INSTRUCTIONS FOR INTERVIEWERS

KIRIBATI SOCIAL DEVELOPMENT INDICATOR SURVEY, 2018

SEPTEMBER, 2018

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INTRODUCTION

The Kiribati National Statistical Office (KI-NSO) in collaboration with the United Nations Children's Fund (UNICEF) has undertaken to conduct the Kiribati Social Development Indicator Survey (KSDIS). The Kiribati SDIS is being conducted countrywide, covering households in both urban and rural areas. The sample size is 4,000 households distributed across the country, and questionnaires will collect information on households, women and men 15-49 years, and children under the age of 5 years and 5-17 years.

The Kiribati SDIS will be conducted based on the UNICEF MICS6 scaffolding and with technical guidance and support of the Multiple Indicator Cluster Survey (MICS) programme of UNICEF. The Multiple Indicator Cluster Survey (MICS) is a household survey developed by UNICEF to assist countries in filling data gaps for monitoring the situation of children and women. It is designed to produce estimates of indicators that are statistically sound and internationally comparable.

TRAINING PACKAGE

A training package has been prepared for each individual, and includes the following items:

- ➢ Training Manuals
- ➢ All Questionnaires
- ➢ Notepad, pencil, eraser, sharpener, pen
- ➢ Reading Literacy Card
- ➢ Age Calculation Guide
- ➢ Training Agenda
- ➢ Evaluation Forms
- ➢ Response Card
- ➢ Immunisation Schedule

TRAINING GROUND RULES

To facilitate the smooth flow of the training exercise, it is important that the following ground rules be adhered to at all times:

- ➢ **Signing the attendance register** – the register should be signed at the beginning of both the morning and afternoon sessions.

- ➢ **Use of cell phones** – the use of cell phones during the training sessions is discouraged. Cell phones should either be turned off or set on vibrate mode. If it is absolutely necessary to take or make a call, this should be done outside of the training room.

- ➢ **Discussions** – All trainees are expected to participate in discussions. To facilitate learning, only one person should speak at a time, and differences in opinions should be aired respectfully.

- ➢ **Punctuality**–the training starts promptly at 8:30am daily. Delays in beginning the training will prolong the day for you and your colleagues.

- ➢ **Dress code** – attire should be appropriate, casual but not revealing.

AUTHORITY FOR SURVEY

The Statistical Institute of Kiribati, gives you the power as an employee of the Kiribati National Statistical Office to collect information from household members.

Bear in mind that, unless there is a Statistical Law that obliges households to give answers, the SDIS is a voluntary survey, which means that selected respondents may choose not to participate. However, it is expected that interviewers will use positive measures of persuasion and tact to get all the information needed from all eligible respondents.

CONFIDENTIALITY

Some respondents may out rightly refuse to answer the questionnaire, while others may be reluctant to answer some of the questions. This is understandable since you would be asking for information that is not usually disclosed to strangers. You, the interviewer will be expected to inform the respondent that:

(a) Information collected is kept strictly confidential. No information about any individual can be made available, even to a government department.

(b) The information collected will be used solely in the preparation of tables showing group totals, not individuals' information.

MISSION STATEMENT

The Statistical Institute of Kiribati is committed to provide, with the highest degree of integrity, quality and with strict adherence to professional and international standards, accurate, reliable and timely statistical information to facilitate effective policy and decision-making for local and international clients.

TRAINING

All persons involved in the collection of the data and supervision of fieldwork must attend the training sessions. The training will enable you to have a thorough knowledge of the main concepts and be familiar with the questionnaires and the training manual.

KSDIS QUESTIONNAIRES AND ELIGIBLE RESPONDENTS

OVERVIEW OF QUESTIONNAIRES

The KSDIS includes six questionnaires; household, water quality testing, women 15-49 years of age, men 15-49 years of age, children under five years old and children age 5-17 years. The modules included in each questionnaire are as follows:

HOUSEHOLD QUESTIONNAIRE			
HH	HOUSEHOLD INFORMATION PANEL	TN	DENGUE
HL	LIST OF HOUSEHOLD MEMBERS	WS	WATER AND SANITATION
ED	EDUCATION [3+]	HW	HANDWASHING
HC	HOUSEHOLD CHARACTERISTICS	SA	SALT IODISATION
ST	SOCIAL TRANSFERS		
EU	HOUSEHOLD ENERGY USE		

WATER QUALITY TESTING QUESTIONNAIRE

QUESTIONNAIRE FOR INDIVIDUAL WOMEN AGE 15-49 YEARS			
WM	WOMAN'S INFORMATION PANEL	VT	VICTIMISATION
WB	WOMAN'S BACKGROUND	MA	MARRIAGE/UNION
MT	MASS MEDIA AND ICT	AF	ADULT FUNCTIONING [18-49]
CM/BH	FERTILITY / BIRTH HISTORY	SB	SEXUAL BEHAVIOUR
DB	DESIRE FOR LAST BIRTH	HA	HIV/AIDS
MN	MATERNAL AND NEWBORN HEALTH	STI	SEXUALLY TRANSITED INFECTIONS
PN	POST-NATAL HEALTH CHECKS	TA	TOBACCO AND ALCOHOL USE
CP	CONTRACEPTION	DVD	DOMESTIC VIOLENCE
UN	UNMET NEED	LS	LIFE SATISFACTION
DV	ATTITUDES TOWARD DOMESTIC VIOLENCE		

QUESTIONNAIRE FOR INDIVIDUAL MEN AGE 15-49 YEARS			
MWM	MAN'S INFORMATION PANEL	MAF	ADULT FUNCTIONING [18-49]
MWB	MAN'S BACKGROUND	MSB	SEXUAL BEHAVIOUR
MMT	MASS MEDIA AND ICT	MHA	HIV/AIDS
MCM	FERTILITY	MSTI	SEXUALLY TRANSMITTED INFECTIONS
MCP	CONTRACEPTION	MMC	CIRCUMCISION
MDV	ATTITUDES TOWARD DOMESTIC VIOLENCE	MTA	TOBACCO AND ALCOHOL USE
MVT	VICTIMISATION	MLS	LIFE SATISFACTION
MMA	MARRIAGE/UNION		

QUESTIONNAIRE FOR CHILDREN AGE 5-17 YEARS			
FS	5-17 CHILD INFORMATION PANEL	FCF	CHILD FUNCTIONING
CB	CHILD'S BACKGROUND	PR	PARENTAL INVOLVEMENT [7-14]
CL	CHILD LABOUR	FL	FOUNDATIONAL LEARNING SKILLS [7-14]
FCD	CHILD DISCIPLINE [5-14]		

QUESTIONNAIRE FOR CHILDREN UNDER FIVE			
UF	UNDER-FIVE CHILD INFORMATION PANEL	UCF	CHILD FUNCTIONING [2-4]
UB	UNDER-FIVE'S BACKGROUND	BD	BREASTFEEDING AND DIETARY INTAKE [0-2]
BR	BIRTH REGISTRATION	IM	IMMUNISATION [0-2]
EC	EARLY CHILDHOOD DEVELOPMENT	CA	CARE OF ILLNESS
UCD	CHILD DISCIPLINE [1-4]	AN	ANTHROPOMETRY

ELIGIBLE RESPONDENTS FOR THE QUESTIONNAIRES

Eligible Respondents for the Household Questionnaire

In each sampled household you visit, you should begin by interviewing <u>a knowledgeable adult member of the household</u> to fill in the Household Questionnaire. All modules of the Household Questionnaire will be administered to this one person, referred to as the **Household Respondent**, including the modules in the questionnaire where the information collected is about other household members. The Education Module is one such example.

For the purposes of the Household Questionnaire, an adult is defined as someone aged 15 years and over. However, young adults (below age 18) may not be the most ideal members to interview. Therefore, in cases when there is another older household member (for instance, the parent of the 15 year-old) available to interview, you should make every effort to interview this person who is likely to be more knowledgeable about the household. Whenever possible, you should interview the household member who is likely to be more knowledgeable.

On the other hand, interviewing the household head is not a requirement for the household questionnaire and you are not expected to ask for the household head to do the interview.

You should also keep in mind that for practical reasons, it may be an advantage to begin the Household Questionnaire with a mother or primary caretaker (of a child under five years of age or child 5-17 years), since many of the questions/modules are about children, and mothers/caretakers provide more accurate responses to such questions better than anybody else. While you should not make a special 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, male household heads.

There should only be one respondent to the Household Questionnaire and the other members of the household should not respond to any part of the questionnaire. Multiple respondents to the questionnaire will undoubtedly lead to an uncontrolled, low quality interview, and may lead to errors in recording responses. Ideally, the household respondent is not expected to consult other members that may be available in the household. However, you may allow the household respondent to ask other members in order to get more correct information, especially on information such as age, which may affect the eligibility of some members for individual questionnaires, or modules where age checks are important, such as the Education, or the Child Discipline Modules.

Eligible Respondents for the Individual Questionnaires

When you have completed the Household Questionnaire, you will have identified women (age 15-49), men (age 15-49) and 'mothers or primary caretakers' (age 15 or above) of children under five and children 5-17 to whom you will administer the individual questionnaires.

- You should interview separately all women age 15 through 49 who reside in the household to fill in the **Questionnaire for Individual Women**.

- You should interview separately all men age 15 through 49 who reside in the household to fill in the **Questionnaire for Individual Men**.

- You should administer the **Questionnaire for Children Under Five** to mothers of children under 5 years of age who are residing in the household.
  - If the mother is NOT recorded in the List of Household Members (that is, if the mother is not a member of this household or not alive), then the person who is acknowledged by the household respondent as the primary caretaker (in HL20 in the List of Household Members of the Household Questionnaire) should be the respondent to the Questionnaire for Children Under Five.

  - Note that if the mother of an under-five child is under the age of 15 years, that interview must not be conducted.

- You should administer the Questionnaire for Children 5-17 years to mothers of children 5 - 17 years of age who are residing in the household.
  - If the mother is NOT recorded in the List of Household Members (that is, if the mother is not a member of this household or not alive), then the person who is acknowledged by the household respondent as the primary caretaker (in HL20 in the List of Household Members of the Household Questionnaire) should be the respondent to the Questionnaire for 5-17 years.
  - If there is a girl/boy age 15-17 living by herself, she/he does not have a caretaker and she/he is therefore emancipated. We will rely on our respondent to tell us if there is no caretaker, which will allow us to interview the individual without adult consent. This will also require you to rephrase some of the questions to adapt to the specific conditions (i.e. using 'people of your age' in ECF14 rather than using the term 'children of the same age' as in CF14). For such cases, the CAPI application will automatically show you the alternative questions/modules you need to ask to these respondents (see Appendix A).

You will identify these eligible respondents by completing the List of Household Members in the Household Questionnaire.

If you visit a household where there are no members eligible for the individual questionnaires, you must still ask questions about the household to a knowledgeable adult household member and complete the Household Questionnaire.

As a general rule, the respondent to any of the questionnaires must be at least 15 years old. This also applies to the mother or primary caretaker of a child under age 5.
- ➢ In the rare event that a mother or primary caretaker is less than age 15, you should record 'Other' as the result of the interview in UF9 and specify that the mother/caretaker is less than age 15 and therefore cannot be interviewed.

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➢ As long as the mother of the under-five child is a member of the household, no other respondent should be permitted to answer the questionnaire.

➢ If the mother of the child is unable to respond because of incapacitation, you should record 'Incapacitated' as the result of the interview.

➢ If the mother of an under-five child is not a member of the household or not alive, then the person identified as the primary caretaker of the child in the List of Household Members should answer the questionnaire.

Finding and Re-Visiting Households

Your supervisor will assign the households to be visited to each interviewer, and help you to find the households. You must visit all these assigned households and should not replace these households with other households that are not selected for interviews, as this will negatively affect the representativeness of the sample.

If no one is at home when you go to interview the household, ask the neighbours whether anyone lives at this location. If it is occupied, ask the neighbours when the household members will return. Arrange with your supervisor to go back to the location when the household members are expected to be at home; for example, at the end of the day.

If no adult household member is at home, arrange to come back at another time. Do not interview a household member younger than age 15, a temporary caretaker of the children, such as a daytime babysitter, and do not interview anyone else who does not usually live in the household. The rule to interview a knowledgeable adult household member cannot be relaxed or violated under any circumstances.

➢ Each household in the sample has to be visited at least three times (two re-visits) before you can mark HH46 (Result of household interview) as 'No household member or no competent respondent at home at time of visit', unless otherwise instructed by your 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 which case HH46 would be marked as 'Entire household absent for extended period of time'. In such cases, three visits to the household may not be necessary. However, even in such cases, the ultimate decision will have to be taken by your supervisor.

➢ If it is necessary to revisit a household, unless you have been given a specific time to return, it is important that the visits be made at different times of the day. For example, there is no point in visiting a household three times within the space of two hours.

<u>If an eligible man or woman, or a mother or primary caretaker is not available for the individual interview or is not at home</u>, find out from a household member or neighbour when he/she will return. **Do not take responses for the individual questionnaires from anyone other than the eligible person him/herself.**

The person to be interviewed for the Questionnaire for Children Under Five should be the mother.

➢ <u>A person other than the mother of the child under five can be interviewed only if the mother is living elsewhere or is deceased, and therefore does not appear in the List of Household Members in the Household Questionnaire.</u>

- In these cases, the person who is acknowledged by the household respondent as the primary caretaker of the child in that household should be interviewed.

- <u>If the mother/primary caretaker is not available for interview or is not at home</u>, try to find out when she/he will be available and return to the household at that time.

- If the person will not be available or will not return home 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.

<u>If a child under five is not available, but the mother/primary caretaker is available</u>, you can complete the Questionnaire for Children Under Five, with the exception of the Anthropometry Module, since you need the child to perform measurements.

➢ In such a case, complete the questionnaire with the mother/primary caretaker, but leave the Anthropometry Module blank to be completed during the next visit.

➢ If the child is still not available after the re-visits, record the result in question AN8 as 'Child not present'. Re-visits should be planned by supervisors, if possible, to measure the heights and weights of children, when children are not present at the time of the first visit to the household.

Non Response
➢ Ask your supervisor if you are in doubt about what to do when you cannot complete an interview.

➢ If it is not possible to interview an eligible woman or man, record this on the Woman's or Man's Information Panel of the respective questionnaires.

➢ If it is not possible to interview a mother or primary caretaker, record this on the Under Five Child Information Panel of the Questionnaire for Children Under Five or 5-17 Child Information Panel of the Questionnaire for Children 5-17.

GENERAL CHARACTERISTICS OF THE KSDIS QUESTIONNAIRES

CHARACTER FORMATTING

A standard coding and formatting system is used throughout the questionnaires. These conventions can be summarized as follows:

Lower case letters	used for questions the interviewer will ask to respondents
Italics	instructions to the interviewer
CAPITAL LETTERS	response category labels
(italics enclosed in parentheses)	words to be replaced by the interviewer, as appropriate
Yellow background	Questions or filters handled automatically in CAPI
Blue/Aqua background	• Questions that are not asked to respondents, e.g. observations, results, filters.
	• Instructions outside questions and filters.
	• Header rows in rosters

SKIP INSTRUCTIONS

Skip instructions are given in the questionnaires to ensure that you do not ask irrelevant questions to a respondent. For example, in question WS15 (Water and Sanitation Module, Household Questionnaire), you are required to ask whether the toilet facility is shared with members of other households. If the response is "No", the skip instruction is to continue the interview with the next module *2⇨End*, so that WS16 and WS17 are not asked to the respondent: These questions are only for toilets which are shared, and are designed to collect information on how many other households use the same toilet, and whether these are public facilities.

Skips are very important, since a failure to take a skip into account may result in:
   (a) Asking an inappropriate question to the respondent; and/or
   (b) Incorrectly skipping a whole section which should actually be administered.

QUESTION STYLES
   • Areas with a blue background indicate those questions and filters that should not be verbalized by interviewers, but should be coded, based on previous responses or observations.

