

## **INSTRUCTIONS FOR INTERVIEWERS**

**MULTIPLE INDICATORS CLUSTER SURVEY 2005**  
**(MICS 2005)**

## MICS3 QUESTIONNAIRES AND ELIGIBLE RESPONDENTS

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

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

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

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

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

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

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

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

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

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

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

The person to be interviewed for the Questionnaire for Children Under Five should be the mother or the primary caretaker (if the mother is not residing in the household or is deceased). If she/he is not at home or available for interview, try to find out when she/he will be available and return later. If she/he is not available and will not return at a time later that day when it is feasible to interview her/him, follow the instructions of your supervisor about the number of times you should attempt the interview.

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

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

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

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

**SURVEY COORDINATORS:** USE THE SECTION ON “DESIGN FEATURES” IN APPENDIX TWO TO PROVIDE INTERVIEWERS WITH A DETAILED LIST OF STANDARD CODING AND FORMATTING SYSTEM USED IN THE QUESTIONNAIRES.

## HOW TO HANDLE AN INTERVIEW

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

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

- Do not leave a question unanswered unless you have been instructed to skip the question. Questions left blank are difficult to deal with later. In the office it may look as though you forgot to ask the question. Always write in 0 when a zero answer is given. For some questions, the code “Doesn’t know” will already be provided, and after you are sure that the respondent is unable to provide you with an answer, you will be able to circle this response. In questions where a “Doesn’t know” response is not printed on the questionnaire, you must make sure to have the respondent come up with an answer. In exceptional cases where this may not be possible, indicate this on the questionnaire with a note.
- Record answers immediately. Write down any pertinent remarks made by other people present, and mention who the other people are. Check the whole questionnaire before you leave the household to be sure it is completed correctly.
- Thank the respondent for her (or his) cooperation. Remember the survey schedule, and remember that you are part of a team. Do not stay and talk for too long, but do not rush the interview either.

## GENERAL POINTS

### Dress neatly

Your appearance gives the respondent’s first impression of you. The way you dress will affect whether your interviewing is successful or not. Dress neatly and simply.

### Gain rapport with the respondent

Try not to arrive at the respondent’s house at an inconvenient time of day, such as a mealtime. Try to arrive when the respondent will not be too busy to answer questions.

Introduce yourself by name and show your identification. Explain the survey and why you want to interview the women in the household, exactly as your introduction tells you to.

Be prepared to explain what is meant by confidentiality and to convince respondents to participate if they are reluctant.

If the respondent refuses to be interviewed, note the reasons on the questionnaire, if possible.

Remain calm and polite at all times.

### Probe for adequate responses

Pause and wait if the respondent is trying to remember difficult items.

Ask the respondent to clarify him/her answer if necessary. You may be misunderstanding him/her.

Check for consistency between the answers a respondent gives. Treat the questionnaires as tools that you are using to converse with the respondent. Understand and remember the responses as much as possible, and if there is an inconsistency, ask the questions again.

## HOW TO FILL IN THE HOUSEHOLD QUESTIONNAIRE

The purpose of the Household Questionnaire is to provide information on general characteristics of the population and the households. You will use it to collect important information on a number of MICS3 indicators; to identify women who are eligible (qualified) to be interviewed with the Questionnaire for Individual Women and the mothers and primary caretakers of children under five who will be covered by the Questionnaire for Children Under Five.

Begin by saying the following to the respondent:

**WE ARE FROM THE STATISTICAL INSTITUTE OF JAMAICA. WE ARE WORKING ON A PROJECT CONCERNED WITH FAMILY HEALTH AND EDUCATION. I WOULD LIKE TO TALK TO YOU ABOUT THIS. THE INTERVIEW WILL TAKE ABOUT (*number*) MINUTES. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE IDENTIFIED. DURING THIS TIME I WOULD LIKE TO SPEAK WITH THE HOUSEHOLD HEAD AND ALL MOTHERS OR OTHERS WHO TAKE CARE OF CHILDREN IN THE HOUSEHOLD. MAY I START NOW?**

You may change the wording of these introductory sentences as appropriate. However, you must make sure to include the following when you are introducing yourself: The name of the implementing agency; the topic of the survey; approximate duration of the interview; confidentiality; and with whom you would like to speak with. If permission is given, begin the interview. If the respondent does not agree to continue, thank him/her and leave the household to go the next household. Later, discuss the refusal with your supervisor; you or another person from the team may attempt to interview the household for a second time. This will depend on your description of the refusal. However, remember that a household's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

## **HOUSEHOLD INFORMATION PANEL**

This is to be found on the first page of the questionnaire. It consists of an upper (HH1 to HH8) and a lower (HH9 to HH15) panel. The upper panel should normally be filled in before you approach the household. Your supervisor will have provided the necessary information to you when you are assigned the household.

**HH1. Cluster number**

Enter the cluster number as instructed by your supervisor.

**HH2. Household number**

Enter the household number as instructed by your supervisor.

**HH3. Interviewer name and number**

Enter your own name and identification number provided to you at the time of training.

**HH4. Supervisor name and number**

Enter your supervisor's name and identification number. You will be provided with your supervisor's identification number as soon as you know who you will be working with.

**HH5. Day/Month/Year of interview**

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

**HH6. Area**

Circle the code for area of residence as instructed by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or a rural area.

**HH7. Region**

This section will not be used in Jamaica.

**HH8. Name of head of household**

Enter the full name of the head of household (HH). If you are not given the name of the head of household prior to approaching the household, leave this blank and fill it in after completing the Household Listing, column HL2. In cases when the name of the household head given to you prior to approaching the household with the household head you identify in the Household Listing, change the name here and write down the name of the current household head.

Complete questions HH10, HH11, HH12, and HH14 once you have completed the Household Listing Form on page HH2 at the **back** of the questionnaire.

**HH10. Respondent to HH questionnaire**

Enter the name and line number (from the Household Listing, columns HL1 and HL2) of the respondent to the Household Questionnaire.

**HH11. Total number of household members**

Count the number of household members recorded in column HL1 of the Household Listing, and enter the total here.

**HH12. No. of women eligible for interview**

Enter the total number of women eligible for administering the Questionnaire for Individual Women – you will copy this from the row for totals at the bottom of the household listing, for HL6.

**HH14. No. of children under age 5**

Enter the total number of children under five eligible for interview from the row for totals at the bottom of the household listing, for HL8. You will be using the Questionnaire for Children Under Five to interview the mothers or primary caretakers of these children.

You will complete question HH9 as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13 and HH15 should be filled in once you have concluded all individual interviews in the household: i.e. all mothers or primary caretakers of under-fives have been interviewed, and questionnaires for each child under age 5 have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13 and HH15 should equal the total numbers of eligible women (HH12) and children under five (HH14) respectively. Since the maximum number of women interviewed with the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH15 and HH13. If unable to complete all or part of the interviews for this household, note details at the bottom of the page.

**HH9. Result of HH interview**

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

**HH13. No. of women questionnaires completed**

Once all of the women's questionnaires have been completed for a particular household, enter the number completed here.

**HH15. No. of child questionnaires completed**

Once all of the children under five questionnaires have been completed for a particular household, enter the number completed here.

**Interviewer/supervisor notes**

Use this space to record notes about the interview with this household, such as call-back times, incomplete individual interview forms, number of attempts to re-visit, etc. Record the reasons for any incomplete or blank forms for this household (eligible women modules, under-five questionnaires, or any household modules that are not completed). Record other information about the interview that you think is pertinent.

**HH16. Data entry clerk**

**HH17. Verifier**

The data clerk and verifier will enter his/her number in the space provided. Leave this space blank.

## **HOUSEHOLD LISTING FORM**

A household is a person or group of persons who usually live and eat together. Any adult member of the household can serve as respondent for this section. As described below, there are a number of modules in the Household Questionnaire that you have to administer to mothers and primary caretakers of children. Therefore, it can be an advantage if you begin the household questionnaire with a mother or primary caretaker. While you should not make a specific effort to ensure this, you will indeed start the interview with such persons in many cases, since in practice, these persons are more likely to be at home than, say, an adult male household member.

Note that the Household Listing Form includes **HL1. Line No.** This is the number used to identify each person listed. You must obtain a complete list of all persons who usually live in the household, but you do not need to fill in or do anything in this column since the numbers are already provided. This is a very important number, since once household members are assigned these line numbers as the household listing is being completed, they are identified with these line numbers throughout the questionnaires administered in this household.

You should begin by saying:

**FIRST, PLEASE TELL ME THE NAME OF EACH PERSON WHO USUALLY LIVES HERE, STARTING WITH THE HEAD OF THE HOUSEHOLD.**

List the head of the household in Line 01. List all household members (HL2), their relationship to the household head (HL3), and their sex (HL4). You should list all the adult members first and then list the children. When you have listed all the household members you should ask:

:

**ARE THERE ANY OTHERS WHO LIVE HERE – EVEN IF THEY ARE NOT AT HOME NOW? (THESE MAY INCLUDE CHILDREN AT SCHOOL OR AT WORK).** If yes, complete the listing.

Note that the household head is determined solely on the basis of what the respondent tells you. You are not required to assess who the household head is most likely to be, or whether the person stated as the household head has the necessary characteristics to be the household head.

Also note that if there are more than 12 household members, you will need to use an extra continuation sheet to record the additional household members. Please remember to change the line numbers of household members on the continuation sheet, to read 13, 14, 15, etc, and to tick the box provided at the top of the Household Listing indicating that a continuation sheet has been used.

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

### **HL2. Name**

Fill in the name of each household member, starting with the head of household (the person who is considered as being responsible for the household). It is up to the respondent to define who the head of the household is. The head of the household should always be on the first row of the list. Never contest the respondent's answer.

Also note that the names of household members will never be used for analysis purposes. However, recoding the names of all household members is important since you will be using these names to address the questions. You may need to write the surnames only once, and use “ for other members with the same surname.

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

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

If the head of the household is married to a woman who has a child from a previous marriage, that child's relationship to the head of the household should be coded as 14 (Adopted/Foster/Stepchild). If a household member is not related to the head of household, such as a friend who lives with the household, enter 15 (Not related). Enter '98' if the respondent doesn't know the relationship of a household member to the head of household.

**HL4. IS (*name*) MALE OR FEMALE?**

Circle '1' for 'Male' and '2' for 'Female'. Do not guess the sex of the household member from the name provided to you. When the respondent is listing everyone in the household, he/she may indicate the sex of the person at the same time, by saying "My sister Mary", for instance. In this case, you do not need to ask the sex of the household member again, since it is already obvious that the person is a female. However, when a name is mentioned that can be used for both males and females, never use your judgement; even in cases when you think that the name would most likely be a male's (or a female's) name, have the respondent to confirm the sex. This column should never be left blank.

As indicated above, if the household has more than 15 members, tick the box at the top of this page and use another listing page from another questionnaire. On this additional page, make sure that the line numbers of household members start from 16, by cancelling the pre-printed numbers and entering numbers starting from 16. Note that on this additional page, you will have to change the pre-printed relationship code of member line number 16 into the relationship code of the person to the household head.

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

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

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

This column should never be left blank.

If you have difficulty obtaining the ages of very elderly members of the household, you may enter the code “98”, meaning “Doesn’t Know/Over Age 50”. For household members younger than 50, completed ages must be entered.

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

**HL6. Circle line no. if woman is age 15-49.**

Circle the line number in this column if the household member is a woman between 15 and 49 years of age (this includes those aged 15 and 49). You will not ask this question to the respondent.

**HL7. For each child age 5-14: WHO IS THE MOTHER OR PRIMARY CARETAKER OF THIS CHILD?**

If the household member is a child between 5 and 14 years of age (this includes those aged 5 and 14), record the line number of his/her mother or primary caretaker in this column. Ask this question to the respondent if necessary.

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

If the household member is a child under the age of 5 (this includes those just born and those age 4, but not children who have completed 5 years of age), record the line number of his/her mother or primary caretaker in this column. Ask this question to the respondent if necessary.

**For children age 0-17 years ask HL9-HL12:**

For all children under 18, we want to know whether either of their own (natural) parents are listed in the Household Listing, and their survival status. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 years and more, HL9-12 will be left blank.

**HL8A. For adult household members age 18-59: HAS (name) BEEN VERY SICK FOR AT LEAST 3 MONTHS DURING THE PAST 12 MONTHS?**

By chronically ill we mean that the person was too sick to perform his/her normal activities at work or at home, such as cooking, cleaning, driving, or participating in activities. Also, we are asking whether the person was sick for a substantial amount of time, specifically for three months or longer of the prior 12 months. The episodes of illness do not need to be consecutive.

**For children age 0-17 years ask HL9-HL12A:**

For all children under 18, we want to know whether either of their own (natural) parents are listed in the Household Listing, and their survival status. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 years and more, HL9-12A will be left blank.

**HL9. IS (name's) NATURAL MOTHER ALIVE?**

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

Record whether or not the child’s natural mother is still alive by circling the code corresponding to the response given. If the child’s natural mother is not alive or if the respondent does not know, skip to HL11. Otherwise, continue to the question in the next column.

**HL10. If alive: DOES (name's) NATURAL MOTHER LIVE IN THIS HOUSEHOLD?**

If the natural mother is still alive, we want to know whether she lives in the household. If the mother does live in the household, ask who she is (she should be listed in the Household Listing if she lives in the household) and record her line number in the space provided. If the mother is not a member of the household (not listed in the household listing), record '00'.

**HL10A. If mother does not live in the household: HAS (name's) MOTHER BEEN VERY SICK FOR AT LEAST 3 MONTHS DURING THE PAST 12 MONTHS?**

Use the definition of 'very sick' from HL8A. Circle the code corresponding to the answer given. The question should be left blank if the mother lives in the household (See HL10).

**HL11. IS (name's) NATURAL FATHER ALIVE?****HL12. If alive: DOES (name's) NATURAL FATHER LIVE IN THIS HOUSEHOLD?**

Fill in these questions in exactly the same way with HL9 and HL10. This time, make sure to record the survival status and the line number of the natural (biological) fathers. If the father of the household member is not alive or his survival status is now known by the respondent, move to the next person on the list.

**HL12A. If father does not live in household: HAS (name's) FATHER BEEN VERY SICK FOR AT LEAST 3 MONTHS DURING THE PAST 12 MONTHS?**

Use the definition of 'very sick' as in HL8A. Circle the code corresponding to the answer given. This question should be left blank if the father lives in the household (See HL12).

**HL13 and HL14 A.**

These are household related questions and should be asked only once

**HL13. WHAT IS THE MAIN SOURCE OF INFORMATION ON NATIONAL ISSUES FOR THIS HOUSEHOLD?**

Circle the appropriate option based on the answer given by the respondent.

**HL14. WHAT IS DISTANCE TO THE NEAREST HEALTH CENTRE?**

Circle the code that best fits the answer given by the respondent. This is one of the questions that will be used to determine the remoteness of the dwelling. This is very important especially in the rural areas as it will aid in identifying deep rural households and communities.

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

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

Calculate the number of adults who have been very sick for 3 months during the past 12 months and record the number under “Very Sick”(HL8A). Calculate the number of mothers dead, number of mothers very sick, number of fathers dead, and number of fathers very sick respectively under HL9, HL10A, HL11, and HL12A.

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

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

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

## **EDUCATION MODULE**

This module is to be completed for all persons ages 5 and over. Proceed line by line, asking the questions for each household member who is eligible (age 5 or older), as you did when completing the Household Listing Form. Note that the lines corresponding to household members under 5 should remain blank.

**ED1. Line No:**

This is the number assigned to each person on the household listing form. The numbers in this column are already printed but you must remember that if a continuation sheet is used you will need to change the numbers on that sheet to 13, 14, 15 etc.

**ED1A. Name:**

Copy the names of each person age 5 and over from the household listing form (HL2), to their corresponding line numbers.

For each household member 5 years old or older, ask ED2 and ED3. These questions ask about educational attainment for all household members age 5 or older. (If children younger than 5 attend school or preschool, this information will be recorded in the Questionnaire for Children Under Five.) Any adult member of the household may provide this information for those not present.

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

Circle '1' if the answer is 'Yes' and go on to question ED3.

If the answer is 'No', circle '2' and go on to the next person except in the case of Individual No. 1 when you should go to question ED8.

The term "school" means formal schooling, which includes primary, secondary, and post-secondary schooling, as well as any other intermediate levels of schooling in the formal school system. This definition of school does not include Bible school or Koranic school, or short courses like typing, computing or sewing. However, it does include technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work.

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

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

If the person has been to school, record the highest level for school attended by circling the code for the response. You may need to probe for the type of school attended. Circle '8' for 'Doesn't know'.

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

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

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

Remember that person who are older than 24 years will skip ED 4 to ED8. For individual No. 1 you should skip to ED9 while for the other household members over age 24 you should go to the next person.

**ED4 – ED8**

For each household member 5-24 years of age (this includes those aged 5 and 24), ask ED4-ED8. These questions ask about school attendance of household members 5-24 years of age. While the ideal respondent for these questions would be the mother or primary caretaker, any adult member of the household may provide the information.

