND USE

- A. Q. 302: Verify that each method recorded in 302 has been ticked in column 1 for the corresponding method described in 304–314. Also verify that only methods listed in 302 have been ticked in column 1. If not, make the necessary corrections.

- B. Q. 304/Q. 313: The following checks should be made between columns 1–3.

- 1) If column 1 has been ticked, there should be no entry in column 2. If there is an entry, eliminate it from column 2.

IF COLUMN 1 HAS NOT BEEN TICKED, COMPARE COLUMNS 2 AND 3.

- 2) If the answer to column 2 is 'YES', an answer should also be present in column 3. If not, write 'N.S.' in column 3.  
 3) If the answer to column 2 is 'NO' and the answer to column 3 is 'NO', eliminate the entry in column 3.  
 4) If the answer to column 2 is 'NO' and the answer to column 3 is 'YES', correct column 2 and tick 'YES'.

The following table is a summary of the above rules.

Column 1	Column 2	Column 3	Result
✓	—	{ YES	Correct
—	YES	{ NO	
—	NO	{ YES	
—	—	{ NO	Correct
—	—	—	Correct
✓	{ YES	{ YES	Error (1)
—	{ NO	{ NO	Error (2)
—	YES	—	Error (3)
—	NO	NO	Error (4)
—	NO	YES	Error (4)

C. **Q. 314:** If a method has been mentioned which is described in 304–313, it should be eliminated from 314 and the corresponding question in 304–313 should be corrected. Any other method should appear here.

D. **Q. 317:** If the woman has answered that she has used one of the listed methods. do not correct 304–315.

#### 4.3.5 SECTION 4: MARRIAGE HISTORY

A. **Q. 403:** Verify that the age at marriage is plausible by comparing it with the date of marriage. An age at marriage of less than X\* years should generally not be accepted. However, you should consult the birth history for additional information, always bearing in mind that it cannot be assumed that all children are born within marital unions.

If the date of marriage seems highly improbable, pass the questionnaire on to your supervisor.

B. **Q. 406:** Verify that the date entered in 406 is never earlier than the date entered in 403. If it is, consult your supervisor.

C. **Q. 409–412:** Verify that for those currently married or in consensual union, the number of entries in the table (409–412) is one less than the number in 408. The current union should be recorded exclusively in 403–406. If the current union is included in 409–412, eliminate it from the table and correct the order numbers at the left hand side of the table.

Verify that for those **not** currently married or in consensual union, the number of entries in the table (409–412) is equal to the number in 408. If not, accept the number of entries in the table and correct 408 accordingly.

Verify that a union did not start before the previous union ended. Where a woman has started to live with another man before her previous union broke down formally, the month before she started to live with the other man should be taken as the month of termination of the former union. Correct accordingly.

D. If the month is missing in any of the dates, write 'N.S.'.

E. If the year is missing in any of the dates, consult your supervisor.

#### 4.3.6 SECTION 5: FERTILITY REGULATION

A. It is very important to check all filters in this section by going back to the questions indicated *in italics* before each filter. If a wrong skip has been followed for a whole segment of this section, enter answers to the correct set of questions (writing 'N.S.'

\* See footnote on page 32.

for any applicable question for which no answers are available) and delete the answers for the incorrect set of questions.

- B. If, in any questions referring to the use of contraceptive methods (505, 508, 510, 512, 525, 530), the woman has mentioned a method which has not been recorded in Section 3, do not introduce any changes to Section 3.
- C. If in questions 516, 519, 521, or 531 the answer is not a number but a range or something like 'It is up to God', do not introduce any changes, as the information entered will be translated into a suitable code.
- D. Do not change any apparent discrepancies in fertility preferences. For instance, a respondent may answer 'NO' to 517 but in 531 answer with a number greater than her number of living children. Do not attempt to amend such discrepancies.

#### 4.3.7 SECTION 6: WORK HISTORY

- A. **Q. 603:** Check that this date is never before the date of first marriage. If it is, check 613. If 613 is 'NO', accept the 'YES' in 602 and make 603 'N.S.'
- B. **Q. 610:** Check, taking into account the date of first marriage, that the number of years worked is never more than the difference between the date of interview and the date of first marriage. If more, calculate the difference between the two dates and correct accordingly.

#### 4.3.8 SECTION 7: CURRENT (LAST) HUSBAND'S BACKGROUND

- A. **Q. 703:** When there is a blank beside this question (i.e., not answered or not coded) the next applicable question is 707. If 707 has not been answered, enter 'N.S.'. If any of the questions 704–705 have been answered when 703 is blank, check if it is possible to correct 703. If not, delete any information entered in 704 and/or 705 and enter 'N.S.' for 707.
- B. **Q. 704:** Verify that whenever codes 2 or 3 are marked, 706 is never marked 'LESS THAN SIX YEARS EDUCATION'.
- C. **Q. 705:** If the code ticked in 704 is 1 (primary) and the answer to 705 is 'Don't Know', the next applicable question is 707. If 707 has not been asked, enter 'N.S.'
- D. **Q. 710:** If no answer is available in 710, the next applicable question is 711. If not asked, see if the answer can be deduced from 709. If that is not possible, enter 'N.S.' in 711.

#### 4.3.9 WHAT TO DO IF 'N.S.' HAS BEEN OBTAINED FOR CERTAIN QUESTIONS

If a question has been left blank incorrectly, and no data are available from any other place in the questionnaire, the question must be marked 'N.S.', and all 'dependent' questions following it must be blank. The following table shows the cases where this applies.

Question answered 'N.S.'	Questions which must be blank ('Dependent')	Next applicable question
109	110, 111, 112	113
214	215	212 or 216
216	217	218
219	220	221
221	222, 223	224
232	233	231 or 234
304-311, Col. 2	Column 3	-
316	317	401
404	405, 406	407
507	508	509
509	510-512	513
514	515-521	522
517	518-521	522
520	521	522
525	526	527
529	530	531
602	603-612	613
605	606	607
608	-	609
613	614-617	701
703	704-706	707
710	-	711

## 5 Coding and Transcription

### 5.1 TYPES OF QUESTIONS

A very important step in the coding operation is the selection of codes to be used. However, before the types of codes are discussed, a number of different types of questions will be examined. Five different types can be distinguished:

- 1) Number (value) questions
- 2) Fixed-alternative questions
- 3) Semi-open-ended questions
- 4) Open-ended questions
- 5) Multi-coded questions

The five different types are explained separately below.

#### 5.1.1 NUMBER (VALUE) QUESTIONS

A number (value) question is a question in which the answer is not transformed into a code, because the answer itself can be coded the same way as it has been recorded on the questionnaire at interview time. Questions of this type are: age, number of children, etc. When the answer to any of this type of question is 'Not Stated' or 'Don't Know', normal coding will have to be done but these cases should be the exception rather than the rule.

#### 5.1.2 FIXED – ALTERNATIVE QUESTIONS

The number of alternatives to these questions can always be determined in advance – hence their name. Questions of this type are 'YES/NO' questions, sex, month, etc. However, in the final code list, codes must always be reserved for responses like 'Don't Know' and 'Not Stated'.