   • Areas with a yellow background indicate those questions and filters that should not be verbalized by interviewers and those that require no action for the interviewers. These will be filled automatically by the data entry application. However, during the training, it is important that all field staff familiarize with the content and the logic of these questions to ensure a good comprehension of the MICS questionnaires. These questions check the responses given to previous questions in the same questionnaire or sometimes in the others questionnaires and skip automatically to the required part of the questionnaire.

   • Upper case letters are used to indicate response categories in questions where multiple responses can be accepted and coded. Example: MN19 in the Maternal and Newborn Health

Module, Women's Questionnaire.

- <u>Numbers are used to indicate response categories in questions where only one response will be coded.</u> For example, WS1 in the Water and Sanitation Module, Household Questionnaire. These questions constitute the majority of questions in all questionnaires.

- 'DK' is used throughout to abbreviate 'Don't Know'.

- For numeric response codes, '8', '98', '998' and '9998' are used throughout for 'DK' responses, while '6', '96', '996' and '9996' are used for 'Other' responses.

- In questions where letters are used for response categories, 'X' is used for 'Other', 'Y' is used for 'None', and 'Z' is used for 'DK'.

- Some modules include "rosters", which are lists that involve the collection of information on the same subject for multiple persons or items. For example, the Education Module in the Household Questionnaire is in the form of a roster, where educational level and attainment information is collected for all members of the household 5 years or older.

- Skip instructions are provided to the right of the response categories (with the exception of rosters), normally in a skip column, and indicate the number of the question that the interviewer should skip to. For example, in question WS1 in the Water and Sanitation Module of the Household Questionnaire, <u>11 ⇨WS7</u> appears in the skip column, indicating that if the response was "Piped into dwelling" and you recorded '11', you should ask question WS7 next.

- **Probes** are used to ask further questions to the respondent, and are either indicated as "*Probe:*" or with a question such as "Anything else?". For example, CA13 in the Care of Illness Module, Under Five Questionnaire.

- **Prompts** are used to explicitly ask about a specific item or a specific topic. For example, in the case of household assets, the respondent is not asked to simply list all household assets in the household, but rather, each of the assets the questionnaire is intended to collect is verbalized as a question. Example, HC7 in the Household Characteristics Module in the Household Questionnaire.

- There are occurrences when a word is either in bold characters or underlined. These are intended to emphasize a point, or make sure that you do not forget what the question is intended to capture. For instance, in question WS1 (Water and Sanitation Module, Household Questionnaire), the word 'main' is underlined ('<u>main</u>') to emphasize that only the main source of drinking water should be recorded.

- "Other" response codes are almost always followed by (*specify*), which indicate that once the "other" option is recorded, you are expected to write the exact answer.

HOW TO HANDLE AN INTERVIEW

The interviewer and the respondent are strangers to each other; therefore, one of the main tasks of the interviewer is to establish rapport with the respondent. The respondent's first impression of you will influence her/his willingness to participate in the survey, therefore, make sure that your appearance is neat and you also appear friendly as you introduce yourself.

- On meeting the respondent, the first thing you should do is to introduce yourself, stating your name, the organization you are working for, the objectives of the survey, and what you want the respondent to do for you.

- You are advised to avoid long discussions on issues which are not related to the survey and which may consume a lot of your time.

- After building rapport with the respondent:
  - Ask questions slowly and clearly to ensure the respondent understands what he/she is being asked.
  - After you have asked a question, pause and give the respondent time to think. If the respondent feels hurried or is not allowed to form his/her opinion, he/she may respond with "I don't know" or give an inaccurate answer.

Specifically, the following guidelines will help you handle interviews:
- Ensure that you understand the exact purpose of the survey and each question. This will help you to know if the responses you are receiving are adequate or relevant.

- Keep in mind 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.

- Ask the questions <u>exactly</u> as they are written. Even small changes in wording can alter the meaning of a question.

- Ask the questions <u>in the same order</u> as they are given on the questionnaires. Do not change the sequence of the questions.

- Ask <u>all</u> 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 feel comfortable, but make sure you do not suggest answers to your questions. For example, do not 'help' a woman remember various contraceptive methods. Those cases when you are expected to 'help' the respondent, such as probing for answers or using information to remind the respondent of dates, ages, and durations are clearly indicated on the questionnaires, and are topics that will be covered during this training.

- Do not leave a question unanswered unless you have been instructed to skip it, as questions left blank are difficult to deal with later. When questionnaires arrive at the head office, it may look as though you forgot to ask the question.
  - Always write in '0' when a zero answer is given, example, CM3 in the Fertility/Birth History Module in the Women's Questionnaire.
  - For some questions, the code 'DK' will be provided, and after you are sure that the respondent is unable to provide you with an answer, you will be able to record this response.
  - In questions where a 'DK' response is not printed on the questionnaire, you must make sure that the respondent provides an answer. In exceptional cases where this may not be possible, indicate this on the questionnaire with a note.

- Record answers immediately when the respondent gives you the responses. Never rely on writing answers in a notebook for transfer to the questionnaire later.

- Check the whole questionnaire before you leave the household to be sure it is completed correctly.

- Thank the respondent for his/her cooperation and giving you time to interview him/her. This helps to leave the way open to future interviews (for re-visits) if necessary.

- Avoid over-staying in the respondent's household even if he/she is very friendly and welcoming.

GENERAL GUIDELINES FOR A SUCCESSFUL INTERVIEW

Make a good first impression

The first impression a respondent has of you is formed through your appearance. The way you dress may affect whether your interview is successful or not, therefore you should dress neatly and simply at all times.

When first approaching the respondent, do your best to make him/her feel at ease. With a few well-chosen words, you can put the respondent in the right frame of mind for the interview. Always open the interview with a smile and greeting and then proceed with your introduction as specified on your questionnaire.

If and when necessary, tell the respondent that the survey will help the government in the development of plans for children and women and that his/her cooperation will be highly appreciated.

Gain rapport with the respondent

Try not to arrive at the selected household at an inconvenient time of day, such as mealtimes, or too late or early during the day. Try to arrive when the respondents 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 members of 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.

Make sure that the respondents do not confuse you with others who might be visiting households for other reasons; for instance, for the selling of goods, or the conducting of some survey other than the MICS.

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

Remain calm and polite at all times.

Always have a positive approach

Never adopt an apologetic manner, and never approach with such words as "Are you too busy?" or "If you are not too busy?" of "If you don't mind ..." Such questions will invite refusal before you even start. Rather, tell the respondent "I would like to ask you a few questions, please."

Emphasize the confidentiality of any information collected

Always stress confidentiality of the information you obtain from the respondent. Explain to the respondent that the information you collect will remain strictly confidential and that no individual names will be used without their consent, and that all information will be grouped together and make anonymous when writing the report.

Use a language understandable by the respondent to get this message across. Never mention other interviews or read the questionnaire with other interviewers or the supervisor in front of a respondent or any other person. This will automatically erode the confidence the respondent has in you.

Probe for adequate responses

You should phrase the question as it is in the questionnaire.

- If you realize that an answer is not consistent with other responses, then you should seek clarification through asking indirect questions or some additional questions so as to obtain a complete answer to the original question. This process is called <u>probing</u>.

- Questions, while probing, should be worded so that they are neutral and do not lead the respondent to answer in a particular direction.

- Ensure the meaning of the original question is not changed.

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

Ask the respondent to clarify his/her answer if necessary, as you may have misunderstood the response.

Check for consistency between the answers a respondent gives.

- Treat the questionnaires as tools that you are using to converse with the respondent.
- Try to understand and remember the responses, and if there is an inconsistency, ask the questions again.

- However, never point out to the respondents inconsistencies that you may have identified in a manner that may be understood as if you are testing the respondent's honesty or integrity.

Answering questions from respondent

The respondent may ask you some questions about the survey or how he/she was selected to be interviewed or how the survey is going to help him/her, before agreeing to be interviewed. Be direct and pleasant when you answer. The respondent may also be concerned about the

length of the interview. Please be frank to tell him/her how long you are likely to take to administer the questionnaire.

Interview the respondent alone

The presence of a third person during the interview can prevent you from getting frank and honest answers from the respondent.

- It is therefore very important that the interviews are conducted privately and that all the questions are answered by the respondent only.

- This is especially important in the case of the Women's and Men's Questionnaires, which include several topics that the respondents will consider to be "personal" or "private".

- If other people are present, explain to the respondent that some of the questions are private and request to talk to him/her while alone.

Handling hesitant respondents

There may be situations where the respondent simply says "I don't know", or gives an irrelevant answer or acts in a manner suggesting he/she is bored or contradicts earlier answers. In all these cases, try your best to make him/her become interested in the question. Spending a few moments to talk about things unrelated to the interview (e.g. his/her town or village, the weather, his/her daily activities etc.) may be useful.

Adopt a non-judgemental attitude

"Social desirability response bias" is a potential problem in surveys and refers to the tendency for respondents to present a favourable image of themselves to the interviewers. Sensitive questions may lead respondents to adjust their answers so as to appear politically correct or socially acceptable. Questionnaire items with strong social norms (such as adherence to religious or cultural expectations), or adopting attitudes/activities/objects that are widely considered desirable or undesirable tend to elicit "socially acceptable answers" rather than correct and honest answers.

To minimise social desirability response bias, it is very important to adopt a non-judgemental attitude and to not display any of your own attitudes, such as cultural or religious values, political preferences, and the like.

THE ROLE OF INTERVIEWERS

Interviewers play a central role in the collection of data, and the ultimate outcome of the exercise depends on how well you conduct the interviews. <u>Success, therefore, depends on the quality of the interviewers' work</u>. It is therefore important that you are consistent in the way you put the questions to the respondent.

In general, the responsibilities of the interviewers will include:

- With the assistance of the field supervisor, locating the households in the sample that are assigned to them, and administering the questionnaires;

- Interviewing all the eligible respondents in the households assigned to them;

- Checking completed interviews to be sure that all questions were asked;

- Making call-backs to interview respondents who could not be interviewed during the first or second visit due to various reasons;

- Ensuring that the information given is correct by keeping the respondent focused on the questions;

- Recording their specific observations on issues experienced at households in the notebook provided;

- Preparing additional debriefing notes for the field supervisor on other problems or observations;

- Assisting the measurer while he/she is performing the anthropometric measurements.

THE HOUSEHOLD QUESTIONNAIRE

The purpose of the Household Questionnaire is to provide information on the general characteristics of the population, the households and where the households are located. You will use the Household Questionnaire to collect important information on topics such as household composition and educational achievement, and housing quality and sanitation.

You will also use this questionnaire to identify women and men who are eligible (qualified) to be interviewed for the Questionnaire for Individual Women and Individual Men, as well as the mothers (or primary caretakers) of children under five years old and those age 5-17 who will then be administered the Questionnaire for Children Under Five and Questionnaire for Children Age 5-17.

HOUSEHOLD INFORMATION PANEL

The Household Information Panel consists of an upper panel (HH1 to HH12). Your supervisor will have provided the necessary information to you for filling the questions HH1 to HH10 when you are assigned the household. The lower panel (HH46 to HH56) that appears on the cover page of the printed questionnaires are filled at the end of the interview automatically except for the HH46 and HH47 filled by the interviewer, following the completion of the questions HH13 to HH45.

HH1. *Cluster number*

Cluster number provided by your supervisor will appear here.

HH2. *Household number*

Household number provided by your supervisor will appear here.

HH3. *Interviewer's name and number*

Your own name and identification number provided to you at the time of training will appear here.

HH4. *Supervisor's name and number*

Supervisor's name and number will appear here.

HH5. *Day/Month/Year of interview*

The date of the interview will appear here as day, month and year. If the interview is not completed on your first visit, the date here will be either when you have 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*

The pre-determined code for area will appear here.

HH7. *District/Island Group*

      The pre-determined code for district/Island Group will appear here.

HH8. *Is the household selected for Questionnaire for Men?*

      The application will mark if the household is selected for Questionnaire for Men or not.

HH9. *Is the household selected for Water Quality Testing?*

      The application will mark if the household is selected for Water Quality Testing or not.

HH10. *Is the household selected for blank testing?*

      The application will mark if the household is selected for blank testing or not (if this household has already been selected for Water Quality Testing).

Once you make sure that HH1-HH10 have been automatically filled out, approach the household and identify an eligible **household respondent.** *Check that the respondent is a knowledgeable member of the household and at least 18 years old before proceeding. You may only interview a child age 15-17 if there is no adult member of the household or all adult members are incapacitated. You may not interview a child under age 15.*

HH11. *Record the time.*

      The time of the day you start the household interview will appear here.

HH12.

Introduce yourself by name and show your identification card, and begin by saying the following to the respondent:

Hello, my name is (*your name*). We are from Kiribati National Statistical Office. We are conducting a survey about the situation of children, families and households. I would like to talk to you about these subjects. This interview usually takes about number minutes. Following this, I may ask to conduct additional interviews with you or other individual members of your household. All the information we obtain will remain strictly confidential and anonymous. If you do not wish to answer a question or stop the interview, please let me know. May I start now?

You may change the order and or the wording of these introductory sentences - however, you must make sure to include the following when you are introducing yourself:
- Your name;
- The name of the implementing agency;
- The topic of the survey;
- Approximate duration of the interview;
- The issue of confidentiality;
- With whom you would like to speak.

If permission is given, record '1' for 'Yes' and proceed to List of Household Members.

- If the respondent indicates that you have come at an inconvenient time, discuss with him/her when would be a good time for you to go back and make a note of the time and date.
- Always ensure that you keep your appointment.
- If the respondent does not agree to continue (refuses to be interviewed), even after you have made further attempts to explain the importance of the survey and to persuade him/her to participate, record '2' for 'No', thank him/her, go to HH46 and record '04' and leave the household to go to the next selected household.

Later, discuss the refusal with your supervisor; you or another person from the team may make a second attempt to interview the household. This will depend on your description of the refusal. However, remember that a household's participation in this survey must be on a voluntary basis, and while you are expected to persuade potential respondents to participate, they have no legal obligation to do so.

You will complete question HH46 (Result of household interview) **after** the Household Questionnaire has been completed.

If, <u>after all attempts have been made to interview the household</u>, you could not start an interview for this household, record '2' for 'Not asked' and proceed to HH46 to fill the corresponding result code.

HH46. *Result of Household Questionnaire interview*

'<u>Completed</u>': If the Household Questionnaire is completed, record '01'.

'<u>No household member or no competent respondent at home at time of visit</u>': If the dwelling is occupied, but no one is at home or if there is only a child at home or an adult member who is ill, deaf, or mentally incompetent and you have not been able to contact a more qualified member of the household <u>after repeated visits</u>, record '02'.

'<u>Entire household absent for extended period of time</u>': If no one is at home and the neighbours say that no one will return for several days or weeks, record '03'.

'<u>Refused</u>': If the household refuses to be interviewed, record '04'.

'<u>Dwelling vacant / Address not a dwelling</u>': If a dwelling assigned to you is not occupied, that is, it is empty with no furniture and is not being lived in, this is what we call "vacant," and you should record '05'. Other times, you may find that a dwelling is not a residential unit. It may be a shop, a church, a school, or some other type of facility that is not used as a living area. After making sure there are no residential units in the back of or above the premises, record '05'.

'Dwelling destroyed': If the dwelling was burnt down or was demolished in some other manner, record '06'.

'Dwelling not found': If you are unable to find the dwelling even after asking people in the area whether they are familiar with the address or the name of the household head the sample list, record '07'.

- Remember that you are not looking for the household head whose name may have been provided to you. Such names will be provided as information that you will use to locate the residential unit where a household is known to be living according to the information at the time of selection of the household for the survey.
- Your target is to find the dwelling or location where a household is living.

'Other': If you have not been able to complete the Household Questionnaire for another reason, you should record '96' and specify the reason. Some examples of 'Other' codes might be:

- The household respondent is ill (and no other knowledgeable adult household member lives in the household);
- The questionnaire is partly completed. The latter means that you have started the interview but after making some progress, the interview was discontinued.
- A household questionnaire which was completed from beginning to end, but that has a few questions or a module unanswered should NOT be considered a "partly completed" questionnaire.

Questions HH48-HH52 will be completed automatically after the household questionnaire has been completed.