**ED4. DURING THE (2005-2006) SCHOOL YEAR, DID (*name*) ATTEND SCHOOL OR PRESCHOOL AT ANY TIME?**

Circle the code corresponding to the answer given. If ‘Yes’, continue to the next question. If ‘No’, skip to ED7.

Since the interview will be carried out during the school year, then the interviewer should ensure that the respondent is aware that she is referring to this current school year that started on September 5.

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

When asking this question, insert the name of the day of the interview. For example, if the interview is taking place on a Tuesday, ask: “**SINCE LAST TUESDAY, HOW MANY DAYS DID (*name*) ATTEND SCHOOL?**”

Note that the maximum number to be entered here should be ‘7’ and not ‘8’.

**ED6. DURING THIS SCHOOL YEAR, WHICH LEVEL AND GRADE IS (*name*) ATTENDING?**

Circle the code for the level of school, and enter the household member’s current grade. Circle ‘8’ for ‘DK’. Probe to determine the type of school, particularly to make sure if it is standard or non-standard curriculum, and those which are not even non-standard curriculum.,

Questions ED4, ED5 and ED6 collect information on the school attendance of household members during the current school year 2005-2006. Questions ED7 and ED8 collect information on the school attendance of household members during the previous school year 2004-2005.

**ED7. DID (*name*) ATTEND SCHOOL OR PRESCHOOL AT ANY TIME DURING THE PREVIOUS SCHOOL YEAR, THAT IS (2004-2005)?**

If the child attended school at any time during the last school year, circle ‘1’. If the answer is ‘No’ or ‘DK’, circle the appropriate code and go to the household member on the next line.

**ED8. DURING THAT PREVIOUS SCHOOL YEAR, WHICH LEVEL AND GRADE DID (*name*) ATTEND?**

Circle the code for the level of school attended and fill in the child’s grade or enter ‘8’ if the respondent doesn’t know the level and/or ‘98’ if the respondent doesn’t know the grade. If the child was in preschool or kindergarten, and grades are not used, omit the grade.

**ED9 – ED10**

These are two more questions that will be used to determine the remote and deep rural households and communities. They should be asked of Individual No. 1 only.

**ED9. WHAT IS THE DISTANCE TO THE NEAREST PRIMARY SCHOOL?**

Circle the code for the option that best fits the answer given by the respondent.

**ED10. WHAT IS THE DISTANCE TO THE NEAREST SECONDARY SCHOOL?**

Circle the code for the option that best fits the answer given by the respondent.

## WATER AND SANITATION MODULE

The purpose of the first two questions of this module is to assess the type of the household water used for drinking as well as for other purposes such as cooking and hand washing.

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

- ‘11’ - Piped into dwelling, also called a house connection, is defined as a water service pipe connected with in-house plumbing to one or more taps, e.g. in the kitchen and/or bathroom.
- ‘12’ – Piped water to yard/plot, also called a yard connection, is defined as a piped water connection to a tap placed in the yard or plot outside the house.
- ‘13’ - A public tap or standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete.
- ‘31’ - A protected dug well is a dug well that is protected from run-off water through well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole.
- ‘32’ - An unprotected dug well is a dug well for which either one of the following condition is true: 1) the well is not protected from run-off water; or 2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.
- ‘41’ - A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a “spring box” which is constructed of brick, masonry, or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution.
- ‘42’ - An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a “spring box”
- ‘51’ - Rainwater collection refers to rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern until used.
- ‘61’ - A tanker-truck water source transports and sells water by means of a tanker truck.
- ‘81’ - Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals, and irrigation channels from which water is taken directly.
- ‘91’ - Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles – this should not be coded as bottled water.

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

Circle the code for the most usual source. If several sources are mentioned, probe to determine the most usual source. If the source varies by season, record the source for the season of the interview. Note that the next question is only asked if the response to this question is ‘Bottled water’. You should skip WS2 if the response to WS1 is other than ‘Bottled water’.

If the response is ‘Piped into dwelling’ or ‘Piped into yard/plot’, circle ‘11’ or ‘12’, respectively, and skip to WS5. Otherwise, skip to WS3.

### **WS2. WHAT IS THE MAIN SOURCE OF WATER USED BY YOUR HOUSEHOLD FOR OTHER PURPOSES SUCH AS COOKING AND HAND WASHING?**

This question should only be asked to household who use ‘Bottled water’ for drinking. Circle the code for the most usual source. If the source varies by season, record the source for the season of the interview. If the most usual source of non-drinking water is ‘Piped into dwelling’ or ‘Piped into yard/plot’, circle ‘11’ or ‘12’, respectively, and skip to WS5. Otherwise continue to the next question.

**WS3. HOW LONG DOES IT TAKE TO GO THERE, GET WATER, AND COME BACK?**

This question is used to find out how convenient the source of drinking water is to the dwelling. Note that the question is asked for water sources coded as 13-81 and 96 in WS1, or water sources coded as 13-96 in WS2.

Fill in the estimated number of minutes (converting from hours, if necessary) it takes by the usual mode of transport to get to the water source, wait to get water, and get back to the dwelling. Use zero(s) preceding the number if less than 100 minutes (e.g. '060' or '005'). Then continue to the next question.

If the water source is on the dwelling premises or if water is delivered to the dwelling by a vendor, circle '995' for 'Water on premises' and skip to WS5. If the respondent does not know how long it takes circle '998' and continue on to the next question.

**WS4. WHO USUALLY GOES TO THIS SOURCE TO FETCH THE WATER FOR YOUR HOUSEHOLD?**

The purpose of this question is to know the age and gender of the person who usually performs the task of hauling water. This will give an understanding of whether water hauling responsibilities are given to members of a particular sex or age group.

Circle the code that corresponds with the response or '8' if the respondent does not know. When the name of the person who fetches the water is given, the age and gender of household members can be easily determined by referring to the Household Listing Form (HH2). If not a household member then you will have to probe in order to ascertain the age and gender of that person. (**Probe: IS THIS PERSON UNDER AGE 15? WHAT SEX IS THIS PERSON?**) Adult refers to anyone age 15 or over, regardless of whether he/she is a household member. Child refers to anyone under the age of 15, regardless of whether he/she is a household member.

**WS5 and WS6**

The purpose of the following two questions, WS5 and WS6, is to determine whether the household drinking water is treated within the household and if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.

**WS5. DO YOU TREAT YOUR WATER IN ANY WAY TO MAKE IT SAFER TO DRINK?**

Circle '1' if 'Yes', and continue to the next question. If 'No' or 'DK', circle '2' or '8', respectively, and skip to WS7.

**WS6. WHAT DO YOU USUALLY DO TO THE WATER TO MAKE IT SAFER TO DRINK?**

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink – do not use your judgement, and record the response. Record all items mentioned (for example, the household may be using filtering and adding chlorine at the same time). Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent DOESN'T KNOW.

Definitions of various methods of water treatment are as follows:

- 'A' - Boil refers to boiling or heating water with fuel.
- 'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.

- ‘C’ - Strain it through a cloth refers to pouring water through a cloth which acts a filter for collecting particles from the water.
- ‘D’ - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from water.
- ‘E’ - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.
- ‘F’ - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

Questions **WS7, WS8, and WS9** are about the toilet facility household members use.

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

The purpose of this question is to obtain a measure of the cleanliness of the sanitary facility used by the household members.

It may be necessary to observe the facility. If so, ask permission to do so. If the respondent answers or it is observed that the household members have no facilities or use the bush or field, enter ‘95’ for ‘No facilities or bush or field’ and skip to the next module. If any of the flush or pour flush responses (11-15), probe: “**WHERE DOES IT FLUSH TO?**” Circle the code corresponding to the response given.

Definitions of various types of toilet facilities are as follows:

- A flush toilet uses a cistern or holding tank for flushing water and has a water seal, which is a U-shaped pipe, below the seat or squatting pan that prevents the passage of flies and odours. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used).
  - ‘11’ - A piped sewer system is a system of sewer pipes, also called sewerage, that is designed to collect human excreta (faeces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater.
  - ‘12’ - A septic tank is an excreta collection device and is a water-tight settling tank normally located underground, away from the house or toilet.
  - ‘13’ - A flush/pour flush to pit latrine refers to a system that flushes excreta to a hole in the ground.
  - ‘14’ - A flush/pour flush to somewhere else refers to excreta being deposited in or nearby the household environment (not into pit, septic tank, or sewer); excreta may be flushed to the street, yard/plot, drainage way or other location
  - ‘15’ - Flush to unknown place/not sure/DK where should be coded in cases when the respondent knows that the toilet facility is a flush toilet, but does not know where it flushes to.
- ‘21’ - A ventilated improved pit latrine or VIP is a type of pit latrine that is ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark.
- ‘22’ - A pit latrine with slab uses a hole in the ground for excreta collection and has a squatting slab, platform or seat that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit.
- ‘23’ - A pit latrine without slab uses a hole in the ground for excreta collection and does not have a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected.

- ‘31’ - A composting toilet is a toilet into which excreta and carbon-rich material are added (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce inoffensive compost.
- ‘41’ - Bucket refers to the use of a bucket or other container for the retention of faeces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal.
- ‘51’ - A hanging toilet or hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly.
- ‘95’ - No facilities or bush or field includes excreta wrapped and thrown with garbage, cat method, defecation in the bush or field or ditch, and defecation into surface water (drainage channel, beach, river, stream and sea).

**WS8 and WS9**

The purpose of the following two questions is to determine whether the household shares their sanitation facility with other households. The shared status of a sanitation facility is important because shared facilities can be less hygienic than facilities used by only a single household. Unhygienic conditions (faeces on the floor, seat or wall and flies) may discourage use of the facility.

**WS8. DO YOU SHARE THIS FACILITY WITH OTHER HOUSEHOLDS?**

Circle the code corresponding to the response given. If ‘No’, go to the next module.

**WS9. HOW MANY HOUSEHOLDS IN TOTAL USE THIS TOILET FACILITY?**

The total number of households using this facility should include the household being interviewed. If less than ten households use this toilet facility, enter the number of households on the line provided. Circle ‘10’ if ten or more households use this toilet facility. Note that ‘01’ is not a valid response that you can enter (which means that it is only this household which uses the facility; if that is the case, you should go back to WS8 and correct the response there). Circle ‘98’ for the response ‘DK’.

**CHILDREN ORPHANED AND MADE VULNERABLE**

This module is made up of two sections: The first section identifies households where there is at least one adult age 18-59 who was very sick for 3 months during the past 12 months and died. This is one of the criteria for identifying if there are eligible children age 0-17 for this module, in addition to the criteria in the Household Listing module. The second section asks about different types of support provided to children 0-17 in such households.

Note that the module is administered only if there is at least one child age 0-17 residing in the household.

**OV1. Check HL5: any children 0-17?**

Check the column HL5 for the entire household to see if there are any children 0-17 years of age (including age 17). If 'Yes', check the corresponding box, and continue to the next question. If 'No', check the second box and go to the next module.

**OV2. I WOULD LIKE YOU TO THINK BACK OVER THE PAST 12 MONTHS. HAS ANY USUAL MEMBER OF YOUR HOUSEHOLD DIED IN THE LAST 12 MONTHS?**

Care should be taken to determine whether or not the death was within the last 12 months. It can be helpful to probe the respondent by asking if they remember what month the person died, if they are having trouble remembering if the death was more or less than a year ago. Circle the code corresponding to the answer given. If the answer is 'Yes', continue to the next question. If the answer is 'No', skip to OV5.

**OV3. (OF THOSE WHO DIED IN THE PAST 12 MONTHS) WERE ANY OF THESE PEOPLE BETWEEN THE AGES OF 18 AND 59?**

Circle the code corresponding to the answer given. If the answer is 'No', skip to OV5.

**OV4. (OF THOSE WHO DIED IN THE PAST 12 MONTHS AND WERE BETWEEN THE AGES OF 18 AND 59) WERE ANY OF THESE PEOPLE SERIOUSLY ILL FOR 3 OF THE 12 MONTHS BEFORE HE/SHE DIED?**

Circle the code corresponding to the answer given.

A person should be considered as 'seriously ill' if he/she was too sick to perform his/her normal activities at work or at home, such as cooking, cleaning, driving, or participating in activities. Also, we are asking whether the person was sick for a substantial amount of time, specifically for three months or longer of the prior 12 months. The episodes of illness do not need to be consecutive.

If 'Yes', skip to OV8 to ask about support systems to households with children – A 'Yes' answer to this question means that there is at least one adult who died during the past 12 months, who was 18-59 years of age and had been seriously ill for at least 3 months. If 'No', continue with the filter in Question OV5.

**OV5. Return to the Household Listing and check the following:**

1. Whether the total number of mothers dead is higher than 0 or the total number of fathers dead is higher than 0 (from HL9 and HL11).
2. Whether the number of adults age 18-59 in the household who were very sick for at least 3 months during the past 12 months is higher than 0.
3. Whether the number of mothers or fathers who are not living in the household were very sick for at least 3 months during the past 12 months is higher than 0.

If any of these totals are higher than 0, this means that the household contains orphaned or vulnerable children and questions OV8 – OV 18 should be asked.

**OV8. List all children aged 0-17 years. Record names, line numbers and ages of all children beginning with the first child, and continue in order in which listed in the household listing module. Use a continuation sheet if there are more than 4 children aged 0-17 years in the household. Ask all questions for one child before moving to the next child.**

All children in the household are considered vulnerable if there is a ‘Yes’ response to question OV4, or if any of the checks in OV5 are for any of the options starting with the phrase “At least one...”. Thus all children will be listed in this module. If there are more than 4 children in the household a separate questionnaire should be used for those children. Be sure to ask questions OV10-OV18 for the 1st child before you start with the 2nd child.

**OV9** contains a statement that should be read to the respondent before starting on the questions OV10-OV18 for each child. Note that the respondent to this module can be the main respondent to the Household Questionnaire, and not necessarily the mothers or primary caretakers of children listed below OV8.

**OV9. I WOULD LIKE TO ASK YOU ABOUT ANY FORMAL, ORGANIZED HELP OR SUPPORT THAT YOUR HOUSEHOLD MAY HAVE RECEIVED FOR (NAME) AND FOR WHICH YOU DID NOT HAVE TO PAY. BY FORMAL ORGANIZED SUPPORT I MEAN HELP PROVIDED BY SOMEONE WORKING FOR A PROGRAM. THIS PROGRAM COULD BE GOVERNMENT, PRIVATE, RELIGIOUS, CHARITY, OR COMMUNITY-BASED. REMEMBER THIS SHOULD BE SUPPORT FOR WHICH YOU DID NOT PAY.**

We are not asking about **all** the help and support that a household may have received for a child; we are asking specifically about formal, organized support that came from an organization. The types of support we want to know about for purposes of this survey are:

- formal, organized support (government, private, religious, charity, NGO, community based);
- provided free of charge, the household did not have to pay, or
- the help was provided specifically for the child.

As an example of the kind of help to include or not include: a neighbour acting on her own, cooking meals for the family because the mother is too sick to cook meals. While this help is of great importance to the household, if the neighbour is acting on her own good heart, we will not include it here. However, if that neighbour is working for an organization and part of her task at that organization is to provide meals (for free) for people who are too sick to cook for themselves, then we will include that type of help in this section.

Each time the respondent admits to receiving help we would like to know the type of organization that is/was providing the help.

**OV10. NOW I WOULD LIKE TO ASK YOU ABOUT SUPPORT YOUR HOUSEHOLD RECEIVED FOR (name). IN THE LAST 12 MONTHS, HAS YOUR HOUSEHOLD RECEIVED ANY MEDICAL SUPPORT FOR (name), SUCH AS MEDICAL CARE, SUPPLIES, OR MEDICINE?**

Circle the code corresponding to the answer given. If no support go to OV11.

**OV10A WHAT WAS THE SOURCE OF THE SUPPORT?**

Circle the code corresponding to the answer given.

**OV11. IN THE LAST 12 MONTHS, HAS YOUR HOUSEHOLD RECEIVED ANY EMOTIONAL OR PSYCHOLOGICAL SUPPORT FOR (*name*), SUCH AS COMPANIONSHIP, COUNSELING FROM A TRAINED COUNSELOR, OR SPIRITUAL SUPPORT, WHICH YOU RECEIVED AT HOME?**

Circle the code corresponding to the answer given. If the household did not receive support of this kind for the child, skip to OV13.

**OV12. DID YOUR HOUSEHOLD RECEIVE ANY OF THIS SUPPORT IN THE PAST 3 MONTHS?**

The medical support would have been provided in the previous 3 months, free of charge for a ‘Yes’ response to be appropriate. This question is asked for 3 months, in addition to 12 months, because this sort of assistance is needed more regularly than other types of support. Circle the code corresponding to the answer given.

**OV12A WHAT WAS THE SOURCE OF THE SUPPORT?**

Circle the code corresponding to the answer given.