#### 5.1.3 SEMI-OPEN-ENDED QUESTIONS

These questions have a fixed number of alternatives plus an 'OTHER' option. Normally the fixed part should cover the great majority of answers, but where it does not, the 'OTHER' category may have to be developed into more than one code. Questions of this type are: other contraceptive methods, sex preference of next child, etc.

#### 5.1.4 OPEN-ENDED QUESTIONS

These questions are left completely open for the interviewers, and no alternatives are suggested in the questionnaire. The reason for this may be either of the following:



The above is the **only** correct way to code. Do not code in any of the following ways:

Blank instead of zero	:	<del><table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px; text-align: center;">9</td></tr></table></del>		9
	9			
Wrong box used	:	<del><table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px; text-align: center;">9</td><td style="width: 20px; height: 20px;"></td></tr></table></del>	9	
9				
Wrong box used, zero in the wrong place	:	<del><table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px; text-align: center;">9</td><td style="width: 20px; height: 20px; text-align: center;">0</td></tr></table></del>	9	0
9	0			

For this type of question, the same rules regarding 'Not Applicable' and 'Not Stated' apply (see 5.2.4). This means that care should be taken, especially with the 'Not Stated' code, to ensure that it is not confused with a 'value 9'. If there is danger of that happening, the best solution is to provide an additional code box to enable the proper 'Not Stated' code to be used.

#### 5.2.2 SINGLE-CODED QUESTIONS

This group consists of question types (2)–(4) as described in 5.1.2 – 5.1.4. How the codes should be organized can be understood by looking at the individual questionnaire; the principle is simply that codes should be allocated in consecutive order, starting from '1'. Below are some examples taken from the individual questionnaire:

Boy	<input type="checkbox"/> 1	Girl	<input type="checkbox"/> 2				
Yes	<input type="checkbox"/> 1	No	<input type="checkbox"/> 2	D.K.	<input type="checkbox"/> 3		
Primary	<input type="checkbox"/> 1	Secondary	<input type="checkbox"/> 2	University	<input type="checkbox"/> 3	Other	<input type="checkbox"/> 4

#### 5.2.3 MULTI-CODED QUESTIONS

For this type of question a binary system of codes is used, rather than a consecutive order. The idea is that all the categories ticked can be added together to form one code without any loss of information, as each 'sum' represents a unique combination of answers.

#### Example:

In question 235 and 413, the following codes can be found in the questionnaire: 0, 1, 2, 4, and 8. (If more categories had been required, the next codes would have been 16, 32, etc., that is, the next code selected is always twice the value of the preceding code – except in the first interval, 0 to 1.)

The categories ticked can be added together to form a code that is unique for any combination ticked, e.g., a code 7 would mean that categories 1, 2, and 4 had been

ticked. NO OTHER COMBINATION OF CODES WILL YIELD THE SAME VALUE. (The code 0 could not have been ticked, as that code excludes any other entry (see questionnaire). If the categories selected can be ticked in any combination, the first code to use must be 1.)

It is important to realize that only the above sequence will work properly for these questions, i.e., 0, 1, 2, 4, 8, etc. If instead of this selection of codes, the series 0, 1, 2, 3, and 4 had been used, the principle will not work. A resulting code 7 could mean that:

- 1) codes 3 and 4 had been ticked, or
- 2) codes 1, 2, and 4 had been ticked.

It would, of course, be possible to use the same method as for the 'single-coded' questions, but in this case it would only result in a waste of space without any gain in precision.

#### 5.2.4 NOT STATED – NOT APPLICABLE

So far, we have only been dealing with cases where there is actually something to code, but quite frequently there will be no values to code where there should have been. This will be the case when a question was not asked, or the respondent refused to answer the question, or the question applied but no answer was recorded, etc. As no value has been entered for the question, it is considered to be 'Not Stated'.

The other large group consists of those questions which were 'Not Applicable'. Whether a question belongs to this group or not can be determined by looking at the answer to a preceding question, used as a filter, or by looking at specific filter questions used by the interviewer to make a choice of paths in the questionnaire suitable for the respondent being interviewed.

These two groups, the 'Not Stated' and the 'Not applicable', are quite separate, as the reasons for a question not being answered are completely different. Therefore it is most important that the questions are coded properly and that the same code for each type is used throughout the questionnaire. The codes to use are:

- 1) for 'Not Stated' : 9, 99, or 999 (etc.) depending on the number of digits in the code
- 2) for 'Not Applicable' : one or more blanks depending on the number of digits in the code.

Some people might object to the use of blanks to code the 'Not Applicable', but it should be remembered that here we are only discussing the coding of questions, and not the coding of variables. One of the reasons for starting all codes with the number 1 is to leave the code 0 free for the 'Not Applicable', which may be used when the variables are created.

#### 5.2.5 SPECIAL CODING

There is one code that needs special treatment, and that is the occupation code. In order to make international comparisons possible (without massive recoding), the codes used should always be, at least, a subset of the ISCO (International Standard Classification of Occupations) code. A full discussion of the occupation code is presented in Appendix 4.

#### 5.3 CODE BOXES

In the layout of the WFS individual questionnaire, provision has been made for coding and transcribing the data onto the questionnaire itself in boxes located in the right hand margin. In order to facilitate the work for the coders, transcribers and punch operators, it is important that the size of the boxes encourages neat and clear handwriting. Studies have shown that the ratio between the sides of the box should be around 3:2 (height:width) and that the minimum size should be 6x4 mm. The ideal size, if the layout permits, is 7x5 mm. It is also important that the size of the boxes be kept constant throughout the questionnaire.

#### 5.4 INSTRUCTIONS FOR CODING AND TRANSCRIPTION

Specific instructions for coding and transcription of the household schedule and the individual questionnaire are given in the appendices to this manual. A detailed coding manual or set of instructions should be prepared before the coding begins, using the information given in this chapter and in the appendices.

## 6 Supervisor's Instructions

### 6.1 GENERAL INSTRUCTIONS

From time to time throughout this manual, the persons engaged in the different phases of the editing and coding operation are instructed to consult the supervisor, either in certain specific instances, or in general, if they encounter a situation for which they have no instructions.

The two most common problems which supervisors will have to solve concern inconsistent data and missing data. The approach adopted must steer a middle course between two extreme positions:

- 1) On the one hand, the honesty of the whole survey is threatened each time that guesswork is used to fill in a missing answer or to amend an inconsistent item.
- 2) On the other hand, unwillingness to indulge in guesswork or amendments under any circumstances may result in excessive complications later on in the handling of the data and/or heavy loss of information.

It is impossible to provide supervisors with detailed instructions that will cover every situation because each case is unique. However, there are some general guidelines and procedures which you should follow when reviewing questionnaires that are referred to you.

- A. Examine the entire questionnaire and related household schedule, including the comments made by the interviewer or field supervisor. This will provide a more complete picture of the woman and the interviewer situation, which in turn may give some clue as to the resolution of the problem.
- B. When faced with an inconsistent set of answers, take into account their relative importance to the eventual tabulation and analysis of the data and, where possible, amend the less important one(s).  
Another consideration to be borne in mind is your assessment of the relative reliability of the answers. Other things being equal, you should alter the less reliable item(s).
- C. Do not alter an answer more than is strictly necessary to remove an inconsistency, even though the amended answer may still seem improbable.