HH47. *Name and line number of the respondent to Household Questionnaire interview*
> Record the name and line number (from the List of Household Members, columns HL1 and HL2) of the respondent to the Household Questionnaire.

HH48. *Total number of household members*
> This will be the total number of household members recorded in column HL1 of the List of Household Members (this is the line number of the last member recorded in the List of Household Members).

HH49. *Total number of women age 15-49 years*
> This will be the total number of women age 15-49; these are women eligible for interview with the Questionnaire for Individual Women.

HH50. *Total number of men age 15-49 years*

This will be the total number of men age 15-49; these are men eligible for interview with the Questionnaire for Individual Men.

HH51. *Total number of children under age 5*

This will be the total number of children under five eligible for interview with the Questionnaire for Children Under Five. You will be using the Questionnaire for Children Under Five to interview the mothers or primary caretakers of these children.

HH52. *Total number of children age 5-17*

This will be the total number of children age 5-17. If there are more than one children at this age, only one of them will be selected automatically and you will be using the Questionnaire for Children Age 5-17 to interview the mother or primary caretaker of the selected child in this age range.

Questions HH53-HH56 will be completed automatically <u>after all the questionnaires for the household</u> have been completed.

HH53. *Number of woman's questionnaires completed*

This will be the number of completed Questionnaires for Individual Women.

HH54. *Number of man's questionnaires completed*

This will be the number of completed Questionnaires for Individual Men.

HH55. *Number of under-5 questionnaires completed*

This will be the number of completed Questionnaires for Children Under Five.

HH56. *Whether a questionnaire for children age 5-17 is completed*

'0' will be recorded here automatically if there is no child within this age range and '1' will be recorded automatically if the Questionnaire for Children Age 5-17 is completed.

LIST OF HOUSEHOLD MEMBERS

A household is a person or group of persons who usually live (at least 4 nights of the week) and eat together.

A household is defined as a person or group of persons
- who are related or unrelated,
- who live together in the same dwelling unit,
- who acknowledge one adult male or female as the head of household,
- who share the same living arrangements, and
- who are considered as one unit.

In some cases one may find a group of people living together in the same dwelling, but each person has separate living arrangements; they should be counted as separate one-person households.
- Domestic helpers, relatives and other workers living and eating in the household are to be included as household members (even if they spend the weekend elsewhere and stay with the household the rest of the week).
- Unrelated persons who live and cook meals together would be considered to form one household.

You will be assigned specific households to interview. Households that you will visit will have been identified previously by listing teams.

You should note the distinction between a family and a household:
- Family reflects blood descent and marriage; while
- Household is used in this survey to identify an economic/social unit.

You must be conscious of, and use the criteria provided on household membership to determine which individuals make up a particular household.

HL1: *Line number*

Note that the List of Household Members includes **HL1. Line number**.
- This is the number used to identify each person listed in the household.
- 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, as once household members are assigned these line numbers after the List of Household Members is completed, all members are identified with these line numbers throughout the questionnaires administered in this household.

Always record the name of the head of the household in line 01. This is the only stipulation to the order of listing – record all other household members in the order in which they are given by the respondent.

List all household members (HL2), their relationship to the household head (HL3), and their sex (HL4). Then probe for additional members; those that are not currently at home, any infants or small children and any others who may not be family (such as servants, friends) but who usually live in the household. Then, ask questions starting with HL5 for each person at a time.

A household head is a usual resident member of the household acknowledged by the other members of the household as the household head.
- This person may be acknowledged as the head on the basis of age (older), sex (generally, but not necessarily, male), economic status (main provider), or some other reason.
- It is up to the respondents to define who heads the household.
- 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 relevant characteristics to be the household head.
- In the rare cases where household members may have difficulty identifying who the household head is, explain that for the purpose of the survey, identifying a household head will assist us in establishing the composition of the households and relationships among household members.

The List of Household Members 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. This is because 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 are 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 HL20 are asked for each person before moving to the next person.

HL2. *Name*

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.**

Fill in the name of each household member, starting with the head of household (the person who is considered to be the head of the household by the household respondent). 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, recording the names of all household members is important since you will be using

these names to address the questions. You do not need to print the full name of each individual. Record the name in a way that will help you and respondents identify each member uniquely.

HL3. What is the relationship of (*name*) to (*name of the head of household*)?

Record the code corresponding to how the person listed is related to the head of the household. Use the codes at the bottom of the List of Household Members. 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 Sola is her brother, then Sola should be coded as '09' ('Brother-in-law / Sister-in-law'), not as '08' ('Brother / Sister'), because Sola is a brother-in-law of the head of the household.
- Be very careful in obtaining this information correctly, since respondents naturally 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 '13' ('Adopted/Foster/Stepchild').

If the household member listed is not related to any of the household members but is a domestic helper living in the household, this should be coded as '14' ('Household Helper – Live-in').

If a household member is not related to the head of household, such as a friend who lives with the household, record '96' ('Other – Not related').

Record '98' ('DK') if the respondent doesn't know the relationship of a household member to the head of household.

HL4. Is (*name*) male or female?

Record '1' for 'Male' and '2' for 'Female'. Do not try to guess the sex of the household member from the name provided to you, as this can lead to mistakes. 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 because of the use of the respondent's relationship ('sister') to Mary. 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 (such

as Shawn, Shannon, Cameron), have the respondent confirm the sex. <u>This column cannot be left blank.</u>

Once you have a complete list of names, relationship codes and sex, ask and record answers to questions about individual persons starting from HL5. Start with the household head on line 01. When you have finished asking all questions (HL5 to HL20) for the person on line 01, continue to the person listed on line 02, until you have completed HL5 to HL20 for all household members.

HL5. What is (*name*)'s date of birth?

If the respondent knows the date of birth for the member of the household, record the answer in months and year. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', and so on. If the respondent does not know the month of birth, record the code '98' for 'Don't know month' and ask for the year of birth. Try to obtain at least the year of birth. If year is still unknown, record '9998'.

HL6. How old is (*name*)?

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

<u>This column cannot be left blank.</u>

Even after you have probed and asked all the necessary information from the respondent and you still have difficulty obtaining the ages of <u>elderly members of the household</u>, you may record the code '98', meaning 'Doesn't know'. This effectively means that the person is above age 50, since <u>for household members younger than 50, completed ages must be recorded.</u>

However, you should still indicate, with a note, what age range the person in question might be, so that your supervisor can have an idea of the eligibility of the person to administer the individual questionnaires.

If the age of the household member is 95 or higher, record the code '95' for all such cases.

HL7. Did (*name*) stay here last night?

Record whether or not the household member stayed in the household the previous night.

<u>Questions HL8, HL9, HL10, and HL11 concern eligibility information.</u>
HL8. *Record line number if woman and age 15-49.*

Record the line number if the household member is a woman 15-49 years of age (this includes those age 15 and age 49). <u>You will not ask this question to the respondent.</u>

HL9. *Record line number if man, age 15-49 and HH8 is 'Yes'.*

Record the line number if the household member is a man 15-49 years of age (this includes those age 15 and age 49). <u>You will not ask this question to the respondent.</u>

HL10. *Record line number if age 0-4.*

Record the line number if the household member is a child age 0-4 (this includes children age 4). <u>You will not ask this question to the respondent</u>.

HL11. *Age 0-17?*

For all children under the age of 18 years, we want to know whether their own (natural) parents are recorded in the List of Household Members, the parents' survival status and their whereabouts. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 and older, HL12-HL20 will be left blank. <u>You will not ask this question to the respondent</u>.

HL12. 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/wife from a previous relationship or children of their sisters, etc. You should be certain that the respondent understands that <u>you are asking about the woman who gave birth to the child</u>.

Record whether or not the child's natural mother is still alive by recording the code corresponding to the response given. If the child's natural mother is not alive or if the respondent does not know, you will continue with question HL16. Otherwise, continue to the question in the next column (HL13).

HL13. Does (*name*)'s natural mother live in this household?

Record whether the natural mother is living in this household. If she lives in this household record the code for yes and continue with HL14. If the mother is <u>not</u> a member of the household (that is, she is <u>not</u> recorded in the List of Household Members), record '2' for no and skip to question HL15.

HL14. *Record the line number of mother and go to HL16.*

If the natural mother is living in the household, ask who she is (she <u>must</u> be recorded in the List of Household Members if she lives in the household), record her line number and go to HL16.

HL15. Where does (*name*)'s natural mother live?

<u>This question is asked only for those children whose mothers are alive but not living in the interviewed household</u> (recorded '2' (No) in HL13). Record '1' if the natural mother is living abroad, '2' if she is living in this country but in another household in the same region, '3' if

she is living in this country but in another household in another region, and record '4' if she is living in an institution in this country (such as nursing home or prison). If the respondent does not know (or the mother is homeless), record '8' (DK).

HL16. Is (*name*)'s natural father alive?

By 'natural' we mean the biological father. In many cultures, people consider other people's children whom they are raising as their own, especially children of their husband/wife from a previous relationship or children of their sisters, etc. You should be certain that the respondent understands that you are asking about the man who is the biological father of the child.

Record whether or not the child's natural father is still alive by recording the code corresponding to the response given. If the child's natural father is not alive or if the respondent does not know, you will continue with question HL20. Otherwise, continue with the question in the next column (HL17).

HL17. Does (*name*)'s natural father live in this household?

Record whether the natural father is living in this household. If he lives in this household record the code for yes and continue with HL18. If the father is not a member of the household (that is, he is not recorded in the List of Household Members), record '2' for no and skip to question HL19.

HL18. *Record the line number of father and go to HL20.*

If the natural father is living in the household, ask who he is (he must be recorded in the List of Household Members if he lives in the household), record his line number and go to HL20.

HL19. Where does (*name*)'s natural father live?

Just like HL15, this question is asked only for those children whose fathers are alive but not living in the interviewed household (recorded '2' (No) in HL17). Record '1' if the natural father is living abroad, '2' if he is living in this country but in another household in the same region, '3' if he is living in this country but in another household in another region, and record '4' if he is living in an institution in this country (such as nursing home or prison). If the respondent does not know (or the father is homeless), record '8' (DK).

HL20. *Copy the line number of mother from HL14. If blank, ask:* **Who is the primary caretaker of (*name*)?**

If the household member is a child age 0-17 years, you will record the line number of his/her 'mother or primary caretaker' in this column.

If 'No one' for a child age 15-17, record '90'.

If the child is living with his/her mother in the same household, you will copy the line number from HL14, and will not need to ask this question. If HL14 is blank then you will ask this

question to establish the primary caretaker of the child. This person should be a member of the household (who should be age 15 or above).

If the child is under the age of five, you will later complete the Questionnaire for Children Under Five with the person whose line number you are recording.

The Questionnaire for Children Under Five and Questionnaire for Children Age 5-17 should be administered to mothers of these children who are residing in the household.
- If the mother is not recorded in the List of Household Members (because she is living elsewhere or deceased), the person you will identify as the primary caretaker with this question will be the respondent.
- If the mother is a member of the household but cannot be administered the questionnaire because she is incapacitated, you will later record '05' at UF17 on the Questionnaire for Children Under Five and FS17 on the Questionnaire for Children Age 5-17.

If the child is age 5-17 and later selected for the questionnaire for children age 5-17, you will later complete the Questionnaire for Children Age 5-17 with the person whose line number you are recording. If the child is age 15-17 and there is no primary caretaker of this child, record '90'. You will need to interview the child him/herself as he/she is emancipated (See also Appendix A).

When you have completed the recording of all household members and all questions in the List of Household Members, probe by asking *Are there any others who live here, even if they are not at home now?* one more time to see if there are any other household members you have not included in the list. If there is any, insert the name of the member and complete the form.

EDUCATION MODULE

The structure of the Education Module is similar to that of the List of Household Members. Information should be collected horizontally in this module.

You should complete all education questions for each eligible person (age 3 and above), before you move on to the next person.

ED1. *Line number:*

This is the same number assigned to each person on the List of Household Members.

ED2. *Name and age:*

The names (HL2) and ages (HL6) of **all** household members in the List of Household Members will be automatically copied to ED2.

ED3. *Age 3 or above?*

For all household members age 3 or above, you will continue with question ED4. If the child is age less than 3, you will skip to the next person.

ED4. Has (*name*) ever attended school or any Early Childhood Education programme?

In this question, attendance to any regular accredited educational institution or programme, public or private, for organised learning at any level of education is considered as 'Yes' response. Even if the person has attended to school or an Early Childhood Education (ECE) programme for a very short period of time (just once or for one school day), we accept such cases as a 'Yes' response.

Record '1' if the answer is 'Yes' and continue with question ED5. If the answer is 'No', record '2' and go to the household member on the next line. The rest of the questions are not applicable for this person.

The term 'school' includes primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the formal school system. It also includes technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work, as long as these schools are part of the formal school system. 'School' also includes correspondence courses or online learning programmes leading to a diploma, associate or higher degree.

Schools that carry out non-standard curriculum (non-formal education) are not included here. A non-standard curriculum includes religious schools, such as Koranic schools, that do not teach a full, standard school curriculum. If a school teaches religious courses but also includes the standard curriculum – such as many Catholic schools – it would be coded as a standard (formal) school.

'Early Childhood Education' is listed for children who do not attend the first class or form of primary school, but do attend some form of organized learning or early childhood education programme, whether or not such a programme is considered part of the school system. The definition of organized early learning programme does not refer to programmes offering only babysitting or child-minding.

ED5. What is the highest level and class or form or year of school (*name*) has ever attended?

If the person has ever been to school, record the highest level of schooling ever attended by recording the code for the response. You may need to probe for the type of school attended. Record '8' if the respondent 'Doesn't know' the level. If the highest level of school the child has attended is Early Childhood Education programme, skip to ED7.

For someone not at school anymore, the highest level attended is the one he/she went to before leaving the education system, even if it was for a few weeks. For someone still at school, the highest level is the one he/she is currently attending (or was attending if you are conducting the interview during a long school break period).

Enter the highest class or form or year completed or '98' for 'DK' ('Doesn't know'). If the first class at this level is not completed, enter '01'. For instance, if a person has attended primary school but did not complete the first class, then the level for this person will be recorded as '1' and the class will be entered as '01'. Correspondingly, if a person has attended secondary school but did not complete the first form, then the level for this person will be recorded as '2' and the form will be entered as '01'.

Similarly, for a child who is attending class 5 in primary school at the time of the interview, the level will be coded as '1' and the class as '05',

ED6. **Did (*name*) ever <u>complete</u> that (class/form/year)?**

Record the code corresponding to the answer given. The term "completed "refers to whether the person attended this class or form/form/year until the end of the school year, independently from whether the person did succeed or fail.

ED7. *Age 3-24?*

For all household members age 3-24, you will continue with question ED8. If the member is age 25 years or above, you will skip to the next person.

ED8. *Check ED4: Ever attended school or ECE?*

If the member has ever attended school or Early Childhood Education programme, you will continue with the next question. If not, you will skip to the next person.

Questions ED9 to ED16 refer to current and recent school attendance. You will need to be careful in asking these questions, depending on when you are conducting the interview – whether schools are open or on holiday. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled.

ED9. At any time during the 2018 school year did (*name*) attend school or any Early Childhood Education programme?

  Please be aware that this question focuses only the 2018 school year. If (*name*) attended a school or early childhood education programme within that school year, record '1'. If the answer is 'No', record '2' and go to question ED15.

ED10. During this 2018 school year, which level and class or form or year is (*name*) <u>attending</u>?

  If the person attended school within this 2018 academic year, record the highest level and class or form of schooling attended. For example, record '2' if his/her highest level of school is lower secondary level. Record '8' if the respondent 'Doesn't know' his/her highest level of school. If he/she attended an ECE, record "0" and go to ED15. For class or form 'DK' ('Doesn't know'), record '98'.

  For class or form/year record the highest level and class or form of schooling currently attending. For instance, if a person attending primary school but did not complete the second class or form, then the level for this person will be recorded as '1', and the class or form will be recorded as '02'.

  Similarly, for a child who is attending class or form 5 in primary school at the time of the interview, the level will be recorded as '1' and the class or form as '05'.