**OV13. IN THE LAST 12 MONTHS, HAS YOUR HOUSEHOLD RECEIVED ANY MATERIAL SUPPORT FOR (*name*), SUCH AS CLOTHING, FOOD OR FINANCIAL SUPPORT?**

Circle the code corresponding to the answer given. If the household did not receive support of this kind for the child, skip to OV15.

**OV14. DID YOUR HOUSEHOLD RECEIVE ANY OF THIS SUPPORT IN THE PAST 3 MONTHS?**

The material support would have been provided in the previous 3 months, free of charge for a ‘Yes’ response to be appropriate. This question is asked for 3 months, in addition to 12 months, because this sort of assistance is needed more regularly than other types of support. Circle the code corresponding to the answer given.

**OV14A WHAT WAS THE SOURCE OF THE SUPPORT?**

Circle the code corresponding to the answer given.

**OV15. IN THE LAST 12 MONTHS, HAS YOUR HOUSEHOLD RECEIVED ANY SOCIAL SUPPORT FOR (*name*), SUCH AS HELP IN HOUSEHOLD WORK, TRAINING FOR A CAREGIVER, OR LEGAL SERVICES?**

Circle the code corresponding to the answer given. If the household did not receive support of this kind for the child, skip to OV17.

**OV16. DID YOUR HOUSEHOLD RECEIVE ANY OF THIS SUPPORT IN THE PAST 3 MONTHS?**

The social support would have been provided in the previous 3 months, free of charge for a ‘Yes’ response to be appropriate. This question is asked for 3 months, in addition to 12 months, because this sort of assistance is needed more regularly than other types of support. Circle the code corresponding to the answer given.

**OV10A WHAT WAS THE SOURCE OF THE SUPPORT?**

Circle the code corresponding to the answer given.

**OV17. Check OV8 for age of child:**

The remaining questions (OV18 and OV18A) are only for children ages 5-17. If a child is less than 5, check the first box and skip to the next child. If there is no other child in the roster, skip to the next module.

**OV18. IN THE LAST 12 MONTHS, HAS YOUR HOUSEHOLD RECEIVED ANY SUPPORT FOR (*name’s*) SCHOOLING, SUCH AS ALLOWANCE, FREE ADMISSION, BOOKS OR SUPPLIES?**

Ask whether any support was given for the child that was related to school, such as books, supplies, or monetary compensation. Circle the code corresponding to the answer given. If no support was received go to the next child in the roster or skip to the next module if there are no more children

**OV10A WHAT WAS THE SOURCE OF THE SUPPORT?**

Circle the code corresponding to the answer given.

## CHILD LABOUR MODULE

This module is to be administered to the mother or primary caretaker of each child resident in the household age 5 through 14 years (this includes those age 5 and age 14). For household members below age 5 or above age 14, rows should be left blank.

### **CL1. Line no:**

This is the number assigned to each person on the household listing form. You do not need to fill in or do anything in this column since the numbers are already provided.

Explain, “**NOW I WOULD LIKE TO ASK ABOUT ANY WORK CHILDREN IN THIS HOUSEHOLD MAY DO.”**

### **CL2. Name:**

Insert the child’s name, copying from the Household Listing, column HL2. This is included to prevent confusion during the interview.

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

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

If the answer is ‘Yes’, ask if the work was done for pay in cash or kind. Circle ‘1’ if work was done for pay in cash or kind. Circle ‘2’ if work was not done for any form of pay. If ‘1’ or ‘2’ is circled, continue to the next question. If no work was done by that child in the past week, circle ‘3’ and skip to CL5.

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

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

### **CL5. AT ANY TIME DURING THE PAST YEAR, DID (name) DO ANY KIND OF WORK FOR SOMEONE WHO IS NOT A MEMBER OF THIS HOUSEHOLD? If yes: FOR PAY IN CASH OR KIND?**

CL5 is essentially the same question as CL3; this time the reference period is one year rather than the last one week. Continue with the next question after you have circled the response in this question.

### **CL6. DURING THE PAST WEEK, DID (name) HELP WITH HOUSEHOLD CHORES SUCH AS SHOPPING, COLLECTING FIREWOOD, CLEANING, FETCHING WATER, OR CARING FOR CHILDREN?**

As was explained in CL3, “the past week” refers to the seven days preceding the interview day.

Circle ‘1’ if ‘Yes’, and continue to the next question. If ‘No’, circle ‘2’ and skip to CL8.

**CL7. If yes: SINCE LAST (*day of the week*), ABOUT HOW MANY HOURS DID HE/SHE SPEND DOING THESE CHORES?**

Insert the estimated number of hours the child spent doing household chores in the past seven days. Make sure the mother/primary caretaker understands what you mean by “since last (day of the week)” – specify the name of today’s weekday, just as you did for CL4.

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

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

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

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

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

## CHILD DISCIPLINE MODULE

The purpose of this module is to obtain information to assess the use of a variety of physical and verbal ways of disciplining children. The module includes items to measure a range of discipline and punishment responses, from non-violent discipline to types of psychological discipline methods to moderate and severe physical means of disciplining children.

The module has a unique structure and approach. You will use the first part to select, randomly, the child for whom you will be asking the questions CD11-CD13. These questions are placed in the second part of the module, and are designed to collect information about disciplinary methods used by the mother or primary caretaker for the selected child. ***If the respondent is hesitant or expresses a concern about answering these questions try to reassure them that their answers will be treated confidentially and the information will not be passed on to any other agency Do you think this should be included?***

**TABLE 1** is used to list all **CHILDREN AGED 2-14 YEARS ELIGIBLE FOR CHILD DISCIPLINE QUESTIONS**. As described in the module itself, you will review the household listing and list each of the children aged 2-14 years in the table in order according to their line number (HL1). You should not include other household members outside of the age range 2-14 years. One by one, record the line number (HL1), name (CD3), sex (HL4), age (HL5), and line number of mother or primary caretaker, from HL7 or HL8, as described below. Then record the total number of children aged 2-14 in the box provided (CD7).

**CD1. Rank number:**

This is the number used to identify the one child randomly chosen for this module. You do not need to fill in or do anything in this column since the numbers are already provided.

**CD2. Line number:**

This is the number used to identify each child from the household list who is eligible for this module. Go to the Household Listing and list below each of the children aged 2-14 years (including those age 2 and those age 14) in order according to their line number (HL1). Do not include other household members outside of the age range 2-14 years.

It is very important that you list all eligible children in order according to their line number. Failure to do so may result in the failure to select the child with a random procedure and may introduce bias in the selection process.

**CD3. Name:**

Insert the name of each eligible child in this column next to his/her line number, copying from the Household Listing, column HL2.

**CD4. Sex:**

Record the child's sex from HL4.

**CD5. Age:**

Record the child's age from HL5.

**CD6. Line no. of mother/ caretaker:**

Record the line number of the child's mother or primary caretaker, from HL7 or HL8.

**CD7. Total children 2-14:**

Count the number of children and record the total number of children aged 2-14 in the box provided.

If there is only one child age 2-14 years in the household, then skip table 2 and go to CD9; write down the rank number of the child and continue with CD11, to administer the questions on child discipline to the mother or the primary caretaker of the child.

If there is more than one eligible child on the list, go on to fill in Table 2.

**TABLE 2** is used for **THE SELECTION OF RANDOM CHILD FOR CHILD DISCIPLINE QUESTIONS**. The table is used if there is more than one child age 2-14 in the household.

Go to the cover page of this questionnaire and find the last digit of the questionnaire/serial number. Find the row with that digit in CD8.

Check the total number of eligible children (2-14) in CD7. Find the column with that digit in CD8. Find the box where this row and this column meet and circle the number that appears in that box. Record the number you have circled in CD9. This is the rank number of the child selected for the child discipline questions.

After you have completed these tables and found the rank number of the selected child, continue:

***CD11. Write name and line no. of the child selected for the module from CD3 and CD2, based on the rank number in CD9.***

Now go back to Table 1 and find this rank number (CD9) in the list in column CD1. Record the line number and name of this selected child from Table 1 in CD11 on the next page.

The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way – do not let your voice reflect approval or disapproval of the various discipline methods mentioned

First, start with the introductory sentence in CD12.

***CD12. ALL ADULTS USE CERTAIN WAYS TO TEACH CHILDREN THE RIGHT BEHAVIOUR OR TO ADDRESS A BEHAVIOUR PROBLEM. I WILL READ VARIOUS METHODS THAT ARE USED AND I WANT YOU TO TELL ME IF YOU OR ANYONE ELSE IN YOUR HOUSEHOLD HAS USED THIS METHOD WITH (name) IN THE PAST MONTH.***

Ask the selected child's mother or primary caretaker the questions in the Child Discipline Module, beginning with CD12A. It is important to mention that we are interested in knowing only about what may have occurred during the past month – the 30 days preceding the survey.

When asking the questions, remind the respondent, from time to time, that you are asking about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions up to CD12K.

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

"Privileges" means a right or a benefit that is not available to everyone. As children get older, parents/caretakers often extend privileges not available to a very young child. If you must explain what this question means, first try by asking each prompting question separately. If you need to give

examples, try to phrase these questions appropriately for the child's age. Did you (or someone else in the household) forbid (name) from leaving the house or from going outside for a time? Did you (or someone else in the household) prohibit (name) from doing something he/she usually does, such as playing with friends or watching TV? For a young child, you might include such things as 'forbidding him/her to have sweets', etc.

**CD12B. EXPLAINED WHY SOMETHING (THE BEHAVIOUR) WAS WRONG?**

When a child does something wrong, some parents/caretakers try to teach the child not to repeat the behaviour by explaining why they consider the behaviour to be wrong. For example, a young child playing with matches may be told not to do so, because h/she could accidentally start a fire.

**CD12C. SHOOK HIM/HER.**

Some parents/caretakers may shake (pick the child up or take him/her by the shoulders or other part of the body) and shake the child back and forth or more than once. This is a method some parents may use to punish a child for bad behaviour. They may use this method alone, or combine this form of punishment together with other actions or methods to teach the child.

**CD12D. SHOUTED, YELLED AT OR SCREAMED AT HIM/HER.**

A parent/ caretaker may raise his or her voice when a child does something h/she considers wrong.

**CD12E. GAVE HIM/HER SOMETHING ELSE TO DO.**

This item is designed to capture another non-violent discipline technique, diverting the child's attention from the incorrect behaviour. A parent/caretaker may try to distract the child from doing the unsuitable behaviour by giving the child something else to do in its place. If the respondent does not understand, you may add a probe: "This means distracting the child or helping the child pay attention to something else."

**CD12F. SPANNED, HIT OR SLAPPED HIM/HER ON THE BOTTOM WITH BARE HAND.**

Spanking a child on the bottom with a bare hand is a form of physical punishment used by some parents/caretakers.

**CD12G. HIT HIM/HER ON THE BOTTOM OR ELSEWHERE ON THE BODY WITH SOMETHING LIKE A BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT.**

Hitting a child with a hard object (this includes a belt) is a more severe form of physical punishment used by some parents/caretakers. It is considered more severe than spanking because more force can be exerted with a hard object than with a bare hand. Some parents/caretakers use this form of punishment to teach a child not to engage in a bad behaviour. Remember, you are asking if the method of punishment was used with this child during the previous 30 days.

**CD12H. CALLED HIM/HER DUMB, LAZY, OR ANOTHER NAME LIKE THAT.**

Some parents/caretakers use verbal abuse to teach a child not to engage in a bad behaviour.

**CD12I. HIT OR SLAPPED HIM/HER ON THE FACE, HEAD OR EARS.**

This asks if the parent/caretaker (or someone else in the household) slapped the child on the head or in the face, or on one or both ears. As before, slapping or hitting refers to an action carried out with a bare hand. (All questions using these terms refer to use of a bare hand, unless another object is explicitly mentioned.) Repeat this question slowly, and be sure to wait for an answer before going on to CD12J.

**CD12J. HIT OR SLAPPED HIM/HER ON THE HAND, ARM, OR LEG.**

This question is different from the previous question (CD12I) because it asks whether the child was slapped or hit with a bare hand on the extremities – hand or hands, arm(s), or leg(s).

**CD12K. BEAT HIM/HER UP WITH AN IMPLEMENT (HIT OVER AND OVER AS HARD AS ONE COULD).**

This is the most severe form of physical punishment we ask about in this module. This question refers to punishment using a soft or hard object such as a stick, belt, cane, or other object to beat the child repeatedly.

**CD12L.DID (NAME) EVER REQUIRE MEDICAL ATTENTION AFTER A BEATING.**

Code yes if after a beating the child was taken to a medical practitioner whether or not he/she was treated or given medication.

Kenneth, Merville do you agree with the comment above?

**CD13. DO YOU BELIEVE THAT IN ORDER TO BRING UP (RAISE, EDUCATE) (*name*) PROPERLY, YOU NEED TO PHYSICALLY PUNISH HIM/HER?**

This question is designed to capture attitudes toward discipline and should be asked last, after asking about parental/caretaker disciplinary behaviour. The question asks the parent/caretaker for their own opinion of whether it is necessary to use physical punishment when teaching the child to behave properly. Do not be surprised if a mother or a caretaker who has indicated in the previous questions that she/he has used various forms of physical punishment responds to this question that she/he does not believe in such punishment.

If the respondent states that she/he has no opinion on this or that she/he does not know, circle '8'

**DISABILITY**

This module is to be administered to the mother or primary caretaker of each child resident in the household age 2 through 9 years (this includes those age 2 and age 9). For household members below age 2 or above age 9, rows should be left blank.

**DA1. Line No:**

This is the number used to identify each child eligible for this module. You do not need to fill in or do anything in this column since the numbers are already provided.

**DA2. Child's name:**

For each child in the household 2-9 years of age, insert the child's name in this column next to his / her line number (from Household Listing HL1), copying from the Household Listing, column HL2. This is included to prevent confusion during the interview. For all other household members below age 2 or above age 9, leave the space next to their line numbers blank.

Now, read the introduction to this module to the mother or primary caretaker of each child by saying:  
**I WOULD LIKE TO ASK YOU IF ANY CHILD IN THIS HOUSEHOLD AGED 2 THROUGH 9 HAS ANY OF THE HEALTH CONDITIONS I AM GOING TO MENTION TO YOU.**

Next, ask the following questions DA3 through DA13 about each child, in turn. Ask the entire set of questions about the first child, and then go on to ask about the next child in the list, asking the entire set of questions about the next child, until you have recorded answers for each child listed. In cases when there is more than one mother/primary caretaker for children listed in the module, complete asking questions on the children of the first mother/primary caretaker, then move to the next mother/primary caretaker.

Circle '1' for 'Yes' and '2' for 'No' in all questions in this module. Insert the child's name in the question. Read out the entire question as it is written.

**DA3. COMPARED WITH OTHER CHILDREN, DOES OR DID (*name*) HAVE ANY SERIOUS DELAY IN SITTING, STANDING, OR WALKING?**

**DA4. COMPARED WITH OTHER CHILDREN, DOES (*name*) HAVE DIFFICULTY SEEING, EITHER IN THE DAYTIME OR AT NIGHT?**

**DA5. DOES (*name*) APPEAR TO HAVE DIFFICULTY HEARING? (USES HEARING AID, HEARS WITH DIFFICULTY, COMPLETELY DEAF?)**

Do not mention the probing questions unless the respondent cannot answer the first question.

**DA6. WHEN YOU TELL (*name*) TO DO SOMETHING, DOES HE/SHE SEEM TO UNDERSTAND WHAT YOU ARE SAYING?**

**DA7. DOES (*name*) HAVE DIFFICULTY IN WALKING OR MOVING HIS/HER ARMS OR DOES HE/SHE HAVE WEAKNESS AND/OR STIFFNESS IN THE ARMS OR LEGS?**

**DA8. DOES (*name*) SOMETIMES HAVE FITS, BECOME RIGID, OR LOSE CONSCIOUSNESS?**

**DA9. DOES (*name*) LEARN TO DO THINGS LIKE OTHER CHILDREN HIS/HER AGE?**

**DA10. DOES (*name*) SPEAK AT ALL (CAN HE/SHE MAKE HIM OR HERSELF UNDERSTOOD IN WORDS; CAN SAY ANY RECOGNIZABLE WORDS)?**

If needed, use the additional probing questions in parentheses, replacing his/her with the appropriate pronoun.

**DA11. *For 3-9 year olds:* IS (*name*)'S SPEECH IN ANY WAY DIFFERENT FROM NORMAL (NOT CLEAR ENOUGH TO BE UNDERSTOOD BY PEOPLE OTHER THAN THE IMMEDIATE FAMILY)?**

This question should be asked only for children age 3-9 (children age 2 should not be asked this question). Check Household Listing, HL5, for the child's age. If the child is age 2, leave the question blank.

If needed, use the additional probing questions in parentheses, replacing his/her with the appropriate pronoun.

**DA12. *For 2-year-olds:* CAN (*name*) NAME AT LEAST ONE OBJECT (FOR EXAMPLE, AN ANIMAL, A TOY, A CUP, A SPOON)?**

This question should be asked only for children age 2. Check Household Listing, HL5, for the child's age. If the child is age 3-9, leave the question blank.