- D. When deciding whether a missing answer can be derived from other answers, you must weigh up the probability of making a correct estimate. Unless an answer can be derived with a reasonable degree of certainty that it is correct (or where, for a numerical answer, the range of possible values is small), you will usually have to resist any temptation to guess.
- E. Try to be consistent in your decisions throughout the editing process. Although the minute details of each case will differ, certain patterns in the problems presented to you will emerge, and these should be judged by the same standards. To ensure this, keep a running record of your decisions.
- F. Consult the office processing manager and other senior survey staff over difficult or borderline cases, especially in the early stages of editing.

## 6.2 SPECIFIC INSTRUCTIONS

### 6.2.1. DELETION OF NON-SAMPLE HOUSEHOLD SCHEDULES OR QUESTIONNAIRES

- A. If the household schedule is returned to you with a note saying 'NOT A SAMPLE ADDRESS', verify that the editor was correct in his designation. If he was correct, make sure that any record of this schedule in the Area Register or Individual Register is deleted, before setting aside the schedule.  
Similarly, any individual interviews from non-sample households will have to be deleted from the registers and set aside.
- B. If a questionnaire is returned to you with a note saying 'WOMAN NOT ELIGIBLE' or 'WOMAN NOT SELECTED' (see 4.2 (9), 4.3.1.C, and 4.3.2.C), first make certain that the editor was correct in his assessment. If he was correct, make sure that registers are amended and set aside the questionnaire.  
If a woman has been rejected as ineligible because her birth date, or age, entered in the individual interview indicates that she is over the upper age limit, first check to ensure that the interviewer has not simply been careless in recording the answer. However, if there is no special reason to doubt the answer recorded in the main interview, amend the age recorded on the household schedule and delete the eligibility code, before setting aside the questionnaire.

### 6.2.2 RECLASSIFICATION OF A SAMPLE HOUSEHOLD SCHEDULE OR QUESTIONNAIRE AS A NON-INTERVIEW

There may be cases when an interview must be reclassified as a non-interview. This will occur in the following instances:

- 1) Incomplete questionnaires with whole sections missing.

- 2) Questionnaires with certain vital information missing.
  - 3) Questionnaires with major inconsistencies that cannot be resolved.
- A. If questionnaires have entire sections missing, consult the office processing manager to determine if it should be classified as a non-interview.
  - B. If the age or date of birth of the woman is missing and it is impossible to make an estimate based on other information, classify it as a non-interview with the result code marked 'OTHER' and a note saying 'MISSING AGE'.
  - C. If the birth history is missing and the woman has had live births, classify it as a non-interview with the result code marked 'OTHER' and a note saying 'NO BIRTH HISTORY'.
  - D. If major sections of a questionnaire are inconsistent — and if it is not possible to resolve the inconsistencies except by guesswork — classify it as a non-interview with the result code marked 'OTHER' and a note saying 'MAJOR INCONSISTENCIES'.

If you reclassify a sample questionnaire as a non-interview, make the appropriate adjustments on the Area Register and field control sheets. At the end of the editing and coding operation there should be a final result code on the field control sheet for each questionnaire. This is the code that will be keypunched, and the field control sheets can be used to make certain that all questionnaires have been accounted for.

#### 6.2.3. LENGTH OF BIRTH INTERVALS (see Section 4.3.3., F and G)

If there are less than 8 months between two consecutive live births, shift one or both of the dates so that an 8-month interval is created.

Before deciding which date to shift, examine other parts of the questionnaire (e.g., marriage history, other pregnancies, any relevant modules, ages of children in the household schedule) in case there are any clues as to which date is incorrect.

If this does not help, shift both dates away from each other to the minimum required extent, taking care that you are not inadvertently creating fresh inconsistencies.

If there are impossible overlaps between the dates of miscarriages or abortions and dates of live births, alter the dates of miscarriages/abortions rather than those relating to live births.

#### 6.2.4. MISSED LIVE BIRTHS

Where a missed live birth must be inserted in the birth history, put it in the appropriate interval according to the age or birth date of the child in the household schedule. If this information is not present, examine other sections of the questionnaire (e.g., marriage

history and the table of other pregnancies) in an attempt to find out where the missed birth belongs.

If all else fails, put the birth in the longest existing interval, discounting the interval before the first recorded birth. If there are several intervals of equal length, put the missing live birth in the first.

The interval in which the live birth is put should be of at least 16 months. If the longest interval is shorter than 16 months, make it 16 by shifting both dates of the limiting births equally.

When entering a missing live birth, add the year of birth but leave the month as 'Not Stated'.

#### 6.2.5. MISSING YEARS

If calendar year is missing for any of the live births and number of years is also missing, or if calendar year is unstated anywhere in the marriage history, review the relevant sections of the questionnaire to see whether the year can be estimated with reasonable confidence. If the range of possible years is very limited (e.g., the event must fall in one of two years) it will usually be acceptable to enter the more likely of the two. However, if there is no basis for estimation, either retain the 'Not Stated' or consult senior staff.

## APPENDIX 1

# Coding of the Household Schedule

### 1. GENERAL

The layout of the household schedule is of the conventional census type: no pre-coding has been done or is possible with this type of layout if the size of the form is to remain manageable.

There are two ways in which the household schedule may be coded:

- 1) On the form itself.
- 2) On a separate coding sheet.

If the coding is done on the form and the data are punched directly from the schedule, the coding should be done in a different colour, so as not to confuse it with other entries. The codes to be punched should be written or circled using this colour.

The alternative method is to use a separate coding sheet. A coding sheet for the household schedule is given on page 57.

The identification for the household schedule is constructed the same way as for the individual questionnaire:

- |                            |          |  |
|----------------------------|----------|--|
| 1) Card type               | Col. 1   |  |
| 2) Sample area number      | Cols.2-4 |  |
| 3) Household number        | Cols.5-6 |  |
| 4) Line (person)<br>number | Cols.7-8 | (00 for the household data and<br>01-99 for the household member data) |

### 2. HOUSEHOLD DATA (CARD TYPE 1, LINE NUMBER 00)

For the household, the following data at least should be coded; the codes for the fields are listed below (where applicable).

DATE OF INTERVIEW: COLUMNS 9-14

This code can be broken down into 3 parts:

- 1) Day of interview      Cols. 9-10

- 2) Month of interview Cols.11-12
- 3) Year of interview Cols.13-14

In countries where all interviews take place in the same calendar year, there is no need to code the year of interview.

**INTERVIEWER: COLUMNS 15–16**

All interviewers should be allocated a number, which can be either a simple serial number (01-98), or a number which includes codes describing various characteristics of the interviewer, e.g. age, marital status, education.

For 'Not Stated', code 99.

**RESULT OF 1ST TO 4TH VISIT, AND FINAL RESULT: COLUMNS 17–20, 22**

Use the codes that are listed on the cover sheet.

**NOTE:** If the result of the first visit is 'completed' (code 1), the entries for visits 2-4 should be blank. Columns 21-26 should in this case never be blank or 'Not Stated'.