ED11. Is (he/she) attending a public school?

  If the answer is "Yes", record 1 (Government/Public School). If the answer is "No", then probe what type of school he is attending and who controls and manages the school and then record the corresponding number.

ED12. In the 2018 school year, has (*name*) received any school tuition support?

  This question explores if he/she has received any support for school tuition. School tuition or tuition fees are fees that are payable when a student begins to study at a certain level of education and charged by education institutions for instruction or other services.

  If yes, probe to ensure that the support was not received from family, other relatives, friends or neighbours. If "No", record '2' and then go to ED14. If 'DK', record '8' and then go to ED14.

ED13. Who provided the tuition support?

  This is a continuation of the question ED12. Since it is a multiple choice question, there could be more than one answer. If it is from government/public institution, then record 'A', if from

religious organization or group, then record 'B'. Similarly, it is from a private organization (e.g. a registered Non-Government Organization) then record 'C'. If the respondent does not know, then record 'Z'.

ED14. For the 2018 school year, has (*name*) received any material support or cash to buy shoes, exercise books, notebooks, school uniforms or other school supplies?

This question focuses only the 2018 school year, so do not take into account the supports from previous years. Furthermore, this question focuses any supports apart from the school tuition. For example, any supports for uniform, books, shoes etc. either in kind or in cash supports. If yes, probe to ensure that support was not received from family, other relatives, friends or neighbours.

ED15. At any time during the 2017 school year did (*name*) attend school or any Early Childhood Education programme?

This question is essentially same with question ED9 but emphasizes the 2017 school year. If answer is 'Yes', record 1. If answer is 'No', then record '2' and go to next member. For 'DK', record '8' and go to next member.

ED 16. During that 2017 school year, which level and class or form or year did (*name*) <u>attend</u>?

This question is exactly same with ED 10 but emphasizes the 2017 school year.

HOUSEHOLD CHARACTERISTICS MODULE

HC1A. What is the religion of (*name of the head of the household from HL2*)?
Record the code corresponding to the answer given. Make sure to get the religion of the household head.

HC1B. What is the mother tongue of (*name of the head of the household from HL2*)?
Record the code corresponding to the answer given. Make sure to get the mother tongue of the household head.

HC2. To what ethnic group does (*name of the head of the household from HL2*) belong?
Record the code corresponding to the answer given.

HC3. How many rooms do members of this household usually use for sleeping?
This information provides a measure of how crowded the house is, and reflects the socio-economic condition of the household. A room in this case refers to a special area with a permanent partition that is used for sleeping. It is not necessarily the number of rooms in the household that are called 'bedrooms', but rather how many rooms get used for sleeping on a regular basis, by the household members. Exclude rooms that are used only for sleeping by visitors to the household, but include those rooms that may not be regular 'bedrooms' but may be regularly used by one or more of the household members for sleeping. For example, if a household member regularly sleeps in the kitchen, it should be counted as a 'room used for sleeping'.

Record the number of rooms in this household that are used for sleeping.

HC4. *Main material of the dwelling floor. Record Observation.*
We are interested in what is the main material covering the floor, not what is underneath. Record the correct code for the main material of the dwelling floor based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the floor at different parts of the household, record the main flooring material (the material that covers the largest amount of floor space).

HC5. *Main material of the roof. Record Observation*
We are interested in what is the main material covering the roof, not what is underneath. Record the correct code for the main material of the dwelling roof, based on your observation. Before entering the dwelling, you will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the roof, record the main roofing material (the material that covers the largest amount of roof space).

Note: The 'roof' is what is at the top of the building on the outside, regardless of the number of floors, and whether or not all floors are occupied by the selected household.

HC6. *Main material of the exterior walls. Record Observation*

We are interested in what is the <u>main</u> material covering the exterior walls, not what is underneath. Record the correct code for the main material of the dwelling walls, <u>based on your observation</u>. Before entering the dwelling, you will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the walls at different parts of the household, record the main wall material (the material that covers the largest amount of wall space).

HC7. Does your household have:

<u>Read out each item</u> and record the code corresponding to the answer given after each item. If the respondent reports that the household item is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, record '1' for 'Yes'. Otherwise, record '2' for 'No'.

Ask the question for the following items: **Fixed telephone line, Radio, and so on.**

HC8. Does your household have electricity?

Record the code corresponding to the answer given. Be sure to record '1' for households the electricity is provided through interconnected grid. If the electricity is provided through an off-grid system like generator or an isolated stand-alone systems record '2'.

HC9. Does your household have:

<u>Read out each item</u> and record the code corresponding to the answer given after each item. If the respondent reports that the household item is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, record '1' for 'Yes'. Otherwise, record '2' for 'No'. Be sure to record either a '1' or a '2' for each item. <u>Do not leave any blank</u>.

Ask the question for the following items: **Television, Refrigerator, and so on.**

HC10. Does any member of your household own:

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

Ask the question for the following items: **Wristwatch, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/Truck/Van, Boat with motor, and so on.**

HC11. Does any member of your household have a computer or a tablet?
> A computer refers to a desktop, a laptop computer, or a tablet computer. It does NOT include equipment with some embedded computing abilities such as mobile cellular phones, personal digital assistants (PDAs) or TV sets.

HC12. Does any member of your household have a mobile telephone?
> Record the corresponding number based upon the respondent's answer.

HC13. Does your household have access to internet at home?
> Record the corresponding number based upon the respondent's answer. Access to internet refers to the internet access at home, not at office or somewhere else. Access is irrespective of the device used (not assumed to be only via a computer − it may also be by mobile telephone, tablet, PDA, games machine, digital TV, etc.). Access can be via a fixed (wired or wifi) or mobile network.
>
> Having access is defined as general availability for use by members of the household at any time, regardless of whether actually in use. The connection and devices may or may not be owned by the household, but the devices should be considered household assets.

HC14. Do you or someone living in this household own this dwelling?
> Note that the question pertains to the situation at the time of interview.
> - If the respondent or anyone else living in the household owns the dwelling, record '1' and continue with the next question.
> - If the answer is 'No' then ask, "**Do you rent this dwelling from someone not living in this household?"** If the dwelling is rented, record '2'.
> - If the household lives in the dwelling without paying rent, if the household is squatting (occupied illegally), or if there is another arrangement, record '6'; probe if the dwelling is not owned or rented by a household member, and record the response .

HC15. Does any member of this household own any land that can be used for agriculture?
> Agricultural land refers to land that is used for growing crops (the crops may be food for people, food for animals, or other non-food crops), for raising animals, and/or for grazing animals. In answering this question, common land used to graze animals but not owned by the household should not be included. Record the code corresponding to the response given. If 'No', you will be skipped to HC17.
>
> Note that the land in question may be far away, even in another country. Accept such answers as "Yes".

HC16. How many hectares of agricultural land do members of this household own?

Record the <u>total number of hectares of land owned by all members of the household</u> that can be used for agriculture.

- If 95 or more hectares are owned, record '95'.
- If less than one hectare, record '00'.
- If unknown, record '98'.

HC17. Does this household own any livestock, herds, other farm animals or poultry?

Record the code corresponding to the response given. If 'No', you will be skipped to HC19.

HC18. How many of the following animals does this household have?

<u>Read out each item</u> and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together, and count turkeys and ducks together.

- <u>If the answer is 'none', record '00' for that animal/animal group</u>.
- If the household has 95 or more of any one type of animal/animal group, record '95'.
- If the household owns a particular type of animal/animal group, but the respondent does not know how many, record '98'.
- Do not leave any items blank.

Ask the question for the following animals: **Milk cows or bulls, Other cattle, Horses, donkeys or mules, Goats, Sheep, Chickens, Pigs, and so on.**

HC19. Does any member of this household have a bank account?

Ask if any member in the household has an account with a bank, credit association or other similar organization in which they can deposit and withdraw funds. Record the code corresponding to the response given.

SOCIAL TRANSFERS MODULE

ST1. I would like to ask you about various external economic assistance programmes provided to households. By external assistance I mean support that comes from the government or from non-governmental organizations such as religious, charitable, or community-based organizations. This excludes support from family, other relatives, friends or neighbours.

Read this introductory statement to the respondent before asking the questions ST2-ST4.

External economic support is defined as 'free economic help' and includes various social protection schemes such as monthly allowance assistance, other types of cash grants (such as electricity subsidies), assistance for school fees, material support for education, food and housing support for high school students in very difficult areas, or any other types of ad-hoc support, excluding transfers or assistance from family members, relatives or neighbours.

Questions ST2-ST4 are in a roster form. Ask these questions horizontally for each of the specified programmes: [Column A] through [Column X].

ST2. Are you aware of (*name of programme*)?
> The purpose of this question is to see whether the household knows or heard about this specific programme. Record the answer accordingly: record '1' for 'Yes'; '2' for 'No'. Then, follow the appropriate skip patterns.
>
> In Column D, ask about the pension benefits and record the code number based upon the respondent's answer. In column E, ask: Are you aware of (any other external assistance programme)? Then, write down the name of the programme in a given space (specify). The roster allows for up to 3 other programmes. Use an additional questionnaire if more than 3 other programmes are reported by the respondent.

ST3. Has your household or anyone in your household received assistance through (*name of programme*)?
> Record the answer accordingly: record '1' for 'Yes'; '2' for 'No'; '8' for 'DK'. Then, follow the appropriate skip patterns.

ST4. When was the <u>last time</u> your household or anyone in your household received assistance through (*name of programme*)?
> Make sure that you emphasize that you are referring to the last time. Record in Months or Years, depending on the answer from respondent. If less than one month, record '1' and then record '00' in Months. If less than 12 months, record '1' and then record in Months. If 1 year/12 months or more, record '2' and then record in Years.

HOUSEHOLD ENERGY USE MODULE

Information on the type of fuel used for cooking, heating and lighting is collected as another measure of the socio-economic status of the household. The use of some fuels can also have adverse health consequences. Refer to the pictorials described in the document 'WHO Household Energy Use Catalogue' (see http://mics.unicef.org/tools#data-collection).

EU1. In your household, what type of cookstove is <u>mainly</u> used for <u>cooking</u>?
> Ask the main stove being used for cooking at home. Then record the corresponding number based upon the respondent's answer. Only one answer will be recorded which is the main cookstove.

EU2. Does it have a chimney?
> Chimneys are structural additions that ventilate gas and smoke from the cookstove to the outside of the home or cooking area. Chimneys can be made from clay pipes, sheet metal, cast iron, masonry, concrete pipes, bamboo, and many other materials.
>
> Record the number based upon the respondent's answer.

EU3. Does it have a fan?
> Fans aid in more complete combustion of fuel by blowing high velocity, low volume jets of air into the cookstove combustion chamber. Fans can be powered by a battery or thermoelectric device that captures heat from the stove and converts it to electricity.
>
> Record the number based upon the respondent's answer.

EU4. What type of fuel or energy source is used in this cookstove?
> Just record the type of <u>main</u> energy being used by the household. If more than one, record the main energy use for this cookstove.

EU5. Is the cooking usually done in the house, in a separate building, or outdoors?
> Record the code corresponding to the response given. If a response is given other than the pre-coded ones, record '6' and specify on the line provided.
>
> If in main house, probe to determine if cooking is done in a separate room. If outdoors, probe to determine if cooking is done on veranda, covered porch, or open air.

EU9. At night, what does your household <u>mainly</u> use to light the household?
> This question explores the main type of source being used at the household for lighting. Record the corresponding number based upon the respondent's answer.

DENGUE MODULE

As the questions require observation of the mosquito nets, the completion of this module may take time.

Note that 'cake covers' or baby nets that are used to keep flies off infants, usually during the daytime, are not considered mosquito nets. Window screens are also not considered mosquito nets.

TN1. Does your household have any mosquito nets?
>Record the code corresponding to the response given. If 'No', skip to TN17.
>
>In short, even if there is a mosquito net which is actually not used or set up, we consider that the household owns it and include this net in the total number of mosquito nets.

TN2. How many mosquito nets does your household have?
>Enter the number of mosquito nets that the household has. Remember that if a mosquito net is owned but not used, we include this net in the total number of mosquito nets.

TN3. *Ask the respondent to show you all the nets in the household.*
>For each net, record first whether you actually observed the net. If more than 3 nets, use additional questionnaire(s).

You will need to ask questions TN4 through TN16, as applicable for each net that the household owns. Ask to see all of the nets that the household has and systematically ask the questions for each net as it is shown to you, beginning with the first net and asking all the questions for one net at a time. Even if you cannot directly observe a net, you must ask the questions for each net the household member reports.

To distinguish each net, you may use phrases like, "Now let's talk about the first net you showed me" or 'Let's talk about the net in the bedroom to the right' and the like.

If the household has more than 3 nets, tick the box following TN16. Take a fresh Household Questionnaire, fill in all the information on the cover page (HH1 to HH8), and write 'CONTINUATION' on the top. Then on this second Household Questionnaire change the column label 1st Net to 3rd Net and if necessary, change column title 2nd Net to 4th Net and so on. Then write the information for the additional nets. Return to the primary Household Questionnaire to complete the interview. Also write 'SEE CONTINUATION' across the top of the cover sheet of the primary questionnaire. Once you complete the Household Questionnaire keep the continuation questionnaire inside the primary one so that they remain together.

It is important to complete the information from TN4 to TN16 for one net before asking your questions for the next one.

TN4. How many months ago did your household get the mosquito net?

Ask how many months ago the household obtained the net. If the net was obtained within 36 months from the interview date, you must record the actual number of months before the interview that the net was obtained; if the household obtained the mosquito net more than 36 months ago, record '95'. If less than one month, record '00'.

The respondent may tell you that they are not exactly certain when the net was obtained. In such cases, probe to try to get some idea of approximately how many months ago the net was obtained. Record '98' (DK/Not sure) if the respondent does not have any idea of how long ago the household obtained the net.

TN12. Where did you get the net?

This question explores the source of the net obtained by the household, from a government health facility or from a private health facility or from market or and so on. Record only one corresponding number based upon the respondent's answer.

TN13. Did anyone sleep under this mosquito net last night?

Record the code corresponding to the answer given.

TN14. *Check TN13: Did anyone sleep under the net (TN13=1)?*

You will continue if TN13=1, otherwise you will skip to question TN16.

TN15. Who slept under this mosquito net last night?

Record the names of the person slept under the mosquito net and copy the corresponding line numbers of the person from the List of Household Members. If someone not recorded in the List of Household Members (e.g. a visitor) slept under the mosquito net, record "00" for line number.

One person cannot have slept under 2 nets, so if such a case appears, we should ask which net he/she spent most of the night under. Example: A child that sleeps by herself, wakes up in the middle of the night and goes to her parents.

If you interview a household that has more than four members slept under a single net the night before the survey, mark the box following TN16. Take a fresh Household Questionnaire, fill in all the information on the cover page (HH1 to HH10), and write "CONTINUATION" on the top. Then on the second Household Questionnaire write the information for these additional household members in TN15. Return to the primary Household Questionnaire to complete the interview. Also write 'SEE CONTINUATION' across the top of the cover sheet of the primary questionnaire. Once you complete the Household Questionnaire keep the continuation questionnaire inside the primary one so that they remain together.

TN16. *Is there another net?*

You will continue with the next net if there is another net, otherwise you will skip to next module.

TN17. Does any member of your household use:

This question collects information on the use of insect repellent spray or cream or mosquito coil by any of the household members. <u>Read out each item</u> and record the code corresponding to the answer given after each item.

Ask the question for the following items: **An insect repellent spray or cream, Mosquito spray.**

WATER AND SANITATION MODULE

The purpose of the first two questions of this module is to assess the type of water source used by households for drinking as well as for other domestic purposes, such as cooking and washing hands.

If needed, use the pictorials depicting various water sources and sanitation facilities (see http://mics.unicef.org/tools#data-collection). The pictorials are designed to help you to identify the correct response categories. However, these pictorials should not be shown to the respondents.

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 water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom.

- '12' – Piped to yard / plot, also called a yard connection, is defined as a piped water connection to a tap located inside the compound, yard or plot outside the house.