If needed, use the additional probing questions in parentheses.

**DA13. COMPARED WITH OTHER CHILDREN OF THE SAME AGE, DOES [name] APPEAR IN ANY WAY MENTALLY BACKWARD, DULL OR SLOW?**

This question should be asked about each child listed in this module (that is, each child age 2 through 9).

## SALT IODIZATION MODULE

After you have completed all modules of the Household Questionnaire, administer the module on Salt Iodization. Note that in this module, you will most probably perform a test on a sample of salt provided by the respondent.

### **SI1. WE WOULD LIKE TO CHECK WHETHER THE SALT USED IN YOUR HOUSEHOLD IS IODIZED. MAY I SEE A SAMPLE OF THE SALT USED TO COOK THE MAIN MEAL EATEN BY MEMBERS OF YOUR HOUSEHOLD LAST NIGHT?**

This item is used to record the type of salt used to prepare the family's main meal the day before the questionnaire is administered, and the outcome of the test for salt iodization.

Once you have a sample of salt, perform the test, and circle the code that corresponds to the test outcome. Circle '1' if the test is negative (0 ppm/no colour - not iodized). Circle '2' if the test shows less than 15 ppm iodine (weak colour). Circle '3' if the test is positive (15 PPM or more, strong colour). Circle '6' if there is 'No salt in home'. Circle '7' if the salt was present, but not tested for any reason.

If the respondent indicates that no salt was used to cook the main meal last night, or that no meal was cooked, ask for a sample of the salt usually used for cooking in the household, and perform the test on this sample of salt.

The Household Questionnaire ends with two filter questions that you mark and decide on the respondent you will be interviewing in this household. If there is at least one woman in the household eligible for the Questionnaire for Individual Women, you will proceed to interview that woman. If not, you will check if there are any eligible children, and interview their mother/primary caretaker if there is at least one such child residing in the household.

### ***SI2. Does any eligible woman age 15-49 reside in the household?***

Check Household Listing, column HL6. You should have a questionnaire with the Information Panel filled in for each eligible woman. If there are women age 15-49 in the household, check the box marked 'Yes' and go to the Questionnaire for Individual Women to administer it to the first woman age 15-49. If there is no woman age 15-49 in the household, check the box marked 'No' and continue to SI3.

### ***SI3. Does any child under the age of 5 reside in the household?***

Check Household Listing, column HL8. You should have a questionnaire with the Information Panel filled in for each eligible child. If there are children under the age of five in the household check the box marked 'Yes' and go to the Questionnaire for Children under Five to administer it for the first child under five. If there is no child under the age of five in the household check the box marked 'No' and end the interview by thanking the respondent for his/her cooperation.

## QUESTIONNAIRE FOR INDIVIDUAL WOMEN

The purpose of the Questionnaire for Individual Women is to provide information on a wide range of MICS3 indicators. You will have identified women who are eligible for this questionnaire after you have completed the Household Listing in the Household Questionnaire. Eligible women for this questionnaire are those women listed in the Household Listing who are age 15 through 49 (see column HL6 of the Household Listing). There are seven modules in this questionnaire. They are:

1. Basic Characteristics
2. Child Mortality
3. Tetanus Toxoid
4. Maternal and Child Health
5. Marriage
6. Attitudes Toward Domestic Violence
7. HIV/AIDS

You should make every effort to interview the woman alone.

### WOMEN'S INFORMATION PANEL

As was the case with the Household questionnaire, parts of the Information Panel are to be completed before the interview. Questions WM1 to WM6 are to be completed before the interview, while WM7 is to be completed after the interview. The sections about Data Entry Operator and Verifier should be left blank, as they will be completed in office.

#### WM1 and WM2

The information for these two sections are to be copied from HH1 and HH2 of the Household Questionnaire. Note that the serial number is stamped on the front of the Household questionnaire.

#### WM3. Woman's name

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

#### WM4. Woman's line number

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

#### WM5. Interviewer name and number

Enter your own name and identifying number.

#### WM6. Day/Month/Year of interview

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

**WM7. Result of women's interview**

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

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

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

Before starting the interview, remember to explain about the survey obtain permission to do the interview. If permission is given, begin the interview. If the respondent does not agree to continue, thank her and go to the next interview. Later, discuss the refusal with your supervisor; you or another person from the team may attempt to interview the woman for a second time. This will depend on your description of the refusal. However, remember that a woman's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

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

**WM8. IN WHAT MONTH AND YEAR WERE YOU BORN?**

If the respondent knows her date of birth, write it in the appropriate spaces for **Month** and **Year**. You will need to convert the month into numbers. For this, January is '01,' February is '02,' March is '03,' etc. If the month or day contains only one digit, use a leading zero to fill in the first space. For example, the month of March is coded as '03'. If she does not know her month of birth, circle '98' for '**DK Month**' and ask her for the year of her birth. If she knows the year, write it in the spaces for '**Year**'. Try under all circumstances to obtain at least the year of birth. If the respondent is unable to provide this information, ask whether she has any documentation such as an identification card, horoscope, or a birth or baptismal certificate that might give her date of birth. If such documentation is available, ask the woman if the information on the document(s) is correct. Only when it is absolutely impossible to even estimate the year of birth should you circle '9998' for '**DK Year**'.

**WM9. HOW OLD WERE YOU AT YOUR LAST BIRTHDAY?**

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

If she does not know the answer to either of these two questions, probe for clues that might indicate her age. Ask how old she was when she was first married or first gave birth. Try to find out how long ago she got married or had her first child (You may be able to find out the age of her oldest child if the child is still living. You may be able to relate her age to someone else in the household whose age is known. You

may be able to determine her age based on how old she was when an important event occurred, and the number of years that have since elapsed). You MUST fill in this information. Do not leave this blank.

Finally, before moving on to the next question, verify that the respondent is indeed eligible. If the woman is younger than 15 or older than 49, you have to terminate the interview. Do this tactfully by asking two or three more questions and then thank the respondent for her cooperation; write “**INELIGIBLE**” on the cover page of the questionnaire, and correct the age and eligibility information for this woman on the cover page and in Columns HL5 and HL6 on the Household Questionnaire.

Questions WM10-WM14 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education Module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.

**WM10. HAVE YOU EVER ATTENDED SCHOOL?**

Circle the code corresponding to the response given. If ‘No’ skip to WM14, otherwise continue on to the next question.

The term “school” means formal schooling, which includes primary, secondary, and post-secondary schooling, as well as any other intermediate levels of schooling in the formal school system. This definition of school does not include Bible school or Koranic school, or short courses like typing, computing or sewing. However, it does include technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work.

**WM11. WHAT IS THE HIGHEST LEVEL OF SCHOOL YOU ATTENDED: PRIMARY, SECONDARY OR HIGHER?**

Circle the code corresponding to the highest level ever attended, regardless of whether or not the year was completed. For example, if she attended Form/Year 1 of secondary school for only two weeks, record ‘Secondary’.

Ensure that the woman understand what is meant by ‘Non-standard curriculum’. Non-standard curriculum includes religious schools, such as Koranic schools, which do not teach a full standard school curriculum. If the school teaches religious courses but also includes standard curriculum – such as many Roman Catholic schools – this would be coded as one of the standard schools.

**WM12. WHAT IS THE HIGHEST GRADE YOU COMPLETED AT THAT LEVEL?**

For this question, record the number of years that the respondent successfully completed at that level recorded in WM11. For example, if a woman was attending Grade 3 of secondary school and left school before completing that year, record ‘02.’ Although Grade 3 was the highest year she attended, she completed two years of secondary school. If less than one year, record ‘00’ for completed years. For example, if she attended only two weeks of Grade 1 of secondary school, record ‘00’ for completed years.

**WM12A. WHAT IS YOUR MAIN SOURCE OF INCOME/FINANCIAL SUPPORT?**

This is of special importance to us in Jamaica since a large proportion of our population is financed by relatives and friends who live elsewhere. Circle the code which best fits the answer given the respondent.

If the support from Spouse/Partner you do not need to probe to find out if he lives in Jamaica. Social Assistance includes benefits from the PATH programme, which is the unification of the Food Stamps, Public Assistance and Poor Relief programmes.

**WM13. Check WM11.**

If the respondent attended secondary or higher, check the corresponding box and go to the next module. If the highest level the respondent attended was primary, check the appropriate box and continue to WM14.

**WM14. NOW I WOULD LIKE YOU TO READ THIS SENTENCE TO ME.**

To ascertain whether women are literate or not, you will be showing women you interview cards with pre-printed sentences on them, and ask women to read them. Note that this question will be asked to only women who have not attended school, or did not attend beyond primary school. We assume that women who have attended secondary school or higher are literate. However, it is also known that some women who have attended or even completed primary school may be functionally illiterate. Therefore, we need to ask this question to such women.

Show the first sentence on the card to the respondent. Give the respondent enough time to read the sentence; do not rush her. If the respondent cannot read the whole sentence, probe: "**CAN YOU READ PART OF THE SENTENCE TO ME?**"

Record whether the respondent was not able to read the sentence at all, was able to read only parts of the sentence, or was able to read the whole sentence. If the respondent asks for the sentences in another language and you were provided a card with sentences in that language, show the respondent the appropriate card. If there is no card with sentences in the language required, circle '4', and specify the language. If the respondent is blind/mute or visually/speech impaired, circle '5'.

It is important to avoid the problem of having other respondents in the household overhear the sentence being read. Subsequent respondents in the household might be able to repeat the sentence when they are interviewed, even if they are unable to read. If there is a second eligible woman in the household, show her the second sentence on the card. Show the third respondent the third sentence on the card, and the fourth respondent the fourth sentence. If there are more than five respondents, start again with the first sentence on the card.

## CHILD MORTALITY MODULE

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

It is important that the respondent understands which events to include in these reports. We want to know about all of the woman's natural births, even if the child no longer lives with her and even if the child is no longer alive. We want to know about children who were born alive – ever breathed or cried or showed other signs of life – even if they lived only a few minutes or hours.

We do not want you to record any stillbirths (children who were born dead), or miscarriages, or children adopted by the woman, or children of her present husband born to another wife (to whom the respondent herself did not give birth).

### **CM1. NOW I WOULD LIKE TO ASK ABOUT ALL THE BIRTHS YOU HAVE HAD DURING YOUR LIFE. HAVE YOU EVER GIVEN BIRTH?**

The first question of the module is used to determine if the rest of the module and several subsequent modules should be administered to this woman. If the answer is 'Yes' circle '1', and continue with the next question. If the woman says she has never given birth, read out the probe to make sure the woman understands the meaning of "birth", as described during your training. Explain: "**I MEAN, TO A CHILD WHO EVER BREATHED OR CRIED OR SHOWED OTHER SIGNS OF LIFE – EVEN IF HE OR SHE LIVED ONLY A FEW MINUTES OR HOURS?**" If her answer is still 'No', skip directly to the Marriage Module.

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

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information.

Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and continue to CM3. You will have to convert month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'.

If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'.

If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth.

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

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

This question is asked only to women who are not able to give the year of their first birth in CM2.

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

**CM3. DO YOU HAVE ANY SONS OR DAUGHTERS TO WHOM YOU HAVE GIVEN BIRTH WHO ARE NOW LIVING WITH YOU?**

Read the question slowly. The sons and daughters being considered are those who live with her in her household (These children should have been listed in the Household Listing). Circle the code corresponding to the response. If she answers 'No', skip to CM5.

**CM4. HOW MANY SONS LIVE WITH YOU? HOW MANY DAUGHTERS LIVE WITH YOU?**

If the answer to CM3 is 'Yes', record the number of sons and daughters living with the woman in the space provided. If the answer is 'None' for sons (or if she does not have any sons) record '00' in the space provided for sons. Similarly, if she has no daughters now living with her (or if she does not have any daughters), record '00' in the space for daughters. Do not leave either of the spaces blank. Since the question is asked only to women who have children living with them in the same household, either of the spaces should have a value higher than 00.

Remember, we are interested only in the respondent's **OWN** children – not foster children, children of her husband by another woman, or children of another relative.

**CM5. DO YOU HAVE ANY SONS OR DAUGHTERS TO WHOM YOU HAVE GIVEN BIRTH WHO ARE ALIVE BUT DO NOT LIVE WITH YOU?**

This refers to sons and daughters who are alive but not living with the woman. For example, one or more of her children may be living with a relative, staying in a boarding school, been given up for adoption, or may be grown-up children who have left home.

Make sure the respondent is not reporting dead children in this question. Circle the code corresponding to the response. If she answers 'No', skip to CM7.

**CM6. HOW MANY SONS ARE ALIVE BUT DO NOT LIVE WITH YOU? HOW MANY DAUGHTERS ARE ALIVE BUT DO NOT LIVE WITH YOU?**

If the answer to CM5 is 'Yes', record the number of sons and daughters who are alive but not living with the respondent in the space provided. If the answer is 'None' for sons (or if she does not have any sons who are alive) record '00' in the space provided for sons. If the answer is 'None' for daughters (or if she does not have any daughters who are alive), record '00' in the space provided for daughters.

Since this question is asked only to women who have children alive who are not living with them, either of the spaces should have a value higher than 00. For women who have been asked this question, the spaces should not be left blank.

**CM7. HAVE YOU EVER GIVEN BIRTH TO A BOY OR GIRL WHO WAS BORN ALIVE BUT LATER DIED?**

This question is extremely important.

Circle the code corresponding to the response. Some respondents may fail to mention children who died very young, so if she answers 'No', it is important to probe by asking "...**THAT IS, ANY BABY WHO CRIED OR SHOWED SIGNS OF LIFE BUT SURVIVED ONLY A FEW HOURS OR DAYS (OR ONLY A SHORT TIME)?**" If the answer is still 'No', skip to CM9.

Some respondents may be reluctant to talk about this subject and may become sad or upset that you are asking such questions. Be sympathetic and tactful in such situations. Say that you know the subject is painful, but the information is important.

**CM8. HOW MANY BOYS HAVE DIED? HOW MANY GIRLS HAVE DIED?**

If the answer to CM7 is 'Yes', record the number of sons and daughters who were born alive but later died in the spaces provided. Do not leave either of the spaces blank. For women who have been asked this question, either of the spaces should have a value more than 00.

**CM9. Sum answers to CM4, CM6, and CM8.**

Add the numbers of births reported in CM4, CM6, and CM8 and write the sum here, then check:

**CM10. JUST TO MAKE SURE THAT I HAVE THIS RIGHT, YOU HAVE HAD IN TOTAL (*TOTAL NUMBER*) BIRTHS DURING YOUR LIFE. IS THIS CORRECT?**

If she says it is correct, check the box marked 'Yes' and continue to the next question. If she says 'No', first check your addition and then go back through the list to check with the respondent whether you have obtained the information correctly. For example, starting with CM4, you would ask: "**YOU HAVE TWO SONS AND ONE DAUGHTER LIVING WITH YOU, IS THAT CORRECT?**" Do the same for CM6 and CM8. Correct the answers and the sum mentioned in CM9 and then continue to the next question. Make sure to mark 'Yes' in CM9 after you have made the corrections.

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

This question is used to ascertain the woman's eligibility for the subsequent two modules.

Enter the date of the woman's most recent birth, even if no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules.

If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of birth of the last birth. '98' is not allowed for month and year.

**CM12. Check CM11: Did the woman's last birth occur within the last 2 years, that is, since (day and month of interview in 2003)?**

If the respondent's last birth occurred in the last 2 years, enter the name of the child on the line provided and check the box marked 'Yes'. Then continue with CM13. If the respondent's last birth did not occur in the last 2 years, check the box marked 'No' and go to the Marriage/Union Module.

**CM13. AT THE TIME YOU BECAME PREGNANT WITH (NAME), DID YOU WANT TO BECOME PREGNANT THEN, DID YOU WANT TO WAIT UNTIL LATER, OR DID YOU WANT NO (MORE) CHILDREN AT ALL?**

Ask this question to women who have had a live birth during the last two years. The question is asked to find out whether the pregnancy for this child was wanted at the time, whether the woman actually wanted to have the child later than she did, or whether she did not want the pregnancy and the subsequent birth at all. Circle the appropriate code and continue with the next module.

THE FOLLOWING EXAMPLE SHOWS HOW THIS MODULE SHOULD BE COMPLETED AND HOW THE RESPONSES SHOULD BE ENTERED.