If the final result of the interview is any of the codes 2-4, columns 23-26 should be made 'Not Stated', i.e., 9 or 99.

If the final result of the interview is any of the codes 5-7, columns 23-26 should be made 'Not Applicable', i.e., blank.

**TOTAL VISITS: COLUMN 21**

Enter total number of visits, i.e., 1-4.

**PERSONS: COLUMNS 23–24**

Enter total number of persons found in the household.

If question 'Not Applicable', leave blank.

If 'Not Stated', code 99.

**ELIGIBLE WOMEN: COLUMN 25**

Enter total number of eligible women found in the household.

If question 'Not Applicable', leave blank.

If 'Not Stated', code 9.

**SELECTED WOMEN: COLUMN 26**

Enter total number of eligible women selected for interview.

If question 'Not Applicable', leave blank.

If 'Not Stated', code 9.

It is recommended that information about the sample (including weights) be coded immediately following the household data, i.e., from column 27.

If additional information is collected concerning the household, e.g., the possession of 'modern' objects, that information should also be coded on this card.

### 3. HOUSEHOLD MEMBER DATA (CARD TYPE 1, LINE NUMBER 01-98)

For the household members, the following codes are recommended for the fields contained in the household schedule.

#### 1) NAME

This field is not coded but is used for identification purposes only during the interview.

#### 2) RELATIONSHIP: COLUMNS 9-12

This code consists of 3 separate parts:

- A. Identification of generation (1 digit)
- B. Identification of couple (1 digit)
- C. Identification of mother (2 digits)

#### A. Identification of Generation: Column 9

Grandparent's generation (grandparents, their siblings and cousins, etc.)	1
Parent's generation (parents, their siblings and cousins, etc.)	2
Head's generation (head, spouse, siblings, cousins, etc.)	3
Child generation (children, children-in-laws, nephews and nieces, etc.)	4
Grandchild generation (grandchildren and their spouses, cousins, etc.)	5
Other generations	6
Persons unrelated to the Head (or to any of his family)	7
Not stated	9

#### B. Identification of Couple: Column 10

Every ever-married person listed in the household is given a couple code, 1-9.

If husband and wife are both present in the household they are given the same code, 1-7, starting from 1 for the first couple in the household.

A married person whose partner is not listed in the household or a person who is widowed, divorced, or separated, is given a couple code 8 to indicate the absence of the partner.

If the couple identification cannot be determined, code 9.

This field does not apply to never married persons, therefore it should be blank.

**C. Identification of Mother: Columns 11-12**

For all persons whose mother is a household member, code the line number of the mother. If the mother is not a household member, code 88. If 'Not Stated', code 99. This field should never be left blank.

**3) RESIDENCE – LIVE HERE: COLUMN 13**

YES	1
NO	2
Not Stated	9

**4) RESIDENCE – LAST NIGHT: COLUMN 14**

YES	1
NO	2
Not Stated	9

**5) SEX: COLUMN 15**

Male	1
Female	2
Not Stated	9

**6) AGE: COLUMNS 16–17**

Code as entered on the questionnaire. If age entered is less than one year (0-11 months), code 00. If less than ten years, code in column 17 with a zero in column 16. If age 95 years or more, code 95. If 'Not Stated', code 99.

**7) EDUCATION – BEEN TO SCHOOL: COLUMN 18**

YES	1
NO	2
Not Stated	9

**8) EDUCATION – LEVEL: COLUMNS 19–20**

This code is broken down into two parts:

- i) Highest level of school.
- ii) Highest (grade, form, year) at that level.

**i) Highest Level: Column 19**

Not Applicable	blank
Primary	1
Secondary	2
University	3
Other (may be further specified)	4
Not Stated	9

**ii) Highest (grade, form, year): Column 20**

Not Applicable	blank
Number of Years	1 - 8
Not Stated	9

**9) EVER MARRIED: COLUMN 21**

Not Applicable	blank
YES	1
NO	2
Not Stated	9

**10) MARITAL STATUS: COLUMN 22**

Not Applicable	blank
Married (M)	1
Widowed (W)	2
Divorced (D)	3
Separated (S)	4
Not Stated	9

**11 - 17) NUMBER OF LIVE BIRTHS: COLUMNS 23-36**

Code numbers entered. If less than ten, code in right hand column of the field and code a zero in the left-hand column.

If Not Applicable, leave blank.

If Not Stated, code 99.

If none, code 00.

**18) LAST LIVE BIRTH - MONTH: COLUMNS 37-38**

Not Applicable	blank
January	01
February	02
March	03
April	04
May	05
June	06
July	07
August	08
September	09
October	10
November	11
December	12
Not Stated	99

19) LAST LIVE BIRTH – YEAR: COLUMNS 39–40

Code the last two digits of the year, e.g., if year entered as 1965, code 65.

If only two digits entered, e.g., 65, code those.

If Not Applicable, leave blank.

If Not Stated, code 99.

20) LAST LIVE BIRTH – SEX: COLUMN 41

Not Applicable                      blank

Boy                                      1

Girl                                      2

Not Stated                              9

21) LAST LIVE BIRTH – ALIVE: COLUMN 42

Not Applicable                      blank

YES                                      1

NO                                        2

Not Stated                              9

22) FERTILITY RESPONDENT: COLUMNS 43–44

Code number entered. If one digit only, code in column 44 with a zero in column 43.

If Not Applicable, leave blank.

If Not Stated, code 99.

23) ELIGIBILITY: COLUMN 45

Not Applicable or Not Eligible      blank

Eligible and selected                1

Eligible but not selected\*          2

OUTCOME OF INDIVIDUAL INTERVIEW: COLUMN 46

This field has been added to the household schedule sheet in order to provide information on the household record of the outcome of the individual interviews. The code is taken from the first page of the individual questionnaire.

Not Applicable                      blank

Completed                              1

Not at Home                            2

Deferred                                3

Refused                                 4

Partly Completed                      5

Other (may be further specified)    6

Not Stated                              9

\* This will apply only in those surveys where not all eligible women will be selected for interview.

#### 4. HOUSEHOLD SCHEDULE CODING SHEET

On the following page is a layout of the household schedule coding sheet.

For the household data (card type 1, line number 00) the layout should be expanded to include allocation of columns for the sampling information.

If additional household data have been collected, these should also be assigned columns on this card.

For the household member data (card type 1, line number 01-98) the layout can be used unchanged if there are no changes to the household schedule suggested by WFS.

## HOUSEHOLD SCHEDULE CODING SHEET

IDENTIFICATION		HOUSEHOLD DATA																											
CARD TYPE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
SAMPLE AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
HOUSEHOLD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
LINE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
DATE OF INTERVIEW	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
INTERVIEWER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
RESULT 1st VISIT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
RESULT 2nd VISIT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
RESULT 3rd VISIT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
RESULT 4th VISIT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
TOTAL VISITS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
FINAL RESULT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
PERSONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
ELIGIBLE WOMEN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
SELECTED WOMEN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
SAMPLING AND OTHER HOUSEHOLD INFORMATION		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28

IDENTIFICATION		HOUSEHOLD MEMBER DATA																										
CARD TYPE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
SAMPLE AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
HOUSEHOLD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
LINE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(2a) GENERATION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(2b) COUPLE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(2c) MOTHER'S LINE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(4) RESIDENCE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(5) SEX	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(6) AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(8) EDUCATION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(10) MARITAL STATUS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(11) SONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(12) DAUGHTERS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(13) SONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(14) DAUGHTERS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(15) SONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(16) DAUGHTERS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(17) SUM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(18) MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(19) YEAR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(20) SEX	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(21) ALIVE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(22) FERTILITY RESPONDENT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
(23) ELIGIBILITY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
RESULT OF INTERVIEW	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28

APPENDIX 2

## Transcription of the Individual Questionnaire

### 1. CORE QUESTIONNAIRE

This appendix provides specific information about the transcription of data from the individual questionnaire to the code boxes.