- '13' – Piped to neighbour, refers to a situation where the household obtain water from a neighbour's house connection or yard connection.

- '14' – A public tap / standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public tap or drinking water fountain. Public standpipes are typically located on a street corner or other public space. They can have one or more taps and are typically made of brickwork, masonry or concrete.

- '21' – A tube-well / borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection against infiltration of surface water run-off. Water is typically delivered from a tube-well through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy.

- '31' – A protected dug well is a dug well that is protected from surface water run-off through a well lining or casing that is raised above ground level and a platform or apron that diverts spilled water away from the well. Additionally, a protected dug well is covered so that humans, animals, bird droppings and other harmful substances cannot fall into the well.

- '32' – An unprotected dug well is a dug well for which one or both of the following are true:
  - (1) the well is not protected from surface water run-off; and/or
  - (2) the well is not covered.

  If at least one of these conditions is true, the well is unprotected.

- '41' – A <u>protected spring</u>. A spring is typically protected by a 'spring box' that 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 exposing the source to surface water run-off and/or contamination by humans or animals.

- '42' – An <u>unprotected spring</u> is a spring where the source is exposed to surface water run-off and/or contamination by humans and animals. Unprotected springs typically do not have a 'spring box' as described above.

- '51' – <u>Rainwater</u> refers to rain that is collected and harvested from the roof of a building and stored in a container, tank or cistern until used. Ground or surface rainwater catchments should not be considered under this category (see Surface Water).

- '61' – A <u>tanker-truck</u> is where a service provider transports and distributes/sells water to households/communities by means of a tanker truck.

- '71' – <u>Cart with small tank</u> is where a service provider transports and distributes/sells water to households/communities by means of a small tank or drum. Small tanks or drums may be transported using a donkey cart, small motorized vehicle or other means.

- '81' – <u>Surface water</u> is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly.

- '91' – <u>Bottled water/packaged water</u> is purchased water sold in small or large bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in used bottles – this should not be coded as bottled water.

WS1. What is the <u>main</u> source of drinking water for members of your household?

Record the code for the most usual source. If several sources are mentioned, probe to determine the most usual source. Note that you can only record one response code. <u>If the source varies by season, record the source for the season of the interview</u>.

- If the response is 'Bottled water' record '91' and continue to the next question. <u>Note that the next question is only asked if the response to this question is 'Bottled water'</u>.

WS2. What is the <u>main</u> source of water used by your household for other purposes such as cooking and handwashing?

> This question should only be asked to households that use 'Packaged water' for drinking. Record the code for the most usual source. If the source varies by season, record the source for the season of the interview.

WS3. Where is that water source located?

> This question should only be asked to households where the main source of water is not a piped system into dwelling or to yard / plot. Record the code for the location of water source. If the location is in own dwelling or in own yard/plot then record '1' or '2' and skip to WS7. Otherwise record '3' and continue to the next question.

WS4. How long does it take for members of your household to go there, get water, and come back?

> This question is used to measure the accessibility of drinking water to households using a water source outside their dwelling or yard/plot. Record the time it takes to get water by whatever means of transportation the person generally uses, whether the person walks or rides a bicycle or motor vehicle.

> Fill in the estimated time (in minutes, converting from hours, if necessary) it takes by the usual mode of transport for one round trip 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 (for example, '060' or '005'). If the respondent answers using hours, <u>probe to find the best estimate for one round trip while converting to minutes</u>. Then continue to the next question.

> If the respondent tells you that the water is delivered to their dwelling (a situation that could arise if the water comes from a tanker truck or a small cart with a tank), record '000' and then skip to WS7.

> If the respondent does not know how long it takes, record '998' and continue to the next question.

WS5. Who usually goes to this source to collect the water for your household?

> The purpose of this question is to find out the age and gender of the person who usually performs the task of hauling water. This will provide an understanding of whether water hauling responsibilities are given to members of a particular sex or age group. Write the name of person who usually goes to collect the water and his/her line number.

WS6. Since last (*day of the week*), how many times has this person collected water?

> Ask the estimated times of collecting water by that person during the last week and fill in the space given. If the respondent does not know, record "98".

WS7. In the last month, has there been any time when your household did not have sufficient quantities of drinking water?

   Record the corresponding number based upon the respondent's answer. If it is "1", then go to next question. If it is "2" or "8", then you will skip to WS9.

WS8. What was the main reason that you were unable to access water in sufficient quantities when needed?

   This question explores the reason for not having sufficient water when it is needed. Only the main reason needs to be recorded.

The purpose of the following two questions, WS9 and WS10, is to determine whether the household drinking water is treated prior to consumption and, if so, what type of treatment is used. This question is intended to gather information on water treatment carried out at the household level and not water treatment at the municipal or vendor level.

WS9. Do you do anything to the water to make it safer to drink?

   Record '1' if 'Yes', and continue to the next question. If 'No' or 'DK', record '2' or '8', respectively, and skip to WS11.

WS10. What do you usually do to make the water safer to drink?

   Record 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 own judgement, just record the response.

   Probe: "**Anything else**?" Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

   If the respondent mentions a method that is not included in the pre-coded responses, record 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Record 'Z' if the respondent 'Doesn't know'. If 'Z' is recorded, no other codes cannot be recorded.

   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 that acts as a filter for removing particles from the water.

- 'D' – <u>Use water filter</u> involves water flowing through a filter made of ceramic, sand or a combination of materials designed to remove particles and at least some microbes from the water.

- 'E' – <u>Solar disinfection</u> consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.

- 'F' – <u>Let it stand and settle</u> 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.

Do not consider 'Covering water' as one of the water treatment methods.

Questions WS11 to WS17 are about the toilet facility household members use.

WS11. What kind of toilet facility do members of your household usually use?
The purpose of this question is to obtain a measure of how well a household toilet or latrine (sanitation facility) prevents the users from coming into contact with human waste. <u>It may be necessary to observe the facility</u>. 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' to '14') are given, probe: **"Where does it flush to?"** Record the code corresponding to the response given.
- If any of the pit responses ('21' to '23') are given, probe to find out what type of pit latrine, or ask permission to observe the facility. Record the corresponding code.

Definitions of various types of toilet facilities are as follows (See also the pictorials at http://mics.unicef.org/tools#data-collection):

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 <u>piped sewer system</u> 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, trasnporting, treating and disposing of human excreta and wastewater.

- '12' - A <u>septic tank</u> is an excreta collection device and is a water-tight settling tank normally located underground, away from the house or toilet.

- '13' - A <u>flush to pit latrine</u> refers to a system that flushes excreta to a hole in the ground and has a water seal.

- '14' - A <u>flush to open drain</u> refers to excreta being flushed into an uncovered drainage channel which does not isolate wastes from humans and animals.

- '18' - <u>Flush to DK where</u> 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 <u>ventilated improved pit latrine</u> is a type of pit latrine with a slab 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 <u>pit latrine with a slab</u> is a dry pit latrine whereby the pit is fully covered by a slab or platform that is fitted either with a squatting hole or seat. The platform can be made of any type of material (concrete, logs with earth or mud, cement, etc.) as long as it adequately covers the pit without exposing the pit content other than through the squatting hole or seat.

- '23' - A <u>pit latrine without slab / Open pit</u> 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 <u>composting toilet</u> is a toilet into which excreta and carbon-rich material are added (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce compost that is safe to handle and reuse.

- '41' - <u>Bucket</u> 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 <u>hanging toilet / hanging latrine</u> is a toilet built over the sea, a river, or other body of water into which excreta drops directly.

- '95' - <u>No facilities / bush/field</u> includes excreta wrapped and thrown with garbage, the 'cat' method of burying excreta in dirt, defecation in the bush, forest, field or open spaces, and defecation into surface water (drainage channel, beach, river, stream or sea).

WS12. Has your (*answer from WS11*) ever been emptied?
> This question tries to explore if the sanitation facility of the household is emptied, and if yes, when it was emptied. It may need an additional probe question regarding when it was emptied: whether it was emptied within the last 5 years or more than 5 years ago? Record the corresponding code based upon the answer given by the respondent.

WS13. The last time it was emptied, where were the contents emptied to?
> This question is a continuation for those who answered that their sanitation facilities has ever been emptied. Firstly, it explores whether the sanitation facility was emptied by a service provider or by this household. Secondly, it examines the final destination of wastes emptied from the sanitation facility. There is no need to read out the items, just ask where did they move the contents to and record the corresponding code based upon the respondent's answer.

WS14. Where is this toilet facility located?
> This question investigates the location of the toilet facility within dwelling unit, or within the own yard/plot, or elsewhere. Record the corresponding code number.

The purpose of the following three questions (WS15 to WS17) 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 may be less hygienic than facilities used by only a single household and may have negative impacts on privacy, dignity and safety, especially for women and girls.

WS15. Do you share this facility with others who are not members of your household?
> Record the code corresponding to the response given. If 'No', go to the next module.

WS16. Do you share this facility only with members of other households that you know, or is the facility open to the use of the general public?
> The intention of this question is to understand whether the shared facility is only shared with other households (such as a neighbouring household) or whether the facility is open to the public. If it is shared with general public, record '2' and skip to the next module. If '1' is recorded, continue with WS17.

WS17. How many households in total use this toilet facility, including your own household?
> The total number of households using this facility should <u>include</u> the household being interviewed.
> - If less than ten households use this toilet facility, enter the number of households on the line provided.
> - Record '10' if ten or more households use this toilet facility.

- Note that '01' is not a valid response (since it means that this is the only household that uses the facility; if that is the case, you should go back to WS9 and correct the response there).
- Record '98' for 'DK' ('Doesn't know').

HANDWASHING MODULE

Handwashing with water and soap (soap, detergent or other cleansing agent) is the most cost effective health intervention to reduce both the incidence of diarrhoea and pneumonia in children under five. This module is intended to collect information on handwashing facilities and the presence of cleansing agents in these facilities. As some of the questions require observation, the completion of this module may take some extra time.

It is known that the presence of a place or device used for handwashing in the household and the presence of soap and water at that place is a good predictor of handwashing behaviour. The presence of soap and water at the location or device for handwashing indicates that, at a minimum, the tools necessary for washing hands are present in the same place. Moreover, there is some evidence to suggest that having soap / water at the location for handwashing is associated with reduced disease risk.

Place for handwashing is the place that an interviewer is shown by a respondent as the place where members of the household most often wash their hands. Research has found that the likelihood that people wash their hands at critical times is highest in households which have a place for handwashing where water and soap are present.

The presence of water and soap at the place for handwashing: For correct handwashing to happen at this place, the presence of water – standing or running water – and the presence of any type of soap (bar, liquid, or powder) is a prerequisite.

Soap present anywhere in the household: The presence of any kind of soap (bar, liquid or powder) anywhere in the household is an indication that the household has access to a market that sells soap, and presumably is aware of some of the benefits of using soap.

HW1. We would like to learn about the places that households use to wash their hands. Can you please show me where members of your household <u>most often</u> wash their hands?

> You begin by asking whether you may see the place where household members most often wash their hands.
>
> - If the respondent agrees and you observe the place where household members wash their hands, record '1' if this place is in the dwelling and '2' if it is in the yard or plot.
> - In many cultures and crowded slum areas there may not be a specific place for hand-washing. Rather, a movable object may be used, like a bucket, basin, container or kettle, for people to wash or rinse their hands. If there is no fixed facility and a mobile object is used and the object (bucket, jug, or kettle), record '3'.
> - If there is no specific place in dwelling, plot, or yard, record '4' and skip to HW5.
> - If there is a place but permission is not granted to see it, record '5' and skip to HW4.
> - If the place used for handwashing is not observed for any other reason, record '6', write the reason and skip to HW5.

- In cases where the respondent report that they use a container but you are not able to observe it, record the code '6' and specify what object is used to hold the water.

HW2. *Observe presence of water at the specific place for handwashing. Verify by checking the tap/pump, or basin, bucket, water container or similar objects for presence of water.*

The interviewer needs to record what he/she observe about the availability of water at the washing place. Record the corresponding code number.

- If there is a tap or pump at the specific place for handwashing, open the tap or operate the pump to see if water is coming out.
- If there is a bucket, basin or other type of water container, examine to see whether water is present in the container.
- If you learn that the water is temporarily not available at the specific place for handwashing, code it as water is not available ('2').

HW3. *Is soap or detergent or ash/mud/sand present at the place for handwashing?*

This observation can also be done together with the HW2. Need to check the availability of soap or detergent which they usually use for handwashing. If they use ash, mud, or sand for handwashing you still need to record '1', then skip to HW7. If none of the items are present at the handwashing place, then record '2' and skip to HW5.

- Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing.

HW4. Where do you or other members of your household most often wash your hands?

This is a question the interviewer has to ask the respondent when he/she was not allowed to see the handwashing place. To be able to complete this question, the interviewer may need to probe the type of the handwashing facilities (tap, sink, bucket, jug, kettle) and the location of the place (within dwelling unit, within yard or plot etc.), then record the code number accordingly.

HW5. Do you have any soap or detergent or ash/mud/sand in your house for washing hands?

Record the code number according to the answer given by the respondent. If the answer is "No", then go to the next module.

HW6. Can you please show it to me?

This is a request to see the handwashing material used for handwashing at that household. If you are shown these materials, record code number "1" and go to next question. If you are not allowed, then record the code number "2" and go to the next module.

HW7. *Record your observation.*

Record the relevant items you are shown and observed. You can record more than one item.

- Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing.

SALT IODISATION MODULE

Iodisation of salt is a key strategy for achieving the goal of eliminating iodine deficiency. This module is used to test the iodine content of salt used for cooking in the household. Iodine is an important micronutrient and a lack of it may lead to an enlarged thyroid gland in the neck known as goiter or other thyroid-related health problems.

Note that in this module, you will request a sample of salt from the respondent for testing.

SI1. We would like to check whether the salt used in your household is iodised. May I have a sample of the salt used <u>to cook meals</u> in your household?

> This question is used to record the type of salt used to prepare the meals cooked in the household and the outcome of the test for salt iodisation. Ask for a sample of the salt usually used for cooking in the household, and perform the test on this sample of salt.

> The salt testing kits contains two 10ml bottles of Test Solution, one 10ml bottle of Recheck Solution, one colour chart and one white cup. Two drops of the Test Solution dripped on a small amount of salt containing iodine produces a bluish/purplish colour change. Coloration indicates that iodine is present. Below follows a description of the basic steps to test for iodate content in salt, the most common fortificant. The same basic principles also apply when testing for iodide content in salt.

> Place the sample on a flat surface, preferably use a white paper or even a plate from the household. This ensures that the interviewer can clearly see any colour changes from the test. Place the salt in a small pile and level off.

> Shake the Test Solution well. Squeezing gently, apply 2 drops of test solution, observe the darkest reaction within 30 seconds, compare to the colour chart and then record the response (1, 2 or 3) that corresponds to test outcome. Check the result immediately in good light, using the colour chart supplied with the test kit.

> - Record '1' if the test is negative or there is no reaction (0 parts per million/no colour - not iodised).
> - Record '2' if the test shows more than 0 but less than 15 parts per million iodine (weak colour).
> - Record '3' if the test is positive (15 parts per million or more, strong colour).
> - Record '4' if there is 'No salt in home'.
> - Record '6' if the salt was present, but not tested. Specify the reason.
>
> If you have recorded '1' you will continue with the next question, otherwise you will go to HH13.

SA2. I would like to perform one more test. May I have another sample of the same salt?

This is an additional test to make sure the iodised salt particularly for the 0 ppm salt that you tested in the first round. Apply 5 drops of re-check solution. Then apply 2 drops of test solution on the same spot. Observe the darkest reaction within 30 seconds, compare to the colour chart and then record the response (1, 2 or 3) that corresponds to test outcome.

It is important to remember, when doing a retest, you must use a new sample of salt, add the re-check solution first and then add the test solution.

ENDING THE QUESTIONNAIRE

HH13. *Record the time.*

The time of the day you finish the household interview will be recorded using the 24-hour system.