WOMAN INTERVIEWED IN OCTOBER 2005 HAS HAD 4 LIVE BIRTHS. TWO OF HER CHILDREN, ONE BOY AND ONE GIRL ARE LIVING WITH HER. ONE BOY, FROM HER FIRST BIRTH IN MARCH 1995, IS LIVING ELSEWHERE, AND ONE GIRL (WANTED AT THE TIME) WHO WAS BORN IN NOVEMBER 2004 HAS DIED SINCE THEN. ASSUMING THAT THE WOMAN HAS GIVEN THE CORRECT INFORMATION (NO CHANGES NEEDED AFTER CHECKING CM10), THE FOLLOWING RESPONSES SHOULD BE CODED:

- |      |  |
|------|--|
| CM1  | '1' CIRCLED  |
| CM2A | '98' CIRCLED FOR DAY, '03' ENTERED FOR MONTH, '1995' ENTERED FOR YEAR. |
| CM2B | SKIPPED (REMAINS BLANK).   |
| CM3  | '1' CIRCLED  |
| CM4  | '01' FOR SONS AT HOME, AND '01' FOR DAUGHTERS AT HOME ENTERED.         |
| CM5  | '1' CIRCLED  |
| CM6  | '01' ENTERED FOR SONS ELSEWHERE, '00' ENTERED FOR DAUGHTERS ELSEWHERE  |
| CM7  | '1' CIRCLED  |
| CM8  | '00' ENTERED FOR BOYS DEAD, '01' ENTERED FOR GIRLS DEAD                |
| CM9  | '04' ENTERED   |
| CM10 | 'YES' MARKED   |
| CM11 | '98/11/2004' ENTERED   |
| CM12 | 'YES' MARKED   |
| CM13 | '1' CIRCLED  |

## TETANUS TOXOID (TT) MODULE

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

The purpose of this module is to obtain information about protection from tetanus for infants through vaccination of their mothers. Neonatal tetanus is easily prevented if a woman receives the immunization while she is pregnant with the baby, or receives several vaccinations against it at an appropriate interval before the birth.

Ask these questions, even if the most recent birth is no longer alive.

### **TT1. DO YOU HAVE A CARD OR OTHER DOCUMENT WITH YOUR OWN IMMUNIZATIONS LISTED?**

First, ask whether she has a vaccination card or other documentary evidence of vaccination. Ask to see this evidence and record that you have seen it by circling '1'. If a card is presented, use it to assist with answers to the following questions. If the woman says she has a card but does not/can not show it to you, circle '2'.

If the card is not available ('2' or '3' circled in TT1), you must try to find out how long ago the last Tetanus Toxoid (TT) dose was received, and the total number of TT doses the mother has received in her lifetime. Use the probing questions, and record her answers in the spaces provided.

Women who do not have immunization cards may have difficulty identifying whether injections they received were tetanus toxoid injections. An anti-tetanus shot is an injection given at the top of the arm or shoulder. In Jamaica tetanus is also referred to as Lockjaw.

### **TT2. WHEN YOU WERE PREGNANT WITH YOUR LAST CHILD, DID YOU RECEIVE ANY INJECTION TO PREVENT HIM OR HER FROM GETTING TETANUS?**

Ask if she received any tetanus toxoid injection during her last pregnancy. Circle '1' for a 'Yes' response. If the answer is 'No' or 'DK', circle the code corresponding to the response and skip to TT5.

### **TT3. *If yes:* HOW MANY TIMES DID YOU RECEIVE THIS ANTI-TETANUS INJECTION DURING YOUR LAST PREGNANCY?**

Enter the number of doses she reports in the space provided and continue to TT4. If she does not know, circle '98' and skip to TT5.

### **TT4. *How many TT doses during last pregnancy were reported in TT3?***

Check the box corresponding to the number of TT doses during last pregnancy. If she reported at least two TT injections during her last pregnancy go to the next module. If she reported fewer than two TT injections during her last pregnancy, continue with TT5.

### **TT5. DID YOU RECEIVE ANY TETANUS TOXOID INJECTION AT ANY TIME BEFORE YOUR LAST PREGNANCY?**

Circle the code corresponding to her response. If she reports never having received any TT prior to her last pregnancy or does not know, circle the code corresponding to the answer given and go to the next module. If 'Yes', continue with TT6.

**TT6. HOW MANY TIMES DID YOU RECEIVE IT?**

Ask about doses received during or before the next-to-last pregnancy or between pregnancies (at any time before the last pregnancy). Enter her response in the space provided, as in TT3.

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

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

**TT8. HOW MANY YEARS AGO DID YOU RECEIVE THE LAST ANTI-TETANUS INJECTION BEFORE THAT LAST PREGNANCY?**

Ask her to estimate how long ago she received the last dose of TT, and enter her response in years.

**MATERNAL AND NEWBORN HEALTH MODULE**

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

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

The purpose of this module is to obtain information on the health of the mother and newborn child. The module asks about health and care received by the mother during pregnancy and during labour and delivery. We also ask about the weight of the child and breastfeeding at the time of birth.

**MN1.**

This question is not included in the Jamaica survey

**MN2. DID YOU SEE ANYONE FOR ANTENATAL CARE FOR ANTENATAL CARE DURING YOUR PREGNANCY WITH (NAME)? If yes: WHOM DID YOU SEE? ANYONE ELSE?**

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. This question refers to any antenatal care received during the pregnancy – a check specifically for the pregnancy and not for other reasons.

This is a three-part question. First ask if she saw anyone for antenatal care for this pregnancy. Then, if the woman answers "Yes", you must ask whom she saw for the check-up. Finally, ask if she saw more than one person and record all persons seen. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'. If she saw no one for antenatal checks, circle 'Y' and skip to MN7.

Doctors, nurses, midwives, and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you whom she saw there.

**MN3. AS PART OF YOUR ANTENATAL CARE, WERE ANY OF THE FOLLOWING DONE AT LEAST ONCE?**

Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal checkups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits. The question asks for the following procedures:

**A. WERE YOU WEIGHED?****B. WAS YOUR BLOOD PRESSURE MEASURED?**

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

**C. DID YOU GIVE A URINE SAMPLE?**

**D. DID YOU GIVE A BLOOD SAMPLE?**

A blood sample may be taken from the woman's fingertip or from a vein (usually from a vein near the elbow or on the wrist). The blood sample is used to test for various diseases, such as anaemia, parasite infestations or infectious diseases.

**MN4. DURING ANY OF THE ANTENATAL VISITS FOR THE PREGNANCY, WERE YOU GIVEN ANY INFORMATION OR COUNSELED ABOUT HIV/AIDS?**

We want to know if someone spoke with the respondent about HIV/AIDS during any of her antenatal care visits. This covers topics such as babies getting the AIDS virus, things that you can do to prevent getting the AIDS virus, or getting tests for the AIDS virus. It does not matter whether the topic was discussed only once or more than once, or discussed in one visit or over several visits.

**MN5. I DON'T WANT TO KNOW THE RESULTS, BUT WERE YOU TESTED FOR HIV/AIDS AS PART OF YOUR ANTENATAL CARE?**

Be clear to the respondent that you are not asking to know the result of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to MN7.

**MN5A. I DON'T WANT TO KNOW THE NAME OF THE PLACE, BUT WERE YOU TESTED AT A PRIVATE OR PUBLIC FACILITY?**

Be clear to the respondent that you are not asking for the name of the facility. Circle the code corresponding to the response.

**MN6. I DON'T WANT TO KNOW THE RESULTS, BUT DID YOU GET THE RESULTS OF THE TEST?**

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the result.

Be clear to the respondent that you are not asking to know the result of the test, simply whether or not she knows the result of the test. Circle the code corresponding to the response.

**MN7. WHO ASSISTED WITH THE DELIVERY OF YOUR LAST CHILD (*name*)?****ANYONE ELSE?**

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

**MN8. WHERE DID YOU GIVE BIRTH TO (*name*)?**

The intent of this question is to identify births delivered in a health facility. If the woman gave birth in a hospital, health centre, or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the place is in the public (run by the government) or private sector. If the place is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle '26'. Similarly, if the place is in the private medical sector, but

is not one of the pre-coded choices, write the description in the space provided for ‘Other private medical’ and circle ‘36’.

If the respondent answers that she delivered in another place not listed, write the description of the place in the space provided for ‘Other’ and circle ‘96’. Then write the name of the place in the space provided on the questionnaire ‘Name of Place’ and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response. Places which are not health facilities, other than home, should also be coded as ‘Other’ and described.

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

Low birth weight babies are at higher risk of serious illness or death than other babies. Mothers are asked to give the baby’s birth weight, and since some babies are not weighed at birth, their subjective assessment of the baby’s size at birth is important. When the information from women who answer these questions is analyzed, we can obtain an indication of what women mean by the subjective categories. This information can provide an estimate of the average birth weight.

Read the entire question exactly as written before accepting an answer. This is the woman’s own opinion about the size of her baby. Even if she knows the child’s birth weight, tell her that you want to know her own idea of whether the baby was very large, larger than average, average, smaller than average or very small. If the respondent is unable to tell you, do not try to guess the answer based on the birth weight information or the appearance of the baby; circle ‘8’ for ‘DK’. In cases when the woman knows the birth weight of the baby and tells you the exact weight, do not use your judgment to influence her response in MN9. In other words, even if the woman tells you that her baby was smaller than average while the birth weight she is stating is quite large in your opinion, do not probe further to ‘correct’ the woman’s perception of the size of the baby.

**MN10. WAS (*name*) WEIGHED AT BIRTH?**

Circle the code corresponding to the response given. If the baby was not weighed at birth or the mother doesn’t know, skip to MN12.

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

Ask the woman to show you her (or the child’s) health card, if available. Record the birth weight in the kilograms. If the weight is taken from a document (e.g. vaccination card, antenatal card, or birth certificate), circle the ‘1’ beside the ‘From Card’ option. Record the weight and circle the corresponding code below in the KG or LBS line depending on whether the weight is in pounds or kilograms. If the birth weight is reported by the mother, but no card or document is available, circle ‘2’ beside the ‘From recall’ option and record the weight in the corresponding space. Fill in the weight only once. Use zeros to fill in all digits if necessary. For example, if the woman tells you that the baby was 3.5 kilograms at birth; enter the information as ‘03.50’. Always record the birth weight from the card when possible.

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

**MN12. DID YOU EVER BREASTFEED (*name*)?**

Breastfeeding is important for fertility and child health. For this question, it does not matter how long the respondent breastfed the child, only whether or not she ever gave the child the breast, even if the baby died very young.

Circle the code corresponding to the response given. If the response is 'No' (she never breastfed the child), go to the next module.

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

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

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

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

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

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

## MARRIAGE/UNION MODULE

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

In the questionnaire and this manual, “marriage” always refers to both formal and informal unions, such as living together. An informal union (common law union) is one in which the man and woman live together for some time, intending to have a lasting relationship, but do not have a formal civil or religious ceremony.

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

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

The options here are currently married, living with a man, or not in union (the woman is neither married nor living with a man). Circle the code corresponding to the respondent’s status at the time of the interview. If the woman is currently neither married or in a union, skip to MA3.

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

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

Skip to MA5, irrespective of the response.

### **MA3. HAVE YOU EVER BEEN MARRIED OR LIVED TOGETHER WITH A MAN?**

For women who are not currently married or living with a man, ask whether they have ever been married or lived with a man. Remember that “married” refers to both formal and informal unions.

Circle the code corresponding to the response given. Notice that there are two different response categories for a ‘Yes’ response: ‘Yes, formerly married’ and ‘Yes, formerly lived with a man’. Be sure to make the distinction between the two categories. If the respondent just answers ‘Yes’, probe by asking, **“WERE YOU FORMERLY MARRIED OR DID YOU LIVE WITH A MAN?”** If she was formerly married and also reports living with a man, circle the code for ‘Yes, formerly married’.

If she was never married and never lived with a man circle ‘3’ for ‘No’ and go to the next module. Otherwise, continue on to MA4.

### **MA4. WHAT IS YOUR MARITAL STATUS NOW: ARE YOU WIDOWED, DIVORCED, SEPARATED OR SINGLE?**

Circle the code corresponding to the response given. For a woman who is not currently married and not currently living with someone but who was formerly in a union, record her current marital status at the time of the interview. Since she was in a union at one time, but is not on the day you are interviewing her, she will be either widowed, divorced, or separated.

You should use ‘widowed’ a) for women who were married and their husband died, and b) for women who were in an informal union and their partner died. ‘Divorced’ should be used for women who were married and the marriage had formally ended. ‘Separated’ should be used a) for women who were married, but who are no longer continuing the marriage with their husband in practice, and

b) for women who were in an informal union and are no longer continuing the union with their partner.

**MA5. HAVE YOU BEEN MARRIED OR LIVED WITH A MAN ONLY ONCE OR MORE THAN ONCE?**

As with MA1, we are interested in formal marriages as well as informal arrangements. If a woman was married or lived with a man and then was widowed, divorced, or separated from her husband or partner and is now either married to or living with someone else, record 'More than once'. If a woman is not currently married or in an informal union but she was previously married or living with someone else two or more times, record 'More than once' by circling '2'. If she has married or lived with someone else only once, circle '1.'

Note that the question refers to periods of marriage or informal unions, and not to numbers of husbands or partners. If a woman was married to a man and divorced from him, and then married to the same person again, she should be considered as having married 'More than once'. The same applies to informal unions with the same person.

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

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

If she does not recall the date that she first married or started living with a man as if married, ask whether she has any documentation that might give the date. If she does not know or have documentation of the month, circle '98' for 'DK Month' and ask her the year that she first married or started living with a man as if married. Enter the year in the space provided. Once again, if she does not know and does not have documentation of the year that she first married or started living with a man as if married, circle '9998' for 'DK Year'.

**MA7. Check MA6.**

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

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

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

**ATTITUDES TOWARD DOMESTIC VIOLENCE**

In this module, we have only two main questions, which asks for the woman's opinion on domestic violence. Note that we are not asking whether the woman has been subjected to domestic violence, but research has shown that there is an overall agreement in the proportions of women who think that a husband may be justified in hitting or beating his wife in certain situations, and the actual prevalence of domestic violence. The correlation may be on a societal level, and not on an individual level, however.

**DV1. SOMETIMES A HUSBAND IS ANNOYED OR ANGERED BY THINGS THAT HIS WIFE DOES. IN YOUR OPINION, IS A HUSBAND JUSTIFIED IN HITTING OR BEATING HIS WIFE IN THE FOLLOWING SITUATIONS:**

- DV1A. IF SHE GOES OUT WITH OUT TELLING HIM?**
- DV1B. IF SHE NEGLECTS THE CHILDREN?**
- DV1C. IF SHE ARGUES WITH HIM?**
- DV1D. IF SHE REFUSES SEX WITH HIM?**
- DV1E. IF SHE BURNS THE FOOD?**

For each question circle '1' for Yes, '2' for No and '3' for Don't Know

**DV2. PLEASE TELL ME IF YOU THINK A HUSBAND/PARTNER IS EVER JUSTIFIED IN DOING ANY OF THE FOLLOWING TO HIS WIFE/PARTNER:**

- DV2A. EMBARRASSING HER IN FRONT OF OTHERS?**
- DV1B. BEATIN HER?**
- DV1C. THREATENING HER OR SOMEONE CLOSE TO HER WITH HARM?**
- DV1D. RESTRICTING HER CONTACT WITH FRIENDS OR FAMILY?**

For each question circle '1' for Yes, '2' for No and '3' for Don't Know

## HIV/AIDS MODULE

This module is to be administered to all women age 15 through 49. The purpose of this module is to obtain information to help programme managers and policy makers plan more effective programmes to prevent HIV infection. The questions assess knowledge, attitudes and behaviour related to AIDS transmission, prevention, and testing for the virus that causes AIDS.

First, questions are asked to estimate the respondent's basic knowledge about HIV transmission and AIDS.

**HA1. NOW I WOULD LIKE TO TALK WITH YOU ABOUT SOMETHING ELSE.**

**HAVE YOU EVER HEARD OF HIV OR AIDS?**

This question serves as an introduction and allows us to verify whether a respondent has heard of HIV or AIDS.

If a respondent has never heard of the HIV virus or AIDS, end the interview.

The following questions ask the respondent about specific ways to avoid HIV transmission. They are focused on the programmatically important ways to avoid HIV – by limiting the number of partners and by using condoms, as well as probing about misconceptions about AIDS transmission, such as mosquito bites and sharing food.

For questions HA2 – HA8, circle the code for the response given. If the respondent cannot provide a ‘Yes’ or ‘No’ answer, circle ‘8’ for ‘DK’. Do not prompt the respondent or indicate the “correct” answer in any way.

**HA2. CAN PEOPLE PROTECT THEMSELVES FROM GETTING INFECTED WITH THE HIV BY HAVING ONE FAITHFUL UNINFECTED PARTNER?**

**HA3. CAN PEOPLE GET INFECTED WITH THE HIV BECAUSE OF OBEAH OR OTHER SUPERNATURAL MEANS?**

**HA4. CAN PEOPLE REDUCE THEIR CHANCE OF GETTING HIV BY USING A CONDOM EVERY TIME THEY HAVE SEX?**

**HA5. CAN PEOPLE GET HIV FROM MOSQUITO BITES?**

**HA6. CAN PEOPLE REDUCE THEIR CHANCE OF GETTING HIV BY NOT HAVING SEX AT ALL?**

**HA7. CAN PEOPLE GET HIV BY SHARING FOOD WITH A PERSON WHO HAS IT?**

**HA7A. CAN PEOPLE GET HIV BY GETTING INJECTIONS WITH A NEEDLE THAT WAS ALREADY USED BY SOMEONE ELSE?**

**HA8. IS IT POSSIBLE FOR A HEALTHY-LOOKING PERSON TO HAVE HIV OR AIDS?**

**HA9. CAN HIV BE TRANSMITTED FROM A MOTHER TO A BABY?**

An understanding of more in-depth AIDS related knowledge is obtained with this question, which aims to elicit whether the woman knows that a mother who has AIDS can pass on the disease to her baby.

Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to the baby “**During pregnancy**”,

“**During delivery**” or “**By breastfeeding**” him/her. Circle ‘1’ for ‘Yes’ and ‘2’ for ‘No’ for each of the items. If the woman does not know of these or is unsure, circle ‘8’.

**HA9D. ARE THERE DRUGS A PREGNANT WOMAN INFECTED WITH HIV OR LIVING WIYH AIDS CAN TAKE TO REDUCE THE RISK OF TRANSMISSION TO THE BABY DURING PREGNANCY?**

The following five questions are to ascertain the respondents’ own personal opinions and attitudes towards people with AIDS. We present a situation to respondents, asking them to imagine a particular scenario. Then we ask them to tell us how they would react to the situation.

Circle the code for the response given. Once again, do not prompt the respondent or indicate the “correct” answer in any way. If a respondent says she doesn’t know, is unsure or that it depends, circle ‘8’ for ‘DK/not sure/depends’.

**HA10. IF A TEACHER HAS THE AIDS VIRUS BUT IS NOT SICK, SHOULD HE/SHE BE ALLOWED TO CONTINUE TEACHING IN SCHOOL?**

If a school learns that a teacher has the AIDS virus, but is not sick, how should the school handle this information? Should the teacher be allowed to continue teaching at the school, or should he/she be removed from the teaching position? We are not asking about whether or not a teacher has actually been asked to leave a teaching position, but rather, what is the respondent’s opinion about how such a case should be handled; should the teacher be allowed to continue teaching?

**HA10A. IF A CHILD HAS HIV OR AIDS BUT IS NOT SICK, SHOULD/SHE BE ALLOWED TO ATTEND SCHOOL?**

**HA11. WOULD YOU BUY FRESH VEGETABLES FROM A SHOPKEEPER OR VENDOR IF YOU KNEW THAT THIS PERSON HAD THE HIV OR AIDS?**

**HA12. IF A MEMBER OF YOUR FAMILY BECAME INFECTED WITH HIV, WOULD YOU WANT IT TO REMAIN A SECRET?**

**HA13. IF A MEMBER OF YOUR FAMILY BECAME SICK WITH HIV/AIDS, WOULD YOU BE WILLING TO CARE FOR HIM OR HER IN YOUR HOUSEHOLD?**

The following questions aim to obtain information about the level of “unmet need” for HIV-testing. They first ask about experience of HIV testing. Voluntary testing and counselling are now encouraged, in the belief that if a person knows his or her status, he or she is more likely to adopt behaviours to prevent contracting the virus or (if positive) transmitting it. Many of those who get tested do not return to learn the result of the test, but the proportion of those who return should rise as the quality of pre-test counselling improves. It is important to obtain an estimate of the number of those tested who return to learn the result, in order to monitor this proxy indicator of the quality of available counselling and the level of demand for such services.

**HA14. Check MN5: Tested for HIV during antenatal care?**

Check the respondent’s answer to MN5 in the Maternal and Newborn Health module regarding whether or not she was tested for HIV during her antenatal care visits. If the respondent has already answered that she was tested during antenatal care visits, you do not need to ask her questions HA15-HA18. In such cases, check the box marked ‘Yes’ and go to HA18A. If her answer was ‘No’, check the corresponding box and continue to HA15.

**HA15. I DO NOT WANT TO KNOW THE RESULTS, BUT HAVE YOU EVER BEEN TESTED TO SEE IF YOU HAVE HIV, THE VIRUS THAT CAUSES AIDS?**

Ask the respondent if she was tested for the HIV. Be clear to the respondent that you are not asking to know the result of the test. Circle the code for the response given. If her answer is 'No', skip to HA18.

**HA16. I DO NOT WANT YOU TO TELL ME THE RESULTS OF THE TEST, BUT HAVE YOU BEEN TOLD THE RESULTS?**

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the result.

It is important that you do not attempt to find out the HIV status of any respondent who has been tested, or imply that you have any interest in knowing her HIV status. Ask the question, ensuring that the respondent knows that you are not interested in learning the results of any test she may have undergone. Circle the code corresponding to her response.

**HA17. DID YOU, YOURSELF, ASK FOR THE TEST, WAS IT OFFERED TO YOU AND YOU ACCEPTED, OR WAS IT REQUIRED?**

If the respondent has been tested for HIV, we want to know whose idea it was to get the test. There are three options, so read the entire question before expecting an answer. Perhaps the respondent asked to be tested for HIV. Perhaps a health worker offered to test the respondent and the respondent accepted being tested. Perhaps the test was required for some reason.

Circle the code corresponding to the response. If the respondent got tested because her partner asked her to do so, you would circle '1' corresponding to 'Asked for the test', because she got the test of her own volition, in response to someone asking her to do so. This would be the case if a girlfriend or boyfriend or spouse or other concerned person personally asked them to get tested. If the respondent was offered the test during a normal health centre visit, for instance, and the respondent accepted the test, this would be coded as '2', 'Offered and accepted'. By "required," we mean formally required. For example, an employer may require their employees to get tested for the AIDS virus. If so, you would circle '3' for 'Required'. Also, some countries require applicants applying for work permits or applicants applying for visas to show proof of an AIDS test.

**HA18. AT THIS TIME, DO YOU KNOW OF A PLACE WHERE YOU CAN GO TO GET SUCH A TEST TO SEE IF YOU HAVE THE AIDS VIRUS?****HA18A. *If tested for HIV during antenatal care:* OTHER THAN AT THE ANTENATAL CLINIC, DO YOU KNOW OF A PLACE WHERE YOU CAN GO TO GET A TEST TO SEE IF YOU HAVE THE AIDS VIRUS?**

Note that some women will be asked HA18 and others will be asked HA18A, but the same set of response codes will be used to circle the woman's response. Specifically, women who have not been tested for HIV during antenatal care ('No' marked in HA15) or any other time ('2' circled in HA15) are asked HA18. To women who have been tested for HIV during antenatal care, you should ask HA18A.

Even if the respondent has been tested for HIV during antenatal care, we still ask this question because the original testing place may no longer be accessible to the respondent.

Circle the code corresponding to the response.

**ENDING THE INTERVIEW**

When you have finished asking HA18 or HA18A, thank the woman. Check whether she is the mother or primary caretaker of any children that live with them and are under the age of 5 years by checking the Household Questionnaire, column HL8, for the woman's line number. If so, start interviewing her with the Questionnaire for Children under Five for those children.

If this woman is not the mother or primary caretaker of any children under 5 in the household, check if there is another eligible woman residing in the same household. If so, go on to administer the Questionnaire for Individual Women to the next eligible woman. Continue until you have completed questionnaires for all eligible women and children in the household.

## CONTRACEPTION MODULE

The module should be administered to all women age 15 through 49. These questions and the ones in the HIV/AIDS module deal with private behaviour and attitudes. These questions obtain the basic information to estimate contraceptive prevalence rates and types of methods used.

**SURVEY COORDINATORS:** EACH COUNTRY COORDINATOR (AND SURVEY ADVISORY GROUP) WILL NEED TO MAKE DECISIONS ABOUT HOW TO INTRODUCE THESE QUESTIONS. A SUITABLE INTRODUCTION SHOULD BE PROVIDED TO FIELDWORKERS. INTERVIEWERS NEED TO BE ESPECIALLY SKILLED IN BRINGING UP THESE SENSITIVE TOPICS. AS NOTED EARLIER, INTERVIEWERS SHOULD ALWAYS BE FEMALES. MALE INTERVIEWERS SHOULD NOT BE EMPLOYED TO ASK WOMEN THESE QUESTIONS.

**SURVEY COORDINATORS:** SOME COUNTRIES MAY WANT TO ASK THESE QUESTIONS ON CONTRACEPTION TO EVER-MARRIED WOMEN ONLY. IN SUCH CASES, YOU MAY WANT TO INTRODUCE A FILTER QUESTION BEFORE CP1, WHERE THE INTERVIEWER MARKS WHETHER THE WOMAN IS EVER-MARRIED OR NOT, AND SKIPS TO THE NEXT MODULE IF SHE HAS NEVER MARRIED.

If present, male members of field teams (such as supervisors, editors and drivers) should be asked to leave the interview area. Even in cases where women are being interviewed alone, they will be reluctant to answer these questions if they sense that you are part of a team which includes males and that her responses may be shared with the males in the team.

**CP1. I WOULD LIKE TO TALK WITH YOU ABOUT ANOTHER SUBJECT – FAMILY PLANNING – AND YOUR REPRODUCTIVE HEALTH.**

**ARE YOU PREGNANT NOW?**

This question is important because later questions in this module will not need to be asked of pregnant women. A woman who is pregnant does not need to use contraception!

Circle the code corresponding to the response given. If she is pregnant, circle '1' and go to the next module. If the woman is unsure or does not know for certain if she is pregnant, circle '8' for 'Unsure or DK'.

**CP2. SOME PEOPLE USE VARIOUS WAYS OR METHODS TO DELAY OR AVOID A PREGNANCY. ARE YOU CURRENTLY DOING SOMETHING OR USING ANY METHOD TO DELAY OR AVOID GETTING PREGNANT?**

Circle the code corresponding to the response given. If the answer is 'No', go to the next module.

**CP3. WHICH METHOD ARE YOU USING?**

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

**SURVEY COORDINATORS:** YOU MAY WANT TO INVITE AN EXPERT ON CONTRACEPTION TO THE TRAINING SESSION OF THE INTERVIEWERS AND HAVE EACH OF THE METHODS DESCRIBED/EXPLAINED.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condoms, vaginal methods, and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered two to six months earlier and still provide protection. Implants provide protection for up to five years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last one month as ‘current use’.

If the woman has been sterilized, you will circle ‘A’ for ‘Female sterilization’ as the current method. If the woman’s current partner has been sterilized, you will circle ‘B’ MALE STERILIZATION as the current method. If, however, she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should only be circled if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## HIV/AIDS MODULE

This module is to be administered to all women age 15 through 49. The purpose of this module is to obtain information to help programme managers and policy makers plan more effective programmes to prevent HIV infection. The questions assess knowledge, attitudes and behaviour related to AIDS transmission, prevention, and testing for the virus that causes AIDS.

First, questions are asked to estimate the respondent's basic knowledge about HIV transmission and AIDS.

**HA1. NOW I WOULD LIKE TO TALK WITH YOU ABOUT SOMETHING ELSE.**

**HAVE YOU EVER HEARD OF THE VIRUS HIV OR AN ILLNESS CALLED AIDS?**

This question serves as an introduction and allows us to verify whether a respondent has heard of AIDS. If there is a local term for AIDS, use the local term in addition to the word "AIDS".

If a respondent has never heard of the HIV virus or AIDS, go to the next module.

**SURVEY COORDINATORS:** IF THIS MODULE IS THE LAST MODULE IN YOUR QUESTIONNAIRE, AS IT IS IN THE MODEL QUESTIONNAIRE, THE SKIP INSTRUCTION SHOULD BE CHANGED TO 'END THE INTERVIEW'. FIND EXPLANATIONS AT THE END OF THIS SECTION ON WHAT INTERVIEWERS SHOULD DO AT THE END OF THE INTERVIEW.

The following questions ask the respondent about specific ways to avoid HIV transmission. They are focused on the programmatically important ways to avoid HIV – by limiting the number of partners and by using condoms, as well as probing about misconceptions about AIDS transmission, such as mosquito bites and sharing food.

For questions HA2 – HA8, circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the "correct" answer in any way.

**HA2. CAN PEOPLE PROTECT THEMSELVES FROM GETTING INFECTED WITH THE AIDS VIRUS BY HAVING ONE SEX PARTNER WHO IS NOT INFECTED AND ALSO HAS NO OTHER PARTNERS?**

**HA3. CAN PEOPLE GET INFECTED WITH THE AIDS VIRUS BECAUSE OF WITCHCRAFT OR OTHER SUPERNATURAL MEANS?**

**SURVEY COORDINATORS:** ADAPT THE TERMS 'WITCHCRAFT' AND 'SUPERNATURAL MEANS' IN THIS QUESTION TO THOSE USED LOCALLY.

**HA4. CAN PEOPLE REDUCE THEIR CHANCE OF GETTING THE AIDS VIRUS BY USING A CONDOM EVERY TIME THEY HAVE SEX?**

**HA5. CAN PEOPLE GET THE AIDS VIRUS FROM MOSQUITO BITES?**

**HA6. CAN PEOPLE REDUCE THEIR CHANCE OF GETTING INFECTED WITH THE AIDS VIRUS BY NOT HAVING SEX AT ALL?**

**HA7. CAN PEOPLE GET THE AIDS VIRUS BY SHARING FOOD WITH A PERSON WHO HAS AIDS?**

**HA7A. CAN PEOPLE GET HIV BY GETTING INJECTIONS WITH A NEEDLE THAT WAS ALREADY USED BY SOMEONE ELSE?**

**SURVEY COORDINATORS:** QUESTION HA7A IS ADDED TO THE MODULE FOR USE IN COUNTRIES WHERE INJECTING DRUG USE IS A COMMON MEANS OF HIV TRANSMISSION. IF THIS IS NOT THE CASE IN YOUR COUNTRY, YOU MAY DELETE THIS QUESTION.

**HA8. IS IT POSSIBLE FOR A HEALTHY-LOOKING PERSON TO HAVE THE AIDS VIRUS?**

**HA9. CAN THE AIDS VIRUS BE TRANSMITTED FROM A MOTHER TO A BABY?**

An understanding of more in-depth AIDS related knowledge is obtained with this question, which aims to elicit whether the woman knows that a mother who has AIDS can pass on the disease to her baby.

Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to the baby “**During pregnancy**”, “**During delivery**” or “**By breastfeeding**” him/her. Circle ‘1’ for ‘Yes’ and ‘2’ for ‘No’ for each of the items. If the woman does not know of these or is unsure, circle ‘8’.

The following four questions are to ascertain the respondents’ own personal opinions and attitudes towards people with AIDS. We present a situation to respondents, asking them to imagine a particular scenario. Then we ask them to tell us how they would react to the situation.

Circle the code for the response given. Once again, do not prompt the respondent or indicate the “correct” answer in any way. If a respondent says she doesn’t know, is unsure or that it depends, circle ‘8’ for ‘DK/not sure/depends’.

**HA10. IF A FEMALE TEACHER HAS THE AIDS VIRUS BUT IS NOT SICK, SHOULD SHE BE ALLOWED TO CONTINUE TEACHING IN SCHOOL?**

If a school learns that a female teacher has the AIDS virus, but she is not sick, how should the school handle this information? Should the teacher be allowed to continue teaching at the school, or should she be removed from her teaching position? We are not asking about whether or not a teacher has actually been asked to leave a teaching position, but rather, what is the respondent’s opinion about how such a case should be handled; should the teacher be allowed to continue teaching?

**HA11. WOULD YOU BUY FRESH VEGETABLES FROM A SHOPKEEPER OR VENDOR IF YOU KNEW THAT THIS PERSON HAD THE AIDS VIRUS?**

**HA12. IF A MEMBER OF YOUR FAMILY BECAME INFECTED WITH THE AIDS VIRUS, WOULD YOU WANT IT TO REMAIN A SECRET?**

**HA13. IF A MEMBER OF YOUR FAMILY BECAME SICK WITH THE AIDS VIRUS, WOULD YOU BE WILLING TO CARE FOR HIM OR HER IN YOUR HOUSEHOLD?**

The following questions aim to obtain information about the level of “unmet need” for HIV-testing. They first ask about experience of HIV testing. Voluntary testing and counselling are now encouraged, in the belief that if a person knows his or her status, he or she is more likely to adopt behaviours to prevent contracting the virus or (if positive) transmitting it. Many of those who get tested do not return to learn the result of the test, but the proportion of those who return should rise as the quality of pre-test counselling improves. It is important to obtain an estimate of the number of those tested who return to learn the result, in order to monitor this proxy indicator of the quality of available counselling and the level of demand for such services.

**HA14. Check MN5: Tested for HIV during antenatal care?**

Check the respondent's answer to MN5 in the Maternal and Newborn Health module regarding whether or not she was tested for HIV during her antenatal care visits. If the respondent has already answered that she was tested during antenatal care visits, you do not need to ask her questions HA15-HA18. In such cases, check the box marked 'Yes' and go to HA18A. If her answer was 'No', check the corresponding box and continue to HA15.