The number printed below each box or set of boxes indicates the card column. On each card:

- Column 1 identifies the card type
- Columns 2-8 contain the identification information as follows:
  - Columns 2-4 Sample area number
  - Columns 5-6 Household number
  - Columns 7-8 Line number

COLUMNS	SOURCE	COMMENTS
<i>Card 2</i>		
1-8	Identification	
9-10	Day of interview	Code 01-31, 01-30 or 01-28 (29), depending on month
11-12	Month of interview	Code 01-12 for January-December
13-14	Year of interview	Code last two digits only
15-16*	Interviewer code	To be developed locally
17-19	Duration in minutes	To be coded for completely or partly completed cases
20	Results of first visit	Use codes on questionnaire
21	Results of second visit	Use codes on questionnaire
22	Result of third visit	Use codes on questionnaire
23	Total number of visits	
24	Final result after all visits	Use codes on questionnaire

\* Indicates that codes have to be developed locally.

<i>Card 3</i>		
	Identification	
1-8	Q.101	
9	Q.102	
10	Q.103	To be developed locally
11-13*	Q.104	
14	Q.105 or Q.106	
15	Q.107M	Code 01-12 for January-December
16-17	Q.107Y	Code last two digits only
18-19	Q.108	
20-21	Q.109	
22	Q.110	The 'OTHER' category to be developed locally
23*	Q.111	To be developed locally
24*	Q.112	Not coded
—	Q.113	
25		Reserved for local additions:
26-35*		codes to be developed locally.
36	Q.201	
37-38	Q.202	
39	Q.203	
40-41	Q.204	
42	Q.205	
43-44	Q.206	
45	Q.207	
46-47	Q.208	
48	Q.209	
49-50	Q.210	
51-52	Q.211	

<i>Card 4</i>		
	Identification	
1-8	---	Card number (pre-printed)
9	---	Code 01-12 for January-December
10-11	Q.212M	Code last two digits only
12-13	Q.212Y	If 'YEARS AGO' coded, or multiple birth, see Appendix 3
14	Q.213	
15	Q.214	
16	Q.215	
17-23	Q.212-215	Repeat codes used in columns 10-16 as many times as necessary
24-30		
31-37		
38-44		
45-51		
52-58		
59-65		
66-72		

<i>Card 5</i>		
	Identification	
1-8		
9	Q.216	
10-11	Q.217	Code 00-76+ for completed breast-feeding and 88 for still breast-feeding
12	Q.218	
13	Q.219	
14-15	Q.220	Code 00-76+
16	Q.221	
17-18	Q.222M	Code 01-12 for January-December
19-20	Q.222Y	Code last two digits only
21*	Q.223	The 'OTHER' category to be developed locally
22	Q.224	
23	Q.225 or Q.226	
24-25	Q.227 or Q.228	
26-27	Q.229M	Code 01-12 for January-December
28-29	Q.229Y	Code last two digits only If 'D.K.' codes, see Appendix 3 Code 0-8+
30	Q.231	
31	Q.232	
32	Q.233	
33-39	Q.229-Q.233	Repeat codes used in columns 26-32 as many times as necessary
40-46		
47-53		
54-60		
61-67		
68-74		
75	Q.234	
76-77	Q.235	Add numbers in all boxes ticked and code sum

*Card 6*

1-8	Identification	
9	Q.301	
10	Q.302	Code number of methods mentioned 0-8+
--	Q.303	Not coded
11	Q.304 col. 1	Code 1 if ticked, otherwise blank
12	Q.304 col. 2	
13	Q.304 col. 3	
14	Q.305 col. 1	Code 1 if ticked, otherwise blank
15	Q.305 col. 2	
16	Q.305 col. 3	
17	Q.306 col. 1	Code 1 if ticked, otherwise blank
18	Q.306 col. 2	
19	Q.306 col. 3	
20	Q.307 col. 1	Code 1 if ticked, otherwise blank
21	Q.307 col. 2	
22	Q.307 col. 3	
23	Q.308 col. 1	Code 1 if ticked, otherwise blank
24	Q.308 col. 2	
25	Q.308 col. 3	
26	Q.309 col. 1	Code 1 if ticked, otherwise blank
27	Q.309 col. 2	
28	Q.309 col. 3	
29	Q.310 col. 1	Code 1 if ticked, otherwise blank
30	Q.310 col. 2	
31	Q.310 col. 3	
32	Q.311 col. 1	Code 1 if ticked, otherwise blank
33	Q.311 col. 2	
34	Q.311 col. 3	
35	Q.312 col. 1	Code 1 if ticked, otherwise blank
36	Q.312 col. 2	
37	Q.313 col. 1	Code 1 if ticked, otherwise blank
38	Q.313 col. 2	
39-40*	Q.314 col. 1-2 (1)	Code any method mentioned and not in list: codes to be developed locally, beginning with 11 (see Appendix 3)
41	Q.314 col. 3, (1)	Code if method mentioned is used
42-43*	Q.314 col. 1-2 (2)	Code any method mentioned and not in list: codes to be developed locally, beginning with 11 (see Appendix 3)
44	Q.314 col. 3 (2)	Code if method mentioned is used
45	Q.315	
46	Q.316	
47-48*	Q.317	See Appendix 3, contraceptive methods

*Card 7*

	Identification	
1-8		
9	Q.401	
10	Q.402	
11-12	Q.403M	Code 01-12 for January-December
13-14	Q.403Y	Code last two digits only
15	Q.404	
16	Q.405	
17-18	Q.406M	Code 01-12 for January-December
19-20	Q.406Y	Code last two digits only
21	Q.407	
22	Q.408	Code 2-8+
23-24	Q.409M	Code 01-12 for January-December
25-26	Q.409Y	Code last two digits only
27	Q.410	
28-29	Q.411M or Q.412M	Code 01-12 for January-December
30-31	Q.411Y or Q.412Y	Code last two digits only
32-40	Q.409-Q.412	{ Repeat codes used in columns 23-31 as many times as necessary
41-49		
50-58		
59-60	Q.413	Add numbers in all boxes ticked and code sum