HH14. *Language of the Questionnaire.*

Record the language of the questionnaire. If you switched languages on the tablet for some or parts of this questionnaire, record the language you used on the tablet for most of this questionnaire.

HH15. *Language of the Interview.*

Record the language of the interview. If you switched languages when talking to the respondent for some or parts of this interview, record the language you used for most of this interview.

HH16. *Native language of the Respondent.*

Record the native language of the respondent.

HH17. *Was a translator used for any parts of this questionnaire?*

Record if you have used a translator for the entire questionnaire or any parts of this questionnaire. Record '3' if you have not used a translator.

HH18. *Check HL6 in the LIST OF HOUSEHOLD MEMBERS and indicate the total number of children age 5-17 years:*

The number of children age 5-17 years will be counted from HL6 in the List of Household Members and if there is no children age '5-17' you will skip to HH29. If there is only one child age 5-17 you will skip to HH27. If there are two or more children a random selection will be performed.

The instructions below are describing the random selection process to be used for fieldworker's training as well as when a paper questionnaire needs to be used on an exceptional basis when an interviewer does not have access to a tablet for any reason to do or complete the interview.

HH19. *List each of the children age 5-17 years below in the order they appear in the LIST OF HOUSEHOLD MEMBERS. Do not include other household members outside of the age range 5-17 years. Record the line number, name, sex, and age for each child.*

HH20. *Rank number*

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

HH21. *Line number from HL1*

> This is the number used to identify each child from the List of Household Members who is eligible for this module. Go to the List of Household Members and record below each of the children age 5-17 years (including those age 5 and those age 17) in the same order of their line numbers (HL1). Do not include other household members outside of the age range of 5 to 17 years.

> Note that once you have entered the name of a household member here, you automatically assign a rank number to this person (HH20).

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

HH22. *Name from HL2*

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

HH23. *Sex from HL4*

> Record the eligible child's sex from HL4.

HH24. *Age from HL6*

> Record the eligible child's age from HL6.

HH25. *Check the last digit of the household number (HH2) from the HOUSEHOLD INFORMATION PANEL. This is the number of the row you should go to in the table below.*

Check the total number of children age 5-17 years in HH18 above. This is the number of the column you should go to in the table below.

Find the box where the row and the column meet and record the number that appears in the box. This is the rank number (HH20) of the selected child.

> The instructions provided in this question should be self-explanatory. Proper use of the table here leads to an unbiased selection of one child from all those recorded in HH19.

> Note that if there are more than 8 children age 5-17 in the household, then you should be using the column '8+' in this table and perform the selection accordingly.

HH26. *Record the rank number (HH20), line number (HH21), name (HH22) and age (HH24) of the selected child.*

HH27. *(When HH18=1 or when there is a single child age 5-17 in the household): Record the rank number as '1' and record the line number (HL1), the name (HL2) and age (HL6) of this child from the LIST OF HOUSEHOLD MEMBERS.*

> You have now identified the child age 5-17 to be interviewed.

HH28. *Issue a QUESTIONNAIRE FOR CHILDREN AGE 5-17 to be administered to the mother/caretaker of this child.*

> You will later complete the Questionnaire for Children Age 5-17 with this child.

HH29. *Check HL8 in the LIST OF HOUSEHOLD MEMBERS: Are there any women age 15-49?*

> If there is no women age 15-49 you will skip to HH34.

HH30. *Issue a separate QUESTIONNAIRE FOR INDIVIDUAL WOMEN for each woman age 15-49 years.*

> You have now identified all the women to be interviewed in this household.

Selection of woman for the Domestic Violence module

HH30A. *Check HL8 in the LIST OF HOUSEHOLD MEMBERS and indicate the total number of women age 15-49 years:*

> The number of women age 15-49 years will be counted from HL8 in the List of Household Members and if there is only one-woman age 15-49 you will skip to HH30I. If there are two or more women a random selection will be performed.

The instructions below are describing the random selection process to be used for fieldworker's training as well as when a paper questionnaire needs to be used on an exceptional basis when an interviewer does not have access to a tablet for any reason to do or complete the interview.

HH30B. *List each of the woman age 15-49 years below in the order they appear in the LIST OF HOUSEHOLD MEMBERS. Do not include women outside of the age range 25-49 years. Record the line number, name, and age for each woman.*

HH30C. *Rank number*

> This is the number used to identify the one woman randomly chosen for this module. You will use this number later, to complete the selection. You do not need to fill in or do anything in this column since the numbers are already provided.

HH30D. *Line number from HL1*

> This is the number used to identify each woman from the List of women who are eligible for this module. Go to the List of Household Members and record below each of the woman age 15-49 years (including those age 15 and those age 49) <u>in the same order of their line numbers</u> (HL1). Do not include other women outside of the age range of 15 to 49 years.

Note that once you have entered the name of a woman here, you automatically assign a rank number to this woman (HH30C).

It is very important that you list all eligible women in order according to their line number. Failure to do so may result in failure to select a woman randomly and may introduce bias in the selection process.

HH30E. *Name from HL2*

Insert the name of each eligible woman in this column next to her line number, copying from the List of Household Members, column HL2.

HH30F. *Age from HL6*

Record the eligible woman's age from HL6.

HH30G. *Check the last digit of the household number (HH2) from the HOUSEHOLD INFORMATION PANEL. This is the number of the row you should go to in the table below.*

Check the total number of women age 15-49 years in HH30A above. This is the number of the column you should go to in the table below.

Find the box where the row and the column meet and <u>record</u> the number that appears in the box. This is the rank number (HH30C) of the selected child.

The instructions provided in this question should be self-explanatory. Proper use of the table here leads to an unbiased selection of one child from all those recorded in HH30B.

Note that if there are more than 9 women age 15-49 in the household, then you should be using the column '8+' in this table and perform the selection accordingly.

HH30H. *Record the rank number (HH30C), line number (HH30D), name (HH30E) and age (HH30F) of the selected child.*

HH30I. *(When HH30A=1 or when there is a single woman age 15-49 in the household): Record the rank number as '1' and record the line number (HL1), the name (HL2) and age (HL6) of this woman from the LIST OF HOUSEHOLD MEMBERS.*

You have now identified the woman age 15-17 to be interviewed for Domestic Violence module.

HH30J. A*dminister Domestic Violence Module to this woman while interviewing for Questionnaire for Individual Woman.*

You will administer Domestic Violence module to this woman while interviewing for the Individual Woman.

HH31. *Check HL6 and HL8 in the LIST OF HOUSEHOLD MEMBERS: Are there any girls age 15-17?*

If there is no girl age 15-17 you will skip to HH34.

HH32. *Check HL20 in the LIST OF HOUSEHOLD MEMBERS: Is consent required for interviewing at least one girl age 15-17?*

If there is no consent required for the girl age 15-17 you will skip to HH34.

HH33. **As part of the survey we are also interviewing women age 15-49. We ask each person we interview for permission. A female interviewer conducts these interviews. For girls age 15-17 we must also get permission from an adult to interview them. As mentioned before, all the information we obtain will remain strictly confidential and anonymous.**

First read the question as indicated and then ask:

May we interview (*name(s) of female member(s) age 15-17*) later?

- *If answered 'Yes' for all girls age 15-17 continue with HH34.*
- *If answered 'No' for at least one girl age 15-17 and 'Yes' to at least one girl age 15-17, record '06' in WM17 (also in UF17 and FS17, if applicable) on individual questionnaires for those adult consent was not given. Then continue with HH34.*
- *If answered 'No' for all girls age 15-17, record '06' in WM17 (also in UF17 and FS17, if applicable) on all individual questionnaires for whom adult consent was not given. Then continue with HH34.*

HH34. *Check HH8 in the HOUSEHOLD INFORMATION PANEL: Is the household selected for Questionnaire for Men?*

If this household has not been selected for Questionnaire for men you will skip to HH40.

HH35. *Check HL9 in the LIST OF HOUSEHOLD MEMBERS: Are there any men age 15-49?*

If there is no men age 15-49 you will skip to HH40.

HH36. *Issue a separate QUESTIONNAIRE FOR INDIVIDUAL MEN for each man age 15-49 years.*

You have now identified all the men to be interviewed in this household.

HH37. *Check HL6 and HL8 in the LIST OF HOUSEHOLD MEMBERS: Are there any boys age 15-17?*

If there is no boy age 15-17 you will skip to HH40.

HH38. *Check HL20 in the LIST OF HOUSEHOLD MEMBERS: Is consent required for interviewing at least one boy age 15-17?*

If there is no consent required for the boy age 15-17 you will skip to HH40.

HH39. **As part of the survey we are also interviewing men age 15-49. We ask each person we interview for permission. A male interviewer conducts these interviews. For boys age 15-17 we must also get permission from an adult to interview them. As mentioned before, all the information we obtain will remain strictly confidential and anonymous.**

First read the question as indicated and then ask:

May we interview (*name(s) of male member(s) age 15-17*) later?

- *If answered 'Yes' for all boys age 15-17 continue with HH40.*
- *If answered 'No' for at least one boy age 15-17 and 'Yes' to at least one boy age 15-17 record '06' in MWM7 (also in UF17 and FS17, if applicable) on individual questionnaires for those adult consent was not given. Then continue with HH40.*
- *If answered 'No' for all boys age 15-17 record '06' in MWM7 (also in UF17 and FS17, if applicable) on all individual questionnaires for whom adult consent was not given. Then continue with HH40.*

HH40. *Check HL10 in the LIST OF HOUSEHOLD MEMBERS: Are there any children age 0-4?*

If there is no children age 0-4 you will skip to HH42.

HH41. *Issue a separate QUESTIONNAIRE FOR CHILDREN UNDER FIVE for each child age 0-4 years.*

You have now identified all the children age 0-4 to be interviewed in this household.

HH42. *Check HH9 in the HOUSEHOLD INFORMATION PANEL: Is the household selected for Water Quality Testing Questionnaire?*

If this household is not selected for Water Quality Testing Questionnaire you will skip to HH45.

HH43. *Issue a separate WATER QUALITY TESTING QUESTIONNAIRE for this household.*

As the Water Quality Testing Questionnaire is required be completed on paper first and then completed questionnaires are copied to tablet, issue a separate Water Quality Questionnaire for this household.

HH44. **As part of the survey we are also looking at the quality of drinking water. We would like to do a simple test of your drinking water. A colleague will come and collect the water samples. May we do such a test?**

If the respondent does not give permission record '2' and then record '02' in WQ31 on the Water Quality testing Questionnaire.

If the respondent requests to learn the results, explain that results will not be shared with individual households but will be made available to local authorities.

HH45. *Now return to the HOUSEHOLD INFORMATION PANEL and,*

- *Record '01' in question HH46 (Result of the Household Questionnaire interview),*
- *Record the name and the line number (from the LIST OF HOUSEHOLD MEMBERS) of the Respondent to the Household Questionnaire interview in HH47,*
- *Fill the questions HH48 – HH52,*
- *Thank the respondent for his/her cooperation and then*
- *Proceed with the administration of the remaining individual questionnaire(s) in this household.*

If there is no individual questionnaire and no WATER QUALITY TESTING QUESTIONNAIRE to be completed in this household thank the respondent for his/her cooperation and move to the next household you have been assigned by your supervisor.

OBSERVATIONS

The last page of the household questionnaire has been reserved for the interviewers and supervisors to write any notes or observations regarding this particular household interview.

THE QUESTIONNAIRE FOR INDIVIDUAL WOMEN

The purpose of this questionnaire is to provide information on factors affecting women's health and quality of life. After you have completed the List of Household Members in the Household Questionnaire, you would have identified women who are eligible for the Individual Women's Questionnaire, and you should have already prepared questionnaires for all eligible women. Eligible women for this questionnaire are women recorded in the List of Household Members who are age 15 through 49 (see column HL8 of the List of Household Members).

You need to complete this questionnaire with the respondent herself – other household members should not be present at any stage of the interview.

WOMAN'S INFORMATION PANEL

WM1 to WM6 will be filled in before you start the interview.

WM1. Cluster number

> Cluster number provided by your supervisor will appear here (will be copied from the Household Questionnaire, question HH1).

WM2. Household number

> Household number provided by your supervisor will appear here (will be copied from the Household Questionnaire, question HH2).

WM3. Woman's name and line number

> The woman's name and line number will appear here (will be copied from the Household Questionnaire, column HL1 and HL2 of the List of Household Members).

WM5. Interviewer's name and number

> Your name and number will appear here. You will be provided with these identification numbers during training.

WM4. Supervisor's name and number

> Your supervisor's name and number will appear here.

WM6. Day/Month/Year of interview

> The date of the interview (day/month/year) will appear here.

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

WM7. Record the time

The time of the day you start the woman's interview will appear here.

WM8. *Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?*

Depending on if another interview has been completed with this respondent you need to read a different greeting. If the respondent has already been interviewed for another questionnaire in this household, record '1' and then read the greeting in WM9B. If this is the first time an interview is going to be conducted with this respondent then record '2' and then read the greeting in WM9B.

WM9A / WM9B.

If you could not contact the woman after repeated visits, record '2' for 'Not asked' and proceed to WM17 to fill the corresponding result code.

Repeat greeting if not already read to this woman: **"Hello, my name is (*your name*). We are from Kiribati National Statistical Office. We are conducting a survey about the situation of children, families and households. I would like to talk to you about your health and other topics. This interview usually takes about number minutes. We are also interviewing mothers about their children. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?"**

If you are starting to interview the same person that you have completed the household interview with, you need to read a revised version of the greeting below as the time to complete the Questionnaire for Individual Women will be different than the household questionnaire or Questionnaire for Children Under Five and a separate consent is required to do this interview.

"Now I would like to talk to you about your health and other topics in more detail. This interview will take about number minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?"

If permission is given, you will skip to the Woman's Background Module and begin the interview. If the respondent does not agree to continue, even after you have done your best to explain to her the importance of the survey and persuade her to participate, complete WM17 by recording '03', thank her and go on to the next eligible person in the household, if any. 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.

WM17. Result of woman's interview

Complete this question <u>once you have concluded the interview</u> with the woman. Record the code corresponding to the result of the interview.

- If the questionnaire is completed, record '01' for 'Completed'.
- If you have not been able to contact the woman after repeated visits, record '02' for 'Not at home'.
- If the woman refuses to be interviewed, record '03' for 'Refused'.
- If you were able to only partly complete the questionnaire, record '04' for 'Partly completed'.
- If the woman is incapacitated (mentally or physically incapacitated), record '05'.
- If the women is age 15-17 and consent is needed but not obtained, record '06'.
- If you have not been able to complete this interview for another reason, you should record '96' for 'Other' and specify the reason.

WOMAN'S BACKGROUND MODULE

Age is the most important information in the interview, since almost all analyses of the data depends on the respondent's age. These questions must be asked independently of the information on the Household Questionnaire unless if you interviewed the same respondent in the Household Questionnaire and already asked the respondent her age. If the Household Questionnaire was not completed with this respondent, you must ask for her date of birth and age on the Questionnaire for Individual Women.

Similarly, if the respondent to the Household Questionnaire was this respondent and because you have already asked the respondent about her education, you will skip the questions WB3-WB14, except the question WB14 that must be asked to women with less than secondary education.

WB1. *Check the respondent's line number (WM3) in WOMAN'S INFORMATION PANEL and the respondent to the Household Questionnaire (HH47):*
> If the respondent to this questionnaire has not responded to the Household Questionnaire (WM3≠HH47) you will skip to WB3, otherwise you will continue with the next question.

WB2. *Check ED5 in Education Module in the Household Questionnaire for this respondent: Highest level of school attended:*
> If the respondent has told us in the Household Questionnaire that her highest level of school attended was secondary or higher, you will skip to WB15, otherwise you will skip to WB14.

WB3. In what month and year were you born?
> If the respondent knows her date of birth, record the 'Month' and 'Year'. You will need to convert the month into numbers. For example, January is '01', February is '02', March is '03', and so on.
> - If the woman does not know her month of birth, record '98' for 'DK month' and ask her for the year of her birth.
> - If she knows the year, record 'Year'.
> - Try under all circumstances to obtain at least the year of birth.
>   - o If the respondent is unable to provide this information, ask whether she has any documentation such as an identification card, social security card, or a birth or baptismal certificate that might give her date of birth.
>   - o If such documentation is available, ask the woman if the information on the document(s) is correct.
>   - o Only when it is absolutely impossible to even estimate the year of birth should you record '9998' for 'DK year'.