**HA15. I DO NOT WANT TO KNOW THE RESULTS, BUT HAVE YOU EVER BEEN TESTED TO SEE IF YOU HAVE HIV, THE VIRUS THAT CAUSES AIDS?**

Ask the respondent if she was tested for the HIV. Be clear to the respondent that you are not asking to know the result of the test. Circle the code for the response given. If her answer is 'No', skip to HA18.

**HA16. I DO NOT WANT YOU TO TELL ME THE RESULTS OF THE TEST, BUT HAVE YOU BEEN TOLD THE RESULTS?**

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the result.

It is important that you do not attempt to find out the HIV status of any respondent who has been tested, or imply that you have any interest in knowing her HIV status. Ask the question, ensuring that the respondent knows that you are not interested in learning the results of any test she may have undergone. Circle the code corresponding to her response.

**HA17. DID YOU, YOURSELF, ASK FOR THE TEST, WAS IT OFFERED TO YOU AND YOU ACCEPTED, OR WAS IT REQUIRED?**

If the respondent has been tested for HIV, we want to know whose idea it was to get the test. There are three options, so read the entire question before expecting an answer. Perhaps the respondent asked to be tested for HIV. Perhaps a health worker offered to test the respondent and the respondent accepted being tested. Perhaps the test was required for some reason.

Circle the code corresponding to the response. If the respondent got tested because her partner asked her to do so, you would circle '1' corresponding to 'Asked for the test', because she got the test of her own volition, in response to someone asking her to do so. This would be the case if a girlfriend or boyfriend or spouse or other concerned person personally asked them to get tested. If the respondent was offered the test during a normal health centre visit, for instance, and the respondent accepted the test, this would be coded as '2', 'Offered and accepted'. By "required," we mean formally required. For example, an employer may require their employees to get tested for the AIDS virus. If so, you would circle '3' for 'Required'. Also, some countries require applicants applying for work permits or applicants applying for visas to show proof of an AIDS test.

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Even if the respondent has been tested for HIV during antenatal care, we still ask this question because the original testing place may no longer be accessible to the respondent.

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**ENDING THE INTERVIEW**

When you have finished asking HA18 or HA18A, thank the woman. Check whether she is the mother or primary caretaker of any children that live with them and are under the age of 5 years by checking the Household Questionnaire, column HL8, for the woman's line number. If so, start interviewing her with the Questionnaire for Children under Five for those children.

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**HA15. I DO NOT WANT TO KNOW THE RESULTS, BUT HAVE YOU EVER BEEN TESTED TO SEE IF YOU HAVE HIV, THE VIRUS THAT CAUSES AIDS?**

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**HA17. DID YOU, YOURSELF, ASK FOR THE TEST, WAS IT OFFERED TO YOU AND YOU ACCEPTED, OR WAS IT REQUIRED?**

If the respondent has been tested for HIV, we want to know whose idea it was to get the test. There are three options, so read the entire question before expecting an answer. Perhaps the respondent asked to be tested for HIV. Perhaps a health worker offered to test the respondent and the respondent accepted being tested. Perhaps the test was required for some reason.

Circle the code corresponding to the response. If the respondent got tested because her partner asked her to do so, you would circle '1' corresponding to 'Asked for the test', because she got the test of her own volition, in response to someone asking her to do so. This would be the case if a girlfriend or boyfriend or spouse or other concerned person personally asked them to get tested. If the respondent was offered the test during a normal health centre visit, for instance, and the respondent accepted the test, this would be coded as '2', 'Offered and accepted'. By "required," we mean formally required. For example, an employer may require their employees to get tested for the AIDS virus. If so, you would circle '3' for 'Required'. Also, some countries require applicants applying for work permits or applicants applying for visas to show proof of an AIDS test.

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Even if the respondent has been tested for HIV during antenatal care, we still ask this question because the original testing place may no longer be accessible to the respondent.

Circle the code corresponding to the response.

**ENDING THE INTERVIEW**

When you have finished asking HA18 or HA18A, thank the woman. Check whether she is the mother or primary caretaker of any children that live with them and are under the age of 5 years by checking the Household Questionnaire, column HL8, for the woman's line number. If so, start interviewing her with the Questionnaire for Children under Five for those children.

If this woman is not the mother or primary caretaker of any children under 5 in the household, check if there is another eligible woman residing in the same household. If so, go on to administer the Questionnaire for Individual Women to the next eligible woman. Continue until you have completed questionnaires for all eligible women and children in the household.

## CHILDREN UNDER FIVE

The purpose of the Questionnaire for Children Under Five is to provide information on a wide range MICS3 indicators in relation to the first 5 years of life. You will have identified children under five, eligible for this questionnaire, after you have completed the Household Listing in the Household Questionnaire. The modules in this questionnaire are

Information Panel

Birth Registration and Early Learning

Child Development

Breastfeeding

Care of Illness + Source and Cost of ORS and antibiotics

Immunization

To collect information on under fives by using this questionnaire, we have to identify a respondent who can answer detailed questions on the health and well-being of children under five. If the mother is living in the same household as the eligible child (in other words, if she is listed in the Household Listing, together with the child), then she is obviously the person who should be interviewed for that child. If the mother of the eligible child is not listed in the Household Listing (she may be deceased or living elsewhere), you should have identified a person in the Household Listing who takes the primary responsibility of raising and caring for the child.

This questionnaire is to be administered to all mothers or primary caretakers (see the Household Listing, column HL8) who care for a child that lives with them and is under the age of 5 years (see the Household Listing, column HL5).

A separate form should be filled in for each eligible child listed in the Household Questionnaire – check column HL8 on the Household Listing. Circle the number corresponding to the mother's or caretaker's response where indicated.

### UNDER-FIVE CHILD INFORMATION PANEL

UF1-UF8 should be filled in before you start the interview.

#### **UF1. and UF2**

These are to be completed in the same way as for the women's questionnaire WM1 and WM2.

#### **UF3. Child's name**

Enter the child's name from the Household Questionnaire, column HL2 of the Household Listing. The child's name should be used throughout the interview. In order to prevent confusion during the interview his/her name is recorded here.

#### **UF4. Child's line number**

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

**UF5. Mother's/Caretaker's name**

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

**UF6. Mother's/Caretaker's line number**

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

**UF7. Interviewer name and number**

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

**UF8. Day/Month/Year of interview**

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

**UF9. Result of interview for children under 5**

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

Repeat greeting and obtain permission to do the interview if not already done for this mother/primary caregiver. Continue if permission is given. Ask the mother/primary caretaker to collect all the birth certificates and health/ immunization cards she has for this child before you begin the interview. You will need these during the interview.

If the respondent does not agree to continue, thank her/him and go to the next interview. Later, discuss the refusal with your supervisor; you or another person from the team may attempt to interview the respondent for a second time. This will depend on your description of the refusal. However, remember that the respondent's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

**Date of Birth and Age.** You will begin the Under-five's interview with questions on the date of birth and age. These are two of the most important questions in the interview, since almost all analysis of the data depends on the child's age (and date of birth). Moreover, while completed age in years is sufficient for women's interviews, we need to obtain accurate information on the child's age in months. This is necessary because some of the analysis of the information that you will be collecting can only be done on the basis of age in months. You will collect this information by learning the child's date of birth. Then, it will be possible to compare the date of interview with the date of birth of the child, and after the data is collected, it will be possible to calculate the child's age in months by comparing these two pieces of information.

The questions on age and date of birth must be asked independently of the information on the Household Questionnaire or the Women's Questionnaire. The person you may be interviewing for this questionnaire may be the woman that you interviewed for the Questionnaire for Individual Women, and you may have obtained dates of birth of her children in that questionnaire. Also, you may have obtained the child's age in the Household Questionnaire. Even in such cases, you must ask these questions again.

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

Note that you may modify the first sentence based on the number of children in the respondent's care. If this is the only child the respondent cares for, change the sentences to "**NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT THE HEALTH OF (name)". IN WHAT MONTH AND YEAR WAS (name) BORN?"**

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

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

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

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

If the mother/primary caretaker is unable to provide the date of birth information, ask whether she/he has any documentation such as an identification card, health card, horoscope, or a birth or baptismal certificate that might give the date of birth of the child. However, confirm with the respondent that the date of birth recorded on such documents is indeed correct.

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

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

If the mother/primary caretaker does not know the current age of the child, try asking "**HOW MANY YEARS AGO WAS (name) BORN?"** You may help the respondent by relating the child's age to that of other children or to some important event or to the season of birth, by asking, for example, "**HOW MANY WET SEASONS AGO WAS (name) BORN?"**

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

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

**Checking for consistency between date of birth (UF10) and completed age (UF11).** After having obtained both date of birth and age, check for the consistency between the two. The child's age plus her year of birth must equal the year in which the child last had a birthday.

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

- If the month of birth is before the month of interview (the child had his/her birthday this year), then her/his age plus her/his year of birth should equal the year of interview.
  - Example: A child who was born in October 2003, in a survey conducted in November 2005, should be age 2 ( $2003 + 2 = 2005$ ).
- If the month of birth is after the month of interview (the child has not had his/her birthday this year), then her/his age plus year of birth should equal the previous year.
  - Example: A child who was born in December 2003, in a survey conducted in October 2005, should be age 1 ( $2003 + 1 = 2004$ ).
- If the month of birth is the same as the month of interview, and the day of birth is not known, then a sum of either the current or the previous year is correct.
  - Example: A child born in November 2002, in a survey conducted in November 2005, could be age 3 or age 2. Probe further to see if the date of birth is correct and whether the child has completed age 2 or 3.
- If the month of birth is the same as the month of interview, and the day of birth is known, the sum of age and year of birth should equal the year of interview if the day of birth is before the day of interview, and the sum of age and year of birth should equal the previous year if the day of birth is after the day of interview.
  - Example: A child born on 8 February 2002, in an interview conducted on 15 February 2006, should be age 4. A child born on 28 February 2002, in an interview conducted on 3 February 2006, should be age 3 since this child will complete 4 full years on 28 February 2006.

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

**BIRTH REGISTRATION AND EARLY LEARNING MODULE****BR1. DOES (name) HAVE A BIRTH CERTIFICATE? MAY I SEE IT?**

This question aims to provide an estimate of the extent of birth registration in your country. Respondents must be assured that the information about individual families will never be given to authorities, and that they cannot be identified in any way.

Ask to see the birth certificate. Circle the appropriate code corresponding, noting whether or not the certificate was seen. If the child has a birth certificate and it was seen, circle '1' and skip to BR5. If he/she does not have a birth certificate (3), or if the child has a birth certificate but the mother/primary caretaker is unable to show you the certificate (2), continue to the next question.

**BR2. HAS (name's) BIRTH BEEN REGISTERED WITH THE REGISTRAR GENERAL'S DEPARTMENT (RGD)**

Circle the code corresponding to the response. If the answer is 'Yes', skip to BR5. If the child's birth has not been registered with civil authorities, continue to the next question. If the answer is 'DK', skip to BR4.

**BR3. WHY IS (name's) BIRTH NOT REGISTERED?**

This question aims to elicit the reason for non-registration.

Circle the code corresponding to the response. Note that although there might be more than one reason for not registering a child, we need to get only one response, the most important one according to the mother/primary caretaker. If the response is definitely not one of the pre-coded responses, circle '6' for 'Other' and specify the response in the space provided.

**BR4. DO YOU KNOW HOW TO REGISTER YOUR CHILD'S BIRTH?**

The purpose of this question is to assess how important lack of knowledge (of the process of registering or, if applicable, the place to go to register) may be among the reasons for non-registration. This information can inform advocacy efforts and help to formulate education campaigns.

Circle the code corresponding to the response.

**BR5. Check age of child in UF11: Child is 3 or 4 years old?**

If the child is 3 or 4 years old, check the box marked 'Yes' and continue on to BR6. If not (if the child is 0, 1 or 2 years old), check the box marked 'No' and skip to BR8.

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

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

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

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

This question is asked if the child is attending an early childhood education programme. Record the estimated number of hours the child attended any organized learning or early childhood education programme in the last seven days. Use a leading zero if necessary.

**BR8. IN THE PAST 3 DAYS, DID YOU OR ANY HOUSEHOLD MEMBER OVER 15 YEARS OF AGE ENGAGE IN ANY OF THE FOLLOWING ACTIVITIES WITH (*name*)?**

Read each items shown below. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: **WHO ENGAGED IN THIS ACTIVITY WITH THE CHILD – THE MOTHER, THE CHILD'S FATHER OR ANOTHER ADULT MEMBER OF THE HOUSEHOLD (INCLUDING THE CARETAKER/RESPONDENT)?**

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

**BR8A. READ BOOKS OR LOOK AT PICTURE BOOKS WITH (*name*)?**

**BR8B. TELL STORIES TO (*name*)?**

**BR8C. SING SONGS WITH (*name*)?**

**BR8D. TAKE (*name*) OUTSIDE THE HOME, COMPOUND, YARD OR ENCLOSURE?**

**BR8E. PLAY WITH (*name*)?**

**BR8F. SPEND TIME WITH (*name*) NAMING, COUNTING, AND/OR DRAWING THINGS?**



## CHILD DEVELOPMENT MODULE

The questions in this module are used to obtain information about the extent to which households provide a supportive and stimulating learning environment. The first two questions are about books in the household; the third question is about things that the child plays with; the last two questions are about whether the child is left alone or left with another child as a caregiver.

### **CE1. HOW MANY BOOKS ARE THERE IN THE HOUSEHOLD? PLEASE INCLUDE SCHOOLBOOKS, BUT NOT OTHER BOOKS MEANT FOR CHILDREN, SUCH AS PICTURE BOOKS.**

This question asks for the number of books in the household, including schoolbooks and books for older children, but not picture books or books especially meant for young children.

Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers. Note that their responses to the number of books in the same household may be different.

Record the number of books in the space provided. There is no need to make an actual count of books yourself. Rely on the respondent's answer, and avoid asking to see and count the books yourself, since this is likely to require extra time. If the respondent is unsure about the number of books and is not able to provide an answer the first time you ask the question, ask her/him if there are more than 10 books. If yes, circle '10'. If she/he says that there are less than 10 books, probe further to get an exact number. If there are no such books in the household, record '00'.

### **CE2. HOW MANY CHILDREN'S BOOKS OR PICTURE BOOKS DO YOU HAVE FOR (*name*)?**

This question asks specifically about children's books or picture books for the child. This excludes schoolbooks (appropriate for or belonging to older children), as well as other books for adults that are present in the household. Those books for older children and adults are already included in the previous question, CE1.

Record the number of books in the space provided. There is no need to make an actual count of books yourself. Rely on the respondent's answer, and avoid asking to see and count the books yourself, since this is likely to require extra time. If the respondent is unsure about the number of children's books or picture books and is not able to provide an answer the first time you ask the question, ask her/him if there are more than 10 such books. If yes, circle '10'. If she/he says that there are less than 10 such books, probe further to get an exact number. If there are no such books in the household, record '00'.

### **CE3. I AM INTERESTED IN LEARNING ABOUT THE THINGS THAT (*name*) PLAYS WITH WHEN HE/SHE IS AT HOME.**

#### **WHAT DOES (*name*) PLAY WITH?**

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials.

Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will

answer ‘Yes’ to all items, whether or not it is true, perhaps because they think this is the ‘correct’ response or one that will please the interviewer.

After asking ‘**WHAT DOES (name) PLAY WITH?**’ do not pause; start asking whether the child plays with playthings from each of the categories listed. For example, ask: “**DOES HE/SHE PLAY WITH HOUSEHOLD OBJECTS, SUCH AS CHAIRSS, HASSOCKS, CUSHIONS, PLATES, CUPS OR POTS?**” and so on.

If the respondent answers ‘Yes’ to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying “**WHAT DOES HE/SHE SPECIFICALLY PLAY WITH?**” or “**CAN YOU PLEASE GIVE AN EXAMPLE?**” If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle the appropriate code.

Circle ‘Y’ if the child does not play with any of the items mentioned. Note that if ‘Y’ is circled, none of the other codes should be circled.

**CE4. SOMETIMES ADULTS TAKING CARE OF CHILDREN HAVE TO LEAVE THE HOUSE TO GO SHOPPING, WASH CLOTHES, OR FOR OTHER REASONS AND HAVE TO LEAVE YOUNG CHILDREN WITH OTHERS. SINCE LAST (*day of the week*) HOW MANY TIMES WAS (name) LEFT IN THE CARE OF ANOTHER CHILD (THAT IS, SOMEONE LESS THAN 10 YEARS OLD)?**

This and the following question are used to assess whether children are at increased risk, either because they are left alone or are left with a child as caregiver. These situations have been shown to be associated with higher risk for children, although there are many exceptions.

The question sets up a hypothetical situation, one in which the mother/primary caretaker would be gone for more than just a moment – situations in which the child could be left alone for an hour or more. The question specifies that we want to know about situations in which the respondent actually leaves the premises, not simply going out of sight of the child, such as to another part or another room of the house.

When asking this question, insert the name of the day of the interview. For example, if the interview is taking place on a Tuesday, ask: “**SINCE LAST TUESDAY,...**” Enter the response in the spaces provided. If the child was not left in the care of another child during this period, enter ‘00’ for ‘None’.