*Card 8*

	Identification	
1-8	Q.501	
9	Q.502	
10	Q.503	
11	Q.504	
12	Q.505	
13-14*	Q.505	See Appendix 3, contraceptive methods. <i>PROBE</i> beside 504 and 505 is used to determine whether 09 or 10 should be coded in columns 13-14
15	Q.506	
16	Q.507	
17-18*	Q.508	See Appendix 3, contraceptive methods.
19	Q.509	
20	Q.510	
21	Q.511	
22	Q.512	
23	Q.513	
24	Q.514	
25*	Q.515	The 'OTHER' category to be developed locally
26-27*	Q.516	See Appendix 3, number of children wanted
28	Q.517	
29*	Q.518	The 'OTHER' category to be developed locally
30-31*	Q.519	See Appendix 3, number of children wanted
32	Q.520	
33-34*	Q.521	See Appendix 3, number of children wanted
35	Q.522	
36	Q.523	
37	Q.524	
38	Q.525	
39	Q.526	
40	Q.527	
41	Q.528	
42	Q.529	
43-44*	Q.530	See Appendix 3, contraceptive methods
45-46*	Q.531	See Appendix 3, number of children wanted

<i>Card 9</i>		
	Identification	
1-8	Q.601	
9	Q.602	
10	Q.603	
11-12	Q.604	Code last two digits only
13-15*		Local codes to be developed; should be consistent with recommendations in Appendix 4
16	Q.605	
17	Q.606	
18	Q.607	
19	Q.608	
20	Q.609	
21-22	Q.610	
23	Q.611	
24	Q.612	
25	Q.613	
26-27	Q.614	
28-30*	Q.615	Local codes to be developed; should be consistent with recommendations in Appendix 4
31	Q.616	
32	Q.617	
--	Q.701	Not coded
--	Q.702	Not coded
33	Q.703	
34*	Q.704	The 'OTHER' category to be developed locally
35*	Q.705	To be developed locally
--	Q.706	Not coded
36	Q.707	
37	Q.708	
38-40*	Q.709	Local codes to be developed; should be consistent with recommendations in Appendix 4, with additional code 000 = never worked
41	Q.710	
42	Q.711	
43	Q.712	
44-45	Q.713	Code 01-98+
46	Degree of cooperation	

## 2. FERTILITY REGULATION MODULE

If this module is used, each respondent answers a common set of questions and then goes on to answering one of a number of specific sets of questions. These questions are distinguished, one set from another, by the different coloured paper on which they are printed. In each case, the first question is coded in column 19 of card 8. The last column to be used varies according to the set of questions that was answered.

Grey pages	Cols. 19-31
Pink pages	Cols. 19-57
Green pages	Cols. 19-27
Yellow pages	Cols. 19-24
Blue pages	Cols. 19-56

COLUMNS	SOURCE	COMMENTS
<i>Card 8</i>		
1-8	Identification	
9	Q.501	
10	Q.502	
11	Q.503	
12	Q.504	
13	Q.505	
14	Q.506	
15-16*	Q.507	See Appendix 3, contraceptive methods
17	Q.508	
18	Colour of page code	Grey = 1 Pink = 2 Green = 3 Yellow = 4 Blue = 5

GREY PAGES		
19	Q.509	
20	Q.510	
21*	Q.511	The 'OTHER' category to be developed locally
22-23*	Q.512	See Appendix 3, number of children wanted
24	Q.513	
25	Q.514	
26*	Q.515	The 'OTHER' category to be developed locally
27-28*	Q.516	See Appendix 3, number of children wanted
29	Q.517	
30-31*	Q.599	See Appendix 3, number of children wanted

PINK PAGES

19	Q.518	
20	Q.519	
21*	Q.520	The 'OTHER' category to be developed locally
22-23*	Q.521	See Appendix 3, number of children wanted
24	Q.522	
25	Q.523	
26-27*	Q.524	See Appendix 3, contraceptive methods
28	Q.525	
29	Q.526	
30-31*	Q.527	See Appendix 3, contraceptive methods
32	Q.528	
33	Q.529	
34	Q.530	
35	Q.531	
36-37*	Q.532	See Appendix 3, contraceptive methods
38	Q.533	
39	Q.534	
40-41*	Q.535	See Appendix 3, contraceptive methods
42	Q.536	
43	Q.537	
44	Q.538	
45	Q.539	
46*	Q.540	The 'OTHER' category to be developed locally
47-48*	Q.541	See Appendix 3, number of children wanted
49	Q.542	
50-51*	Q.543	See Appendix 3, contraceptive methods
52	Q.544	
53	Q.545	
54-55*	Q.546	See Appendix 3, contraceptive methods
56-57*	Q.599	See Appendix 3, number of children wanted

GREEN PAGE

19	Q.547	
20	Q.548	
21-22*	Q.549	See Appendix 3, number of children wanted
23	Q.550	
24	Q.551	
25	Q.552	
26-27*	Q.599	See Appendix 3, number of children wanted

YELLOW PAGES

19	Q.553	
20	Q.554	
21-22*	Q.555	See Appendix 3, number of children wanted
23	Q.556	
24-25*	Q.557	See Appendix 3, contraceptive methods
26	Q.558	
27-28*	Q.559	See Appendix 3, contraceptive methods
29	Q.560	
30	Q.561	
31	Q.562	
32	Q.563	
33-34*	Q.564	See Appendix 3, contraceptive methods
35	Q.565	
36-37*	Q.566	See Appendix 3, contraceptive methods
38	Q.567	
39	Q.568	
40	Q.569	
41-42*	Q.599	See Appendix 3, number of children wanted

BLUE PAGES

19	Q.570	
20-21	Q.571M	Code 01-12 for January-December
22-23	Q.571Y	Code last two digits only
24	Q.572	
25	Q.573	
26	Q.574	
27-28	Q.575M	Code 01-12 for January-December
29-30	Q.575Y	Code last two digits only
31	Q.576	
32	Q.577	
33	Q.578	
34-35*	Q.579	See Appendix 3, contraceptive methods
36	Q.580	
37	Q.581	
38-39*	Q.582	See Appendix 3, contraceptive methods
40	Q.583	
41	Q.584	
42-43	Q.585	See Appendix 3, contraceptive methods
44	Q.586	
45	Q.587	
46	Q.588	
47	Q.589	
48-49*	Q.590	See Appendix 3, contraceptive methods
50	Q.591	
51	Q.592	
52	Q.593	
53	Q.594	
54	Q.595	
55-56*	Q.599	See Appendix 3, number of children wanted

## APPENDIX 3

# Coding of Selected Questions

### QUESTION 212, 'YEARS AGO'

If, in answer to 'In what month and year did your (first, second, etc) birth occur?', the respondent gives number of 'YEARS AGO' rather than month and year, this can be indicated by:

- 1) coding 22 in the month field, columns 10-11, and
- 2) by coding number of years ago in the year field, columns 12-13.

The code 22 in the month field will indicate that the value in the year field is not a year of birth, but a value for 'YEARS AGO'.

If multiple births have been recorded, code 3333 in columns 10-13 for the second of twins, second and third of triplets, etc.