WB4. How old are you?
> Record her age in completed years, that is, her age at her last birthday.

If needed, probe by saying: "**How old were you at your last birthday**?"

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 elapsed since.)
- You MUST fill in this information.
- Compare and correct WB1 and WB2 if inconsistent. Note that either or both of the responses might be incorrect.

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 Columns HL6 and HL7 of the Household Questionnaire.
- In addition, you will have to correct the total number of eligible women reported on the cover page of the Household Questionnaire.
- Note that you should correct the information on the woman's age in the Household Questionnaire only when it affects her eligibility status. In all other cases of inconsistencies between the household questionnaire and the Individual Questionnaire for Women, do not change the age response in the Household Questionnaire.
- If the woman was eligible on the date of the household interview but became ineligible because her interview is being conducted at a later date, follow the procedure above for an ineligible respondent.

Questions WB5 to WB14 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 from another household but you should still ask these questions. You will be collecting slightly different information with these questions.

WB5. Have you ever attended school or any early childhood education programme?

Record the code corresponding to the response given. If 'No', skip to WB14. Otherwise, continue to the next question.

The term 'school' includes primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the formal school system. It also includes technical or vocational training beyond the primary-school level, such as <u>long-term</u> courses in mechanics or secretarial work. 'School' also includes correspondence courses or online learning programmes leading to a diploma, associate or higher degree.

Schools that carry out non-standard curriculum (Non-formal education) are not included here. Ensure that the woman understands what is meant by 'non-standard curriculum'. A non-standard curriculum includes religious schools, such as Koranic schools, that do not teach a full, standard school curriculum. If a school teaches religious courses but also includes the standard curriculum – such as many Catholic schools – it would be coded as a standard (formal) school.

WB6. What is the highest level and class or form or year of school you have attended?

Record the code corresponding to the highest level ever attended, regardless of whether any standard/form/year was completed or not. It will be followed by the class or form. For example, if she attended class or form 1 of lower secondary school for only 2 weeks, record '2' for 'Lower Secondary' and then record '01'. If she attended class or form 2 of lower secondary school, then record '2' for level and then '02' for class or form. If the highest level of school attended is early childhood education, record '000' and skip to WB14.

WB7. Did you complete that (class or form/year)?

Record '1' if the responded has completed that class or form or year. If she has not completed that class or form/year at this level, record '2'.

WB8. *Check WB4: Age of respondent.*

If the respondent is age 25-49 you will skip to WB13, otherwise you will continue with the next question.

WB9. At any time during the current school year did you attend school?

This question focuses only for the current school year. If the respondent attended school anytime during this school year, record "1", otherwise record "2" and skip to WB11.

WB10. During this current school year, which level and class or form or year are you <u>attending</u>?

This question explores the education level and class or form of the respondent who are attending the school in current school year. Record the code number of the level and then record the class or form.

WB11. At any time during the previous school year did you attend school?

This question focuses on the previous school year. If the respondent attended school in previous school year, record "1" for Yes, otherwise record "2" for No and skip to WB13.

WB12. During that previous school year, which level and class or form or year did you attend?

This question is similar with WB10 but the school year is different, Record the level and class or form attended in previous school year.

WB13. *Check WB6: Highest level of school attended:*

If the respondent's highest level of school attended was secondary or higher, you will skip to WB15, otherwise you will continue with the next question.

WB14. Now I would like you to read this sentence to me.

To ascertain whether women are literate or not, you will be showing the women you interview cards with pre-printed sentences on them, and asking women to read them. Note that this question will be asked only to women who have not attended school, or did not attend school beyond the primary level. 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.

The cards will have the following four sentences:

1.   The child is reading a book.
2.   Parents must care for their children.
3.   I like to go swimming in the ocean
4.   Fishing is hard work.

Based on your knowledge of the respondent, choose the card with the language in which the respondent is likely to be able to read if she is literate. 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, record '4', and specify the language. If the respondent is blind or visually impaired, but able to read in braille only, record '4'.

It is important to avoid the problem of having other respondents in the household overhear the sentence being read. This is because 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 four respondents, start again with the first sentence on the card.

WB15. How long have you been continuously living in (*name of current town or village of residence***)?**
> This question explores the information related to the internal migration. If the respondent answer "years", record the number of years, then continue with the next question. If the respondent says that she has been living there since birth or always, record '95' and then skip to WB 20.

WB16. Just before you moved here, did you live in a town, or in a rural area/Outer Islands?
> Record whether the respondent was living in a city, a town, or a village before moving here. If you are unable to determine whether the place is a city, a town or a rural area, write the name of the place and then temporarily record '9' until you learn the appropriate category for the response.

WB17. Before you moved here, in which district/island group did you live in?
> Ask the name of district/island group the respondent lived before. If the respondent lived outside of Kiribati, then record '6' and specify the name of the previous residence.

WB20. What is your religion?
> Record the code corresponding to the answer given.

WB21. Do you have an account in the bank or other financial institution that you yourself use?

> The bank account may be held at a bank, credit union, microfinance institution, a cooperative, the post office, or [country-specific financial institutions]. The account allows the person to deposit and withdraw funds. Do not include savings programs at the community level.

MASS MEDIA AND ICT

The purpose of this module is to collect information on the exposure of respondents to mass media, and the use of computers and the internet. The module includes 3 questions on mass media (MT1 to MT3) and remaining questions are on information/communication technologies. The questions are straightforward, and will help to understand:

- Whether respondents are exposed to newspapers/magazines, radio and television;
- Ever use and current/recent use of computers;
- Ever use and current/recent use of the internet.

In the first questions, the same response codes are used: "Not at all", "Less than once a week", "At least once a week", and "Almost every day", respectively for reading newspapers/magazines, listening to the radio, and watching television.

"Almost every day" refers to cases when access to the medium in question is <u>normally</u> practiced every day; "At least once a week" is applicable when the normal practice is not every day or almost every day, but is practiced at least once a week. For example, reading a newspaper every other day would be classified as "at least once a week". The respondent's perception on the frequency of access is important in coding the correct response.

MT1. Do you read a newspaper or magazine at least once a week, less than once a week or not at all?

The purpose of this question is to find out whether the respondent is exposed to influences outside her local community by means of reading newspapers or magazines. It does not matter what type of articles she reads, what language she reads in, or who buys the newspapers or magazines she reads. The question is simply about how often she reads them. Make sure that you read the entire question. It is important that the respondent hears all the four categories embodied in the question.

If the respondent tells you that she is reading newspapers or magazines on the internet, this should still be considered as exposure to newspapers. The objective is to collect information on whether respondents are accessing newspapers or magazines, and if so, how frequently.

Record '3' if the respondent reads a newspaper or magazine almost every day, '2' if she reads it at least once a week, '1' if less than once a week and '0' if she does not read at all.

MT2. Do you listen to the radio at least once a week, less than once a week or not at all?

A radio is a device capable of receiving broadcast radio signals, using popular frequencies, such as FM, AM, LW and SW. Accessing the radio through the internet or cable services, or other means is also included here. We need to establish whether the respondent is exposed to radio broadcasts, by whatever means.

Record the code corresponding to the response given. If there is any doubt as to whether the respondent listens to the radio almost every day, probe. For example, after probing, if she says "I listen almost every day, but during the planting season, I'm away and I don't listen at all," record "Almost every day", since she normally listens almost every day.

It does not matter who owns the radio or what program(s) she listens to. It also does not matter whether the radio is a transistor radio, part of a music set or a movie theatre. We need to ascertain whether the respondent is exposed to radio broadcasts. Again, make sure to read the entire question.

MT3. Do you watch television at least once a week, less than once a week or not at all?

A television (TV) is a stand-alone device capable of receiving broadcast television signals, using popular access means such as over-the-air, cable and satellite. However, a respondent watching television broadcasts via the internet or with other means should still be considered as watching television, like other respondents who may be using regular TV sets, as long as she is accessing TV broadcasts.

Record the code corresponding to the response given. As with MT1 and MT2, the purpose is to get an idea of how much exposure the respondent has to influences outside her place of residence, this time through television broadcasts. It does not matter who owns the television or what program she watches. Read the entire question. If the respondent watches television on a computer, for instance, this would still count as watching television, since the intention is to capture exposure to television broadcasts.

If the respondent is visually impaired, you may rephrase the question accordingly. For example, you may replace the word 'watch' with 'listen to'.

The remaining questions in this module intend to ascertain the respondent's exposure to, and use of, computers and the internet. Computers and the internet open up possibilities of exposure to influences outside the local community or even the country, in ways different than exposure to newspapers, radio or television. Use of computers and internet are regarded as skill sets necessary in today's world, as an increasing amount of information is shared and transmitted through the internet, transactions are handled on the internet, and the like.

MT4. Have you ever used a computer or a tablet from any location?

A computer refers to a desktop computer, a laptop (portable) computer or a tablet (or similar handheld computer). It does NOT include equipment with some embedded computing abilities, such as smart TV sets, and devices with telephony as their primary function, such as smartphones.

Desktop: a computer that usually remains fixed in one place; normally the user is placed in front of it, behind the keyboard.

Laptop (portable) computer: a computer that is small enough to carry and usually enables the same tasks as a desktop computer; it includes notebooks and netbooks but does not include tablets and similar handheld computers.

Tablet (or similar handheld computer): a tablet is a computer that is integrated into a flat touch screen, operated by touching the screen rather than (or as well as) using a physical keyboard.

Record '1' if 'Yes', and continue to the next question. If 'No', record '2' and skip to MT9. It does not matter who owns the computer and if the computer that the respondent may be using is in the household or elsewhere.

MT5. During the last 3 months, did you use a computer or tablet at least once a week, less than once a week or not at all?

Record the code corresponding to the response given. "Almost every day" refers to cases when access to the medium in question is <u>normally</u> practiced every day; "At least once a week" is applicable when the normal practice is not every day or almost every day, but is practiced at least once a week. The respondent's perception on the frequency of access is important in coding the correct response.

If 'At least once a week', probe by asking "**Would you say this happened almost every day?**" If the respondent says 'Yes' record 3, if she says 'No', record 2.

MT6. During the last 3 months, did you:

Read out the categories A to I and record the corresponding code number. Record '1' if 'Yes' and record '2' for 'No' and then continue with the next category.

MT7. *Check MT6[C]: Is 'Yes' recorded?*

If the respondent indicated that she has send an e-mail with attachment before you will skip to question MT10.

MT8. *Check MT6[F]: Is 'Yes' recorded?*

If the respondent indicated that she has downloaded and installed a software before you will skip to question MT10.

MT9. Have you ever used the internet?

The Internet is a world-wide public computer network. It provides access to a number of communication services including the World Wide Web and carries e-mail, news, entertainment and data files, irrespective of the device used (not assumed to be only via a computer − it may also be by mobile phone, PDA, games machine, digital TV etc.). Access can be via a fixed or mobile network.

Record '1' if 'Yes', and continue to the next question. If 'No', record '2' and skip to MT11. It does not matter if the use of internet is in the household the respondent is living or elsewhere.

Note that for those who have said that they have never used a computer or have not used a computer recently, we still ask the questions on internet use, since the respondent may have used the internet by mobile phone, tablet, games console, digital TV and the like.

MT10. During the last 3 months, did you use the internet at least once a week, less than once a week or not at all?

Record the code corresponding to the response given. "Almost every day" refers to cases when access to the internet is normally practiced every day; "At least once a week" is applicable when the normal practice is not every day or almost every day, but is practiced at least once a week. The respondent's perception on the frequency of access is important in coding the correct response.

If 'At least once a week', probe by asking "**Would you say this happened almost every day?**" If the respondent says 'Yes' record 3, if she says 'No', record 2. If necessary, probe for use from any location, with any device.

MT11. Do you own a mobile phone?

Record the code corresponding to the response given.

Ownership is defined as owning a device that can make mobile cellular telephone calls (i.e. device and active sim card). It also includes phones supplied by employer for personal use and devices/services not registered to respondent.

MT11A. Do you use your mobile for any financial transactions?

Record the code corresponding to the response given.

The focus of this question is on using the mobile phone to make financial transactions. It does not matter with whom or through whom the transaction is made, whether through a bank or through a mobile money transfer system, [such as MPAISA]. Financial transactions include

paying bills, paying back loans, depositing money, transferring money to another person, and receiving salary or payments

MT12. During the last 3 months, did you use a mobile telephone at least once a week, less than once a week or not at all?

This question refers to the use of a mobile telephone for communication (therefore, not only as a clock, playing games or listening to music).

Use of a mobile telephone does not necessarily mean that the telephone is owned or paid for by the individual but should be reasonably available through work, a friend or family member, etc. It excludes occasional use, for instance, by borrowing a mobile telephone to make a call.

Record the code corresponding to the response given. "Almost every day" refers to cases when access to a mobile phone is normally practiced every day; "At least once a week" is applicable when the normal practice is not every day or almost every day, but is practiced at least once a week. The respondent's perception on the frequency of access is important in coding the correct response.

Probe if necessary: "**I mean have you communicated with someone using a mobile phone.**"

If 'At least once a week', probe by asking "**Would you say this happened almost every day?**" If the respondent says 'Yes' record 3, if she says 'No', record 2. If necessary, probe for use from any location, with any device.

FERTILITY / BIRTH HISTORY 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 live births the woman has ever had (including births from earlier marriages). The answers are used to estimate fertility and childhood mortality rates.

It is important that the respondent understands which events to include in her responses. We want to know about all of the woman's live 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.

Do not 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', record '1', and continue with the next question. If the woman says she has never given birth, record '2' and skip to CM8.

CM2. 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 recorded in the List of Household Members). Record the code corresponding to the response. If she answers 'No', skip to CM5.

CM3. How many sons live with you?
CM4. How many daughters live with you?

> Record the number of sons and daughters living with the woman. If she does not have any sons living with her or if she does not have any sons, record '00' for sons. Similarly, if she has no daughters now living with her (or if she does not have any daughters), record '00' for daughters. Since the question is asked only to women who have children living with them in the same household, at least one of the responses 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, children of another relative, or children for whom she is the caretaker.

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. Record the code corresponding to the response. If she answers 'No', skip to CM8.

CM6. How many sons are alive but do not live with you?
CM7. 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. If the answer is 'None' for sons (or if she does not have any sons who are alive), record '00' for sons. If the answer is 'None' for daughters (or if she does not have any daughters who are alive), record '00' for daughters.
>
> Since the question is asked only to women who have children alive who are not living with them in the same household, at least one of the responses should have a value higher than '00'.

CM8. Have you ever given birth to a boy or girl who was born alive but later died?

> This question is extremely important for determining the levels of child mortality. Some respondents may be reluctant to give a positive answer and talk about this subject. They may also become sad or upset that you are asking such questions, especially with a recent death. Be sympathetic and tactful in such situations. Say that you know the subject is painful, but the information is important.
>
> Record 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 **"I mean, to any baby who cried, who made any movement, sound, or effort to breathe, or who showed any other signs of life even if for a very short time?"** If the answer is still 'No', skip to CM11.

CM9. How many boys have died?
CM10. How many girls have died?

> If the answer to CM8 is 'Yes', record the number of sons and daughters who were born alive but later died in the spaces provided. For women who have been asked this question, at least one of the responses should have a value higher than '00'.

CM11. *Sum answers to CM3, CM4, CM6, CM7, CM9 and CM10.*

> Add the numbers of births reported in CM3, CM4, CM6, CM7, CM9 and CM10 and write the sum here, then continue with CM12.

CM12. Just to make sure that I have this right, you have had in total (*total number in CM11*) births during your life. Is this correct?

>If she says it is correct, record 'Yes' and skip to CM14. If she has never given birth, continue with the next question.