Note that ‘another child’ is defined as a child less than 10 years old.

**CE5. IN THE PAST WEEK, HOW MANY TIMES WAS (name) LEFT ALONE?**

This question asks, given the same situation as in CE4, whether and how many times the child was left completely unattended, even by another child.

As in CE4, make it clear to the respondent that you are asking only about the week previous to the day of interview. Enter the response in the spaces provided. If the answer is ‘None’, enter ‘00’.

**BREASTFEEDING MODULE****BF1. HAS (name) EVER BEEN BREASTFED?**

This question asks if the child has ever been breastfed. It includes any breastfeeding experience of the child – not necessarily by the mother/primary caretaker.

Circle the code corresponding to the response. Continue to the next question if the child was ever breastfed (1). If the child was never breastfed, circle ‘No’ and skip to BF3. Skip to BF3 in the case of a ‘DK’ response as well.

**BF2. IS HE/SHE STILL BEING BREASTFED?**

“Being breastfed” is defined as putting the child to the breast at least once a day.

Circle the code corresponding to the response.

**BF3. SINCE THIS TIME YESTERDAY, DID HE/SHE RECEIVE ANY OF THE FOLLOWING?**

This question asks about what the child was fed in the preceding 24 hours. The purpose of this question is to determine what liquids or foods the child was given.

Prompt by asking each listed item in turn, such as: “**DID (name) RECEIVE VITAMIN OR MINERAL SUPPLEMENTS OR MEDICINE?**” or “**DID HE/SHE RECEIVE PLAIN WATER?**” and so on through the list. Read each item aloud and record the response before proceeding to the next item. Use the local terms for these liquids or foods. Make sure that the respondent understands the question, particularly what is meant by “since this time yesterday”. Specify to the mother/primary caretaker: mid-morning, mid-afternoon, etc., depending on the time of the interview.

Circle the code corresponding to the response. If the mother/primary caretaker does not know the answer, repeat the question using other local words for the fluid or food. If the answer is still not known, circle ‘8’ for ‘DK’

**BF3A. VITAMIN, MINERAL SUPPLEMENTS OR MEDICINE?****BF3B. PLAIN WATER?****BF3C. SWEETENED, FLAVORED WATER OR FRUIT JUICE OR TEA OR INFUSION?****BF3D. ORAL REHYDRATION SOLUTION (ORS)?****BF3E. INFANT FORMULA?****BF3F. TINNED, POWDERED OR FRESH MILK?****BF3G. ANY OTHER LIQUIDS?****BF3H. SOLID OR SEMI-SOLID (MUSHY) FOOD?****BF4. Check BF3H: Child received solid or semi-solid (mushy) food?**

If the child received solid or semi-solid (mushy) food (BF3H=1), check the box marked ‘Yes’ and continue to the next question. If ‘No’ or ‘DK’, check the corresponding box and go to the next module.

**BF5. SINCE THIS TIME YESTERDAY, HOW MANY TIMES DID (name) EAT SOLID, SEMISOLID, OR SOFT FOODS OTHER THAN LIQUIDS?**

In this question, we want to find out how many times the child was given non-liquid foods in the 24 hours prior to the interview. Record the number of times in the space provided. If the number is seven or more, record ‘7’. If the respondent does not know, circle ‘8’.

## CARE OF ILLNESS MODULE

These questions aim to find out if the child has recently had diarrhoea or any other illness and, if so, what treatments, drinks and foods the child took during the episode.

### **CA1. HAS (*name*) HAD DIARRHOEA IN THE LAST TWO WEEKS, THAT IS, SINCE (*day of the week*) OF THE WEEK BEFORE LAST?**

Diarrhoea is determined as perceived by mother or caretaker, or as three or more loose or watery stools per day, or blood in stool.

When asking this question, insert the name of the day of the interview. For example, if the interview is taking place on a Tuesday, ask: "**HAS (*name*) HAD DIARRHOEA IN THE LAST TWO WEEKS, THAT IS, SINCE TUESDAY OF THE WEEK BEFORE LAST?**"

Record the mother's/primary caretaker's answer by circling the corresponding code. If a respondent is not sure what is meant by diarrhoea, tell her/him it means "**THREE OR MORE LOOSE OR WATERY STOOLS PER DAY, OR BLOOD IN THE STOOL.**" Make sure the respondent understands what is meant by "in the last two weeks." If the child has not had diarrhoea in the last two weeks or the caretaker doesn't know, skip to CA5.

### **CA2. DURING THIS LAST EPISODE OF DIARRHOEA, DID (*name*) DRINK ANY OF THE FOLLOWING:**

We want to know if and what type of Oral Rehydration Solution (ORS) the child took during the last episode of diarrhoea.

Ask each question separately: "**WAS (*name*) GIVEN A FLUID MADE FROM A SPECIAL PACKET CALLED [*local name or ORS packet solution*]?**", "**WAS HE/SHE GIVEN GOVERNMENT-RECOMMENDED HOMEMADE FLUID?**" and so forth. Read each item aloud and circle the code corresponding to the response before proceeding to the next item.

**CA2A. A FLUID MADE FROM A SPECIAL PACKET CALLED (*local name or ORS packet solution*)?**

**CA2C. A PRE-PACKAGED ORS FLUID FOR DIARRHOEA?**

**CA2D. OTHER RECOMMENDED REMEDY**

### **CA3. DURING (*name*'s) ILLNESS, DID HE/SHE DRINK MUCH LESS, ABOUT THE SAME, OR MORE THAN USUAL?**

For those children who had diarrhoea in the past two weeks, 'illness' in this and the next question refers to the diarrhoea episode. Disregard any additional illness these children might have had.

If dehydrated, a child may take more fluids than usual. We want to know if the pattern of fluid consumption changed during the illness. The focus in this question is on how much fluid was actually taken by the child.

Ask the question just as it is worded here. Read out the entire question and circle the appropriate code for the caretaker's response. Get the respondent's best judgment of the relative amount of total fluids actually consumed by the child. All fluids are included, not just special ones given during diarrhoea. For example, water, tea, fruit juice, breast milk, and formula are included as well as special fluids such as ORS.

Try to find out what actually happened, not what the respondent thinks ought to have happened. An answer such as, “A child with diarrhoea (or “a child who is ill”) needs more fluids” is not satisfactory. You would need to ask, **“BUT HOW MUCH DID YOUR CHILD ACTUALLY DRINK DURING THIS DIARRHOEA?”**

It may be difficult to estimate the relative amount of breast milk taken by the child. The respondent may make an estimate based on whether the child nursed longer or more frequently.

**CA4. DURING (*name's*) ILLNESS, DID HE/SHE EAT LESS, ABOUT THE SAME, OR MORE FOOD THAN USUAL?**

During an episode of diarrhoea or other illness a child may change the amount usually eaten. The focus in this question is on how much food was actually consumed by the child.

Ask the question just as it is worded here. Read out the entire question and circle the code corresponding to the caretaker’s response. Get the caretaker’s best judgment of the relative amount of total food actually consumed by the child. Try to find out what actually happened, not what the caretaker thinks ought to have happened. An answer such as, “A child with diarrhoea (or “a child who is ill”) needs more food” is not satisfactory. You would need to ask, **“BUT HOW MUCH DID YOUR CHILD ACTUALLY EAT DURING THIS DIARRHOEA?”**

If the caretaker replies that the child took only fluids (e.g. did not “eat”), circle ‘1’ for ‘None’. If the caretaker’s answer is “less than usual,” probe by asking **“MUCH LESS OR A LITTLE LESS?”** to find out if she/he thinks the amount was “much less” or “somewhat less”. Then circle the appropriate code. If the mother/primary caretaker offered more food than usual, but the child ate much less, the answer is “much less”; circle ‘2’.

Make sure that the respondent understands that this includes breast milk, if the child is still being breastfed. If the child is very young and the caretaker replies that he/she takes only fluids or breast milk (i.e. has not started ‘eating’ yet), there is no need to probe, since ‘drinking’ and ‘eating’ count as the same for this child. Circle the answer for this question (eating) that comes closest to the answer you circle for CA3 (drinking).

**CA4A. Check CA2A: ORS packet used?**

Check CA2A. If CA2A =1, check the box marked ‘Yes’, and continue to CA4B. If ‘No’, skip to CA5.

**CA4B. WHERE DID YOU GET THE (*local name for ORS packet from CA2A*)?**

The intent of this question is to identify where the ORS packet was obtained. Circle the code corresponding to the answer given. If the respondent obtained the ORS packet from a medical sector source, ask whether the place is in the public (run by the government) or private sector. If the place is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for ‘Other public’ and circle ‘16’. Similarly, if the place is in the private medical sector, but is not one of the pre-coded categories, write the description in the space provided for ‘Other private medical’ and circle ‘26’.

If the respondent answers that the ORS packet was obtained from another place not listed, write the description of the place in the space provided for ‘Other’ and circle ‘96’. Then notify your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response. Circle ‘98’ if the respondent does not know where the ORS packet was obtained.

**CA4C. HOW MUCH DID YOU PAY FOR THE (*local name for ORS packet from CA2A*)?**

Record how much was paid in local currency for the ORS packet. If it was free, circle ‘9996’. Circle ‘9998’ if the respondent does not know how much was paid for the ORS packet.

**CA5. HAS (*name*) HAD AN ILLNESS WITH A COUGH AT ANY TIME IN THE LAST TWO WEEKS, THAT IS, SINCE (*day of the week*) OF THE WEEK BEFORE LAST?**

Illness with a cough means a cold or other acute respiratory illness with a cough.

Circle the code corresponding to the response given. If the respondent says “He coughs all the time” or “She’s been coughing for months”, do not count this as an “illness with a cough” since it is a chronic problem. If the answer is ‘No’ or ‘DK’, circle the appropriate code and go to CA12. If the symptoms started before but continued into the two-week period, this counts as ‘Yes’.

**CA6. WHEN (*name*) HAD AN ILLNESS WITH A COUGH, DID HE/SHE BREATHE FASTER THAN USUAL WITH SHORT, QUICK BREATHS OR HAVE DIFFICULTY BREATHING?**

The question aims to find out if the child has or had an illness needing assessment by a health professional (as defined by the CDC/IMCI programme).

If the respondent asks “What do you mean by ‘fast breathing’?” you may say “**NOTICEABLY FASTER THAN NORMAL WHEN THE CHILD IS RESTED**”. If the respondent asks “What do you mean by ‘difficulty breathing’?” you may say “**THE CHILD SOUNDED/LOOKED AS IF HE/SHE WAS HAVING TROUBLE BREATHING**.” You may give other explanations that were developed and tested during the adaptation and pre-testing of the questionnaire. Circle the code corresponding to the response. If the answer is ‘Yes’, continue to the next question. Otherwise, skip to CA12.

**CA7. WERE THE SYMPTOMS DUE TO A PROBLEM IN THE CHEST OR A BLOCKED NOSE?**

This question aims to find out if the problem needs assessment by a health professional, which does not include a simple cold.

Circle the code corresponding to the caretaker’s response. If the symptoms were from a ‘Blocked Nose’, skip to CA12. If the symptoms were due to ‘Other’ reasons, write the respondent’s description in the line provided, circle ‘6’ and skip to CA12. Otherwise, continue to the next question.

**CA8. DID YOU SEEK ADVICE OR TREATMENT FOR THE ILLNESS OUTSIDE THE HOME?**

“Seeking care outside the home” means going outside the family or household for advice or treatment. Seeking care could include anything from asking a neighbour for advice, to holding a religious ceremony on the child’s behalf, to going to a hospital. If a physician or other provider visits the household to give care, this counts as seeking care outside the home. The child may or may not have accompanied the respondent when he/she sought care. For example, going to buy medicine without the child counts as seeking care.

Circle the code corresponding to the response given. If the answer is ‘Yes’, continue to the next question. Otherwise, skip to CA10.

**CA9. FROM WHERE DID YOU SEEK CARE?**

After the first reply, ask: “**ANYWHERE ELSE?**” until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

If the source of care is a hospital, health centre, or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for ‘Other public’ and circle ‘H’. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for ‘Other private medical’ and circle ‘O’.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for ‘Other’ and circle ‘96’. Then write the name of the place in the space provided on the questionnaire (*Name of place*) and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

**CA10. WAS *(name)* GIVEN MEDICINE TO TREAT THIS ILLNESS?**

Circle the appropriate code. If the answer is ‘Yes’, continue to the next question. Otherwise, go to CA12.

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

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show the medicines. If he/she cannot show the packaged medicine, follow guidelines provided during training.

If the respondent names a medicine that is not listed, circle ‘X’ for ‘Other’ medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle ‘Z’ for ‘DK’.

**CA11A. Check CA11: Antibiotic given?**

Check CA11. If an antibiotic was given (code ‘A’ circled) to treat this illness, check the box marked ‘Yes’, and continue to CA11B. If ‘No’, skip to CA12.

**CA11B. WHERE DID YOU GET THE ANTIBIOTIC?**

The intent of this question is to identify where the antibiotic was obtained. Circle the code corresponding to the answer given. If the respondent obtained the antibiotic from a medical sector source, ask whether the place is in the public (run by the government) or private sector. If the place is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for ‘Other public’ and circle ‘16’. Similarly, if the place is in the private medical sector, but is not one of the pre-coded categories, write the description in the space provided for ‘Other private medical’ and circle ‘26’.

If the respondent answers that the antibiotic was obtained from another place not listed, write the description of the place in the space provided for ‘Other’ and circle ‘96’. Then notify your supervisor.

Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response. Circle '98' if the respondent does not know where the antibiotic was obtained.

**CA11C. HOW MUCH DID YOU PAY FOR THE ANTIBIOTIC?**

Record how much was paid in local currency for the antibiotic. If it was free, circle '9996'. Circle '9998' if the respondent does not know how much was paid for the antibiotic.

**CA12. Check UF11: Child aged under 3?**

CA13 is used to filter out children age 3, 4 and 5, so as to ask the next question only to children under 3. Check UF11; if the child is under 3 (he/she is 0, 1 or 2 years old), mark the box corresponding to 'Yes' and continue with the next question. If the child is not under 3 (she/he is 3, 4 or 5 years old), mark the box corresponding to 'No' and skip to CA14.

**CA13. THE LAST TIME (*name*) PASSED STOOLS, WHAT WAS DONE TO DISPOSE OF THE STOOLS?**

The purpose of this question is to know what was done with the stools of the child in the household when they most recently passed stool. The safe disposal of children's stools is of particular importance because children's stools are more likely to be the cause of faecal contamination to the immediate household environment than other causes. Correct disposal of stools is linked with lower risks of getting diarrhoea.

Respondents are asked where they usually dispose of their children's stools if the child did not use the toilet facility. Circle the most appropriate code.

**CA14. SOMETIMES CHILDREN HAVE SEVERE ILLNESSES AND SHOULD BE TAKEN IMMEDIATELY TO A HEALTH FACILITY. WHAT TYPES OF SYMPTOMS WOULD CAUSE YOU TO TAKE YOUR CHILD TO A HEALTH FACILITY RIGHT AWAY?**

This question asks for symptoms that would cause the respondent to a health facility right away.

Note that this question will only be asked once per mother/primary caretaker. If you are interviewing the same mother/primary caretaker for more than one child, ask this question when you interview her/him for the first child. Copy the response to this question to the same question in the questionnaire for the second child. If you are interviewing more than one mother/primary caretaker in the same household, ask the question once of each of the mothers/primary caretakers.

Circle the codes for the symptoms mentioned. If the caretaker mentions a few signs and stops, continue by asking "**ANY OTHERS?**" until the caretaker cannot recall any additional symptoms, but do not prompt with any suggestions. Circle the codes corresponding to all symptoms mentioned. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

## IMMUNIZATION MODULE

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

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

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

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

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

### Questions IM2-IM6.

You will complete questions from IM2 through IM6 when respondents show you the vaccination card for the child:

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

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

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

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

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

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

If the answer is ‘Yes’, circle ‘1’ only if the respondent mentions vaccines included in the questionnaire. You can refer to the information already obtained from the vaccination card to make sure that the mother/primary caretaker is referring only to these vaccines. Write ‘66’ in the corresponding ‘Day’ column for IM2-IM6, and leave the month and year columns blank. For example, if two doses of DPT were recorded on the card, and another dose was given but not recorded, the answer to IM4C should be ‘66’ in the ‘Day’ column.

Do not ask the respondent to supply dates from memory. Enter a date only if the card or other document is available and lists a date for the immunization dose.

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

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

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

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

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

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

Circle the code corresponding to the response.

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

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

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

Fill in the number in the space provided.

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

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

**IM16. HOW MANY TIMES?**

Fill in the number in the space provided.

**IM17. HAS (name) EVER BEEN GIVEN “MEASLES VACCINATION INJECTIONS” OR MMR– THAT IS, A SHOT IN THE ARM AT THE AGE OF 12 MONTHS OR OLDER - TO PREVENT HIM/HER FROM GETTING MEASLES?**

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

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

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

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

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

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

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