### QUESTION 215\*

Not Applicable	blank
Less than 1 month	1
1 month to less than 3 months	2
3 months to less than 6 months	3
6 months to less than 12 months	4
1 year to less than 2 years	5
2 years to less than 5 years	6
5 years to less than 10 years	7
10+ years	8
Not Stated	9

### QUESTION 229, 'D.K.' (QUESTION 230)

If 'D.K.' has been entered rather than a month and year this can be indicated by:

- 1) coding 22 in the month field, columns 26-27, and

\* If the module 'Factors other than Contraception Affecting Fertility' is used, this question should be coded into a two digit field in order to enable the recording of the exact number of months according to the following table:

Not Applicable	blank
Less than 1 month to less than 5 years	00-59
5 years to less than 10 years	77
10+ years	88
Not Stated	99

- 2) coding the birth after which the pregnancy occurred in the year field, columns 28-29; for example, if the pregnancy occurred between the second and third births, code 02 in the year field. If the pregnancy occurred before the first birth, code 00 in the year field.

The code 22 in the month field will indicate that the value in the year field is not a year, but a value for a birth order.

#### CONTRACEPTIVE METHODS

Questions in WFS Core Questionnaire: 314, 317, 505, 508, 530.

Questions in Fertility Regulation Module: 507, 524, 527, 532, 535, 543, 546, 557, 559, 564, 566, 579, 582, 585, 590.

Pill	01
IUD	02
Other female scientific	03
Douche	04
Condom	05
Rhythm	06
Withdrawal	07
Abstention	08
Female sterilization	09
Male sterilization (vasectomy)	10

Codes for other methods or combinations of methods will have to be developed locally.

#### NUMBER OF CHILDREN WANTED

Questions in WFS Core Questionnaire: 516, 519, 521, 531.

Questions in Fertility Regulation Module: 512, 516, 521, 541, 549, 555, 599.

The answer to these questions should normally be a single number, but quite often the woman has no definite idea of the number of children wanted, and may answer with a range of children wanted or even give an entirely verbal answer, i.e., without numbers. In the first case, if the answer given is a number between 0 and 21, code the number entered.

EXAMPLES:

If number given is 5, code 05.

If number given is 15, code 15.

NOTE: A leading zero should always be coded whenever the number entered is less than 10.

If the answer given is a number higher than 21, code 21.

EXAMPLES:

If number given is 22, code 21.

If number given is 25, code 21.

NOTE: If a number like 24 or 35 etc. has been entered, care should be taken to ensure that a number like 24 is not confused with a range 2–4, or a number 35 with a range 3–5, etc.

In the second case, if the answer given is a range, 'X–Y', code the range entered with the following exceptions:

1. If 'X' = 0 or 1, code 9 'Y'.
2. If 'Y' = 10, code 'X' 0.
3. If 'Y' > 10, code 98.

EXAMPLES:

1a. If range given is 0–1, code 91.

1b. If range given is 0–2, code 92.

1c. If range given is 1–2, code 92.

2a. If range given is 8–10, code 80.

2b. If range given is 9–10, code 90.

3a. If range given is 10–12, code 98.

3b. If range given is 15–17, code 98.

With all other ranges, code the range as entered in the questionnaire.

EXAMPLES:

If range given is 2–3, code 23.

If range given is 2–4, code 24.

If range given is 7–9, code 79.

In the third case, when the answer given is verbal, such as 'It's up to God', the code will have to be developed locally, using code values not used to code numeric answers, e.g., 81–88, 71–77, etc.

## APPENDIX 4

# Coding of Occupation

No single international classification of occupations is, or can be, adequate for all countries. Recognizing this, the WFS has not attempted to dictate to participating countries any particular coding scheme for occupation. But for the purpose of carrying out international comparisons, which is one of the objects of the WFS exercise, it is desirable that there be a certain standardization between countries. For this reason we have developed a one-digit, 9-category classification of occupations which will be used when the time comes for tabulations on an international scale.

The implication of the foregoing is not that we expect every country to use the code we have developed, but rather that whatever system it does use should be capable of being mapped into our categories. In general, we would expect countries to code occupation in two or three digits, as suits their needs. They will undoubtedly often use the classification developed by their respective labour ministries or statistical offices. However, before the national director adopts such a classification wholesale, we must request that he check that each of the national categories fits unambiguously into one, and only one, of the WFS groups. If there is some incompatibility, congruence can generally be achieved by simply splitting some of the categories of the national classification.

The classification we have developed is based on the *International Standard Classification of Occupations* (ISCO) developed by the International Labour Office in 1958, and later revised in 1968. Our grouping is intended for developing countries. Hence, more categories are devoted to occupations concentrated in the primary and tertiary sectors of the economy than is usual in international classifications. The grouping, and the manner in which it maps into ISCO, follow.

WFS GROUP	TITLE
1	Professional, technical, administrative, executive, and managerial workers.
2	Clerical and related workers.
3	Sales workers.
4	Farmers, farm managers and supervisors, fishers, hunters and related workers.
5	Non-self-employed agricultural and animal husbandry workers.
6	Private household workers: housekeepers, cooks, maids and related workers.
7	Other service and related workers, members of the armed forces.
8	Craftsmen; skilled and semi-skilled production workers and transport equipment operators.
9	Unskilled workers and labourers.

CONSTITUTION OF WFS GROUPS IN TERMS OF ISCO

WFS GROUP	INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATIONS-1968	
1	Major Groups	0/1
	Major Group	2
	Groups	3-1, 4-0, 5-0
2	Major Group	3 except: 3-1, 3-6, 3-70.30, 3-70.40 and 3-70.90
3	Major Group	4 except: 4-0
4	Minor Groups	6-0, 6-1, 6-4
5	Minor Group	6-2
6	Groups	5-20.30, 5-31.40, 5-40.30, 5-40.35, and 5-40.40
7	Groups	3-6, 3-70.30, 3-70.40, 3-70.90, 5-1, 5-2 (except 5-20.30), 5-3 (except 5-31.40), 5-40.50, 5-40.55, 5-40.60, 5-40.70, 5-40.90, 5-5, 5-6, 5-7, 5-8, 5-9
8	Minor Group	6-3
	Major Group	7 except: 7-11.05, 7-11.10
	Major Group	8
	Major Group	9 except: 9-71, 9-81, 9-86, 9-89.50, 9-89.90, 9-9
9	Groups	7-11.05, 7-11.10, 9-71, 9-81, 9-86, 9-89.50, 9-89.90, 9-9

## EXPLANATORY NOTES ON THE WFS OCCUPATIONAL GROUPING

WFS Group 1 comprises ISCO Major Groups 0/1 and 2 as well as Minor Groups 3-1, 4-0 and 5-0. The criterion for including these ISCO Minor Groups here is that we are interested in all managers, regardless of the field of endeavour (industry).

WFS Group 2 corresponds in general to ISCO Major Group 3. However, we have something of a sedentary bias and have hence removed transport conductors, postmen, messengers, and other office boys to WFS Group 7 (service workers).

WFS Group 4 includes, in addition to farmers and farm managers, peasant farmers and members of their immediate families who work the land. If a question arises as to whether a family, farming a plot of land, belongs in WFS Group 4 or 5, the decision must rest on the decision-making power of the family head *vis à vis* crops and land. If the head of the family is relatively free to decide what, where, when and how to plant (within constraints dictated by climatological and technological factors), he belongs in Group 4. If, on the other hand, he simply follows the instructions of someone else and has little or no decision-making power, he belongs in Group 5. This is the spirit behind the differentiation. The questions of the actual ownership of the land and/or disposition of the harvest are not crucial. If in a given country there are arrangements (e.g., cooperative farms) which are incongruent with the spirit of our differentiation, allowance can be made through the introduction of another category in the national classification.

Fishers and hunters are included in WFS Group 4 on the grounds that in developing countries they are often self-employed and hence similar to peasant farmers. Loggers, the other component of the ISCO Major Group 6, are normally not self-employed but are usually more skilled than ordinary farm labourers. Hence they have been placed in WFS Group 8 rather than Group 5.

WFS Groups 6 and 7 are distinguished from one another because domestic servants are numerous in most developing countries and at the same time comprise a social stratum quite distinct from that of other service workers.

Members of the armed forces are included in WFS Group 7 because their work is not unlike that of protective service workers, such as policemen. Countries may wish to reserve special categories for the armed forces, perhaps differentiated by rank. In most countries the question will be of little substantive importance, inasmuch as the survey is restricted to private households.

The partition of WFS Groups 8 and 9 represents an attempt to distinguish the skilled and semi-skilled workers from the unskilled and labourers. This latter group is quite numerous in developing countries and with respect to both social status and remuneration, is quite distinct from the group of skilled and semi-skilled workers.

It should be pointed out that the WFS classification is intended for both women and men. The following is a listing of occupational groupings at minor, and where necessary, at unit and even particular levels from the 1968 ISCO, organized in terms of the WFS groups. The ISCO code is shown in parentheses. (n.e.c. means not elsewhere classified).

## WFS GROUP 1

Physical scientists and related technicians	(0-1)
Architects, engineers and related technicians	(0-2, 0-3)
Aircraft and ships' officers	(0-4)
Life scientists and related technicians	(0-5)
Medical, dental, veterinary and related workers	(0-6, 0-7)
Statisticians, mathematicians, systems analysts and related technicians	(0-8)
Economists	(0-9)
Accountants	(1-1)
Jurists	(1-2)
Teachers	(1-3)
Workers in religion	(1-4)
Authors, journalists and related writers	(1-5)
Sculptors, painters, photographers and related creative artists	(1-6)
Composers and performing artists	(1-7)
Athletes, sportsmen and related workers	(1-8)
Professional, technical and related workers n.e.c.	(1-9)
Legislative officials and government administrators	(2-0)
Managers	(2-1)
Government executive officials	(3-1)
Managers (wholesale and retail trade)	(4-0)
Managers (catering and lodging services)	(5-0)

## WFS GROUP 2

Clerical supervisors	(3-0)
Stenographers, typists, card- and tape-punching machine operators	(3-2)
Book-keepers, cashiers and related workers	(3-3)
Computing machine operators	(3-4)
Transport and communications supervisors	(3-5)
Mail sorting clerks	(3-70.20)
Telephone and telegraph operators	(3-8)
Clerical and related workers n.e.c.	(3-9)

### WFS GROUP 3

Working proprietors (wholesale and retail trade)	(4-1)
Sales supervisors and buyers	(4-2)
Technical salesmen, commercial travellers and manufacturers' agents	(4-3)
Insurance, real estate, securities and business services salesmen and auctioneers	(4-4)
Salesmen, shop assistants and related workers	(4-5)
Sales workers n.e.c.	(4-9)

### WFS GROUP 4

Farm managers and supervisors	(6-0)
Farmers including peasant farmers	(6-1)
Fishermen, hunters and related workers	(6-4)

### WFS GROUP 5

Non-self-employed agricultural and animal husbandry workers	(6-2)
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### WFS GROUP 6

Housekeepers (private service)	(5-20.30)
Cooks (private service)	(5-31.40)
Housemaids (private service)	(5-40.20)
Personal maids, valets	(5-40.30)
Nursemaids	(5-40.35)
Companions	(5-40.40)

### WFS GROUP 7

Transport conductors	(3-6)
Postmen	(3-70.30)
Messengers	(3-70.40)
Other mail distribution clerks; office boys	(3-70.90)
Working proprietors (catering and lodging services)	(5-1)

Housekeeping and related service supervisors (except those in private service)	(5-2 except 5-20.30)
Cooks, waiters, bartenders and related workers (except cooks in private service)	(5-3 except 5-31.40)
Chambermaids	(5-40.50)
Hotel concierges	(5-40.55)
Ship's steward	(5-40.60)
Wardrobe mistresses (stage and studio)	(5-40.70)
Other maids and related housekeeping service workers	(5-40.90)
Building caretakers, charworkers, cleaners and related workers	(5-5)
Launderers, dry-cleaners and pressers	(5-6)
Hairdressers, barbers, beauticians and related workers	(5-7)
Protective service workers	(5-8)
Service workers n.e.c.	(5-9)

#### WFS GROUP 8

Loggers and other forestry workers	(6-3)
Production supervisors and general foremen	(7-0)
Miners, quarrymen, well drillers and related workers except general miners and general quarrymen	(7-1 except 7-11.05 & 7-11.10)
Metal processors	(7-2)
Wood preparation workers and paper makers	(7-3)
Chemical processors and related workers	(7-4)
Spinners, weavers, knitters, dyers and related workers	(7-5)
Tanners, fellmongers and pelt dressers	(7-6)
Food and beverage processors	(7-7)
Tobacco preparers and tobacco product makers	(7-8)
Tailors, dressmakers, sewers, upholsterers and related workers	(7-9)
Shoemakers and leather goods makers	(8-0)
Cabinetmakers and related woodworkers	(8-1)
Stone cutters and carvers	(8-2)
Blacksmiths, toolmakers and machine-tool operators	(8-3)
Machinery fitters, machine assemblers and precision instrument makers (except electrical)	(8-4)
Electrical fitters and related electrical and electronics workers	(8-5)
Broadcasting station and sound equipment operators and cinema projectionists	(8-6)

Plumbers, welders, sheet metal and structural metal preparers and erectors	(8-7)
Jewellery and precious metal workers	(8-8)
Glass formers, potters and related workers	(8-9)
Rubber and plastic product makers	(9-0)
Paper and paperboard products makers	(9-1)
Printers and related workers	(9-2)
Painters	(9-3)
Production and related workers n.e.c.	(9-4)
Bricklayers, carpenters and other construction workers	(9-5)
Stationary engine and related equipment operators	(9-6)
Material-handling and related equipment operators except dockers and freight handlers	(9-7 except 9-71)
Ship's engine-room ratings	(9-82)
Railway engine drivers and firemen	(9-83)
Railway brakemen, signalmen and shunters	(9-84)
Motor vehicle drivers	(9-85)
Transport equipment operators n.e.c. except pedal vehicle or other drivers of self-propelled vehicles	(9-89 except 9-89.50 & 9-89.90)

#### WFS GROUP 9

Miner (general)	(7-11.05)
Quarrymen (general)	(7-11.10)
Dockers and freight handlers	(9-71)
Ship's deck ratings, barge crews and boatmen	(9-81)
Animal and animal-drawn vehicle drivers	(9-86)
Pedal-vehicle drivers	(9-89.50)
Other transport equipment operators including those who pull rickshaws or handcarts	(9-89.90)
Labourers not elsewhere classified	(9-9)