CM13. *Check responses to CM1-CM10 and make corrections as necessary until response in CM12 is 'Yes'.*

>First check responses to CM1-CM10 and then go back through the questions to check with the respondent whether you have obtained the information correctly. For example, starting with CM2, you would ask: "You have two sons and one daughter living with you, is that correct?" Do the same for CM5 and CM8. Correct the answers and the sum mentioned in CM11 and then continue to the next question.

CM14*. Check CM11: How many live births?*

>If she has no live births, record '0' and go to next module. If she has one or more live birth, you will continue with the Birth History part of this module.

BIRTH HISTORY:

In the Birth History part of the module, we want to list all the live births that the respondent has had in the order in which they occurred. Begin the section with the introductory line at the top of the table to inform the respondent that we would like to record the names of all children born to her, from all marriages and unions, whether or not they are still alive, from the first to the last.

Now I would like to record the names of all of your births, whether still alive or not, starting with the first one you had.

We will not be including stillbirths or abortions she might have had in this list.

Ask the name of each child in BH1, beginning with the first born and continuing until the last born. Record all the names in BH1, one row for each child. If the respondent has had two or more births, make it clear to her that she should start with the first birth she had and proceed in order to her last birth. She should not tell you first about all the living children and then about all those who have died; she must proceed in chronological order whether or not a child is now alive. Then ask the respondent whether any of these were multiple births (e.g., twins) and record single or multiple birth status for each child in BH2.

After recording the names and single/multiple birth status for all the children, go back to the first child and ask BH3-BH10 as appropriate. Then ask these questions for the second child and so on; you will complete a row for one child at a time. Make sure to record twins on separate lines.

BH1. What name was given to your (*first/next*) baby?

First, ask for the name of the respondent's firstborn child and write it in the first row. Write the name that distinguishes that child from the others; in other words, if there are two children, Mathew Phiri and Jean Phiri, write "Mathew Phiri" and "Jean Phiri" not "M. Phiri" and "J. Phiri." If the baby never had a name, either because the baby is still very young or because the baby died before a name was given, write "Baby" for the name. Record the names of all her births in chronological order before going to the next question.

BH2. Were any of these births twins?

Ask the respondent whether any of her births were multiple births and record the status of each child. If a child is a multiple birth, be sure to record the twin (or triplet, etc.) on a separate line.

After you have completed BH1 and BH2 for all births, you are ready to proceed with BH3-BH10 for one child at a time.

BH3. Is (*name of birth*) a boy or a girl?

Record the code for the sex of the child. Although you can sometimes tell the sex from the name, check with the respondent by saying, for example, "and Susan is a girl?" Do not assume the sex of the child from the name.

BH4. In what month and year was (*name of birth*) born?

Write the month and year of each birth.

Probe: "**What is (his/her) birthday?**" if necessary. If the respondent gives you a year of birth but does not know the month of birth, probe to estimate the month. For example, if she says her daughter was born in 2007, but she doesn't know which month, ask her whether she gave birth in the dry or wet season, whether she remembers if she was pregnant at Christmas or Easter time, during the month of Ramadan, or during some other significant event/season of the year to try to determine the month of birth. Convert months to numbers, as usual. If you cannot even estimate a month, write '98' for month.

If the respondent cannot recall the year when the birth occurred, you need to probe carefully. Check the documents collected at the beginning of the interview, such as the birth certificate or immunisation record, to see whether a date of birth was recorded. Before entering a date from these documents, check with the respondent to determine whether she believes the date is accurate. If there is no birth certificate or other document for the child, see whether the respondent knows a firm birth date for any other child in the household and relate it to that. For example, if she knows the second child was born in 2004 and the first child was just a year old at that time, enter '2003.' You must enter a year for all children, even if it is just your best estimate.

BH5. Is (*name of birth*) still alive?

Ask whether the child is still alive or not. If the child is dead, record '2' and skip to BH9, because questions BH6, BH7 and BH8 are for only living children. If the child is alive, continue with BH6.

BH6. How old was (*name of birth*) at (his/her) last birthday?

The age of all living children should be recorded in <u>completed</u> years. For example, a child who will become three years old (complete three years) next week should be recorded as '02' years today. A child less than one year old will be recorded as age '00' years.

In some cases, the mother will not know the current age of her child. In this case, you may rephrase the question to, "How many years ago was Michael born?" You can also use other available information. For example, you can relate Henry's age to the age of a child she does know. For example, the mother may know that her youngest child was born one year ago and that Henry was two years old at that time, in which case Henry would be three years old now.

You MUST record an age for all children who are still alive.

BH7. Is (*name of birth*) living with you?

This question is important in determining the extent to which children live away from their own mothers. If a child lives with other people on a permanent basis, record 'No'. If the child is away for a short while but usually lives with the mother, record 'Yes'. Children living with their mothers should have been recorded in the household list.

BH8. *Record household line number of child (from HL1)*

Write the Line Number of the child from HL1 of the List of Household Members. If the child does not live in the household, enter '00'. If the child is not recorded in the List of Household Members, but the mother says that the child is in fact a usual resident, add the child to the List of Household Members and record the Line Number in BH8.

After recording BH8 for the first child, you will proceed with BH3 for the next birth. After recording BH8 for any birth after the first child, you will go to BH10.

BH9. How old was (*name of birth*) when (he/she) died?
If "1 year", probe: **"How many months old was (*name of birth*)?"**

For children who have died, you must record information about age at death even if the information is only a best estimate. Age at death information is recorded either in days, months, <u>or</u> years, according to a specific set of rules:

- If the child was less than one month old at death, record '1' and write the answer in 'Days'.
- If the child was less than two years old but at least one month old when he or she died, record '2' and write the answer in 'Months'.

- If the child was two years old or older when he or she died, record '3' and write the answer in 'Years'.

  Note: ***You should never record '00' months or '00' or '01' years.*** Here are some examples of how to record age at death:

Days ① Month 2 Years 3	0 5	The child died when five days old
Days 1 Month ② Years 3	0 2	Child died when two months old
Days 1 Month 2 Years ③	0 3	Child died when three years old

You should record the answer in completed units, i.e., if she says "four and a half months," record '2' for Months and then '04.' Note that if the respondent gives you an answer in weeks, you must convert the answer to days or months. If the answer is less than one month (less than four weeks), probe to find out the exact age at death in days. For example, if the answer is "three weeks," probe for the number of days. If the mother says '19 days', record Days '19.' If the answer given is more than four weeks, you would convert the answer to months. An answer of "seven weeks" would be recorded as Months '01.'

Specifically, if the respondent answers "one year," you need to probe to find the exact number of months. We know that if a child died at the age of 10, 11, 12, 13, or 14 months, a woman is likely to round her answer because she does not know that we need the exact age. This means that she is likely to respond "one year old" even if the child really was 10 months or 13 months old. Therefore, any time a woman responds "one year" to this question, probe by asking, "How many months old was (*name of birth*)?" Record the answer in completed months.

Note that this is a table of children who were born alive. If the respondent says that the baby was not alive when it was born, probe by saying, "Did the baby cry or show any sign of life when it was born?" If she says the baby was dead when it was born, cross out the entry in the table. Make sure to renumber the remaining births when this occurs.

BH10. Were there any other live births between (*name of previous birth*) and (*name of birth*), including any children who died after birth?

> The purpose of this question is to make sure that we have not missed any of the respondent's own births. Ask the respondent whether there were any live births that may have occurred between the two births. For example, a respondent tells you that Mohamed was born in 2012 and Ahmad was born in 2015. When you reach BH10 for Ahmad you will ask: "Were there any other live births between the birth of Mohamed and Ahmad?"

> If the woman tells you there was a birth after Mohamed and before Ahmad, record '1' in BH10 and add that birth to the birth history. You may also have to correct the information in CM4-CM11. If, however, the woman tells you there was no birth between Mohamed and Ahmad, record '2' in BH10.

BH11. Have you had any live births since the birth of (*name of last birth listed*)?

> This question is similar to BH10 but is specifically designed to probe the time that has passed since the last birth. For example, if Ahmad is reported to be her last birth, and he was born in 2004, ask, "Have you had any live births since the birth of Ahmad?"

> If the woman tells you there was a birth since Ahmad, add that birth to the birth history. Then ask BH2-BH10 for that birth, and you may also have to correct the information in CM4-CM11. If, however, there was no birth after Ahmad, record 'No'.

CM15. *Compare number in CM11 with number of births listed in the birth history above and check:*

> With this filter, we want to ascertain that the number of births recorded in the birth history is the same as the number recorded in CM11. These numbers should be equal. If they are indeed equal, skip to CM17.

CM16. *Probe and reconcile responses in the birth history until response in CM12 is 'Yes'.*

> You should probe to see which number is correct. You may need to record more births in the Birth History, delete births from the Birth History, or make changes to the Fertility module altogether.

CM17. *Check BH4: Last birth occurred within the last 2 years, that is, since (month of interview) in (year of interview minus 2)? If the month of interview and the month of birth are the same, and the year of birth is (year of interview minus 2), consider this as a birth within the last 2 years.*

> With this filter, we want you to check whether the birth date of the last birth was within the last two years.

> If the respondent's last birth occurred in the last 2 years, record '1' and continue with the next question. If the respondent's last birth did not occur within the last 2 years, continue with the next module.

CM18. *Copy name of the last child listed in BH1.*

If the child has died, take special care when referring to this child by name in the following modules.

OTHER IMPORTANT POINTS ABOUT THE BIRTH HISTORY TABLE

1) Recording of age at death, year of birth, and age of living children. For month of birth in BH4, it is permissible to record Code '98' for 'Don't Know' as an answer. However, for year of birth (BH4), age of living children (BH6), and age at death (BH9), you must record an answer, even if it is only your best estimate. It is very important to obtain information for these questions, so you must probe for this information and make your best estimate on the basis of the woman's answers.

2) Recording of information on twins. If there are any twins, record the information about each twin on a separate line. If the twins are the respondent's last birth and if one twin is dead, record the living twin last. By doing this, you will be able to talk about the living twin when you get to the following modules, which will be more comforting for the respondent.

3) Recording information for more than 14 births. There are lines for 14 births in the table. If in an exceptional case you find a respondent with more than 14 births, take a fresh Questionnaire for Individual Women, fill in all the information on the cover page (WM1 to WM6), and write "CONTINUATION" on the top. Then on the second Questionnaire for Individual Women change the number 01 to 15 on the Birth History module and if necessary, change line number 02 to 16 and so on. Then write the information for these births. Return to the primary Questionnaire for Individual Women to complete the interview. Also write 'SEE CONTINUATION' across the top of the cover sheet of the primary questionnaire. Once you complete the Questionnaire for Individual Women keep the continuation questionnaire inside the primary one so that they remain together.

4) Correcting of reported sequence of births. If you find that the respondent reports a birth that is not in order of birth, draw an arrow indicating the position in the table where it belongs according to the date when it occurred, and correct the BH Line Numbers printed in the first column of the Birth History module.

5) Checking birth interval. Check the dates of each birth. If any two children are reported born less than seven months apart, e.g., February 2015 & September 2015 or November 2014 & May 2015, probe and correct dates. Either the February 2015/November 2014 birth occurred earlier or the September 2015/May 2015 birth occurred later, or both.

6) Checking woman's age. Subtract her age of first birth from her current age. Probe for any birth occurring before age 12.

DESIRE FOR LAST BIRTH MODULE

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview.

DB1. *Check CM17: Was there a live birth in the last 2 years?*
> Check CM17 in Fertility module and record '2' if the women did not have a live birth during the last 2 years or the question was not asked and go to the next module, otherwise record '1', copy name of last birth listed in birth history (CM18), and continue with the next question. You will use this child's name while asking the questions.

DB2. When you got pregnant with (*name*), did you want to get pregnant at that time?
> Record the code corresponding to the response given. If the response is 'Yes' (wanted to get pregnant), record '1' and go to next module.

DB3. *Check CM11: Number of births:*
> If the respondent had only one birth, record '1' and ask DB4A, otherwise record '2' and ask DB4B.

DB4A. Did you want to have a baby later on, or did you not want any children?
DB4B. Did you want to have a baby later on, or did you not want any more children?
> Record the code corresponding to the response given.

MATERNAL AND NEWBORN HEALTH MODULE

This module is to be administered to all women who have had a live birth in the 2 years preceding the date of the interview.

Please note that there is no question MN15.

MN1. *Check CM17: Was there a live birth in the last 2 years?*

>Check CM17 in Fertility module and record '2' if the women did not have a live birth during the last 2 years or the question was not asked, otherwise record '1', copy name of last birth listed in birth history (CM18), and continue with the next question. You will use this child's name while asking the questions.

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.

MN2. Did you see anyone for antenatal care during your pregnancy with (*name*)?

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

>In this question, you will ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, record '2' and skip to MN7. If the woman answers 'Yes', continue with the next question.

MN3. Whom did you see?

>Doctors, nurses/midwives and medical assistants are skilled health personnel who have been trained to proficiency in the skills needed to manage normal (uncomplicated) pregnancies and the immediate postnatal period, or to refer obstetric complications. 'Traditional birth attendants' and 'community health workers/nurse aide' are not considered skilled health personnel even if they have received training.

>Record the code for the person seen for antenatal care. Probe to learn if she saw more than one person by asking "**Anyone else?**" and record the codes for any other persons seen for antenatal care during this pregnancy. If you are unsure how to code a person mentioned, write the words used to describe the person at 'Other' and record 'X'.

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

MN4. How many weeks or months pregnant were you when you first received antenatal care for this pregnancy?

Record a code for the unit of time the respondent mentions (either weeks or months) and then record the number.

Note that you are allowed to enter double digits for the number of weeks. However, because a pregnancy will not go beyond 9 months, the leading zero is already entered for you if you are recording the time in months.

MN5. How many times did you receive antenatal care during this pregnancy?

Ask the respondent how many times she saw someone for antenatal care during her last pregnancy (that is, when she was pregnant with her last child). This refers to care related to her pregnancy and would not include seeing a doctor or nurse for other reasons.

Probe to identify the number of times antenatal care was received. If a range is given, record the minimum number of times antenatal care was received. For example, after probing, if a woman still says that she received antenatal care 10-15 times, record '10'.

MN6. As part of your antenatal care during this pregnancy, were any of the following done at least once?

Ask about each procedure and record the response before asking about the next one. Record '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 check-ups 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]. 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.

[B]. Did you give a urine sample?

Urine tests are conducted on every antenatal care visit where women are asked to provide a urine sample in a sterile cup. This test is used to detect abnormal levels of sugar, protein, blood cells, bacteria and other markers which could be indicative of pregnancy-related health issues that may require prompt attention.

[C]. 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.

MN7. Do you have a card or other document with your own immunisations listed?

First, ask whether she has a vaccination card or other documentary evidence of vaccination. If 'Yes', ask "**May I see it please?"** Ask to see this evidence and record that you have seen it by recording '1'. If a card is presented, use it to assist with answers to the following 2 questions (MN8 and MN9). If the woman says she has a card but does not/cannot show it to you, record '2'.

If the card is <u>not</u> available ('2', '3' or '8' recorded in MN7), you must try to find out how long ago the last tetanus toxoid (TT) dose was received (MN8) and the total number of doses received (MN9). Ask the questions, and record her answers in the spaces provided.

Women who do not have immunisation cards may have difficulty identifying whether injections they received were tetanus toxoid injections.

MN7A. During last pregnancy were you given or did you buy any iron tablets?

Anemia is a common problem during pregnancy that can be overcome by additional intake of iron. MN7A. asks whether the woman was given or bought any iron tablets or syrup during her pregnancy. Since some women may not know that they were given iron tablets, show the woman the sample tablets as you ask this question. Note that we are not asking whether or not she consumed the tablets/syrup she was given or bought; rather, we want to know whether she had the tablets/syrup in her possession during the pregnancy.

MN7B. During the whole pregnancy, how many days did you take these tablets?

If the respondent was given or bought iron tablets/syrup (YES in MN7A.), ask her for how many days during her pregnancy she took the tablets/syrup. Record the response in the spaces provided. Remember to put a leading zero in front; 30 days would be '030'. If she was given or bought iron tablets but never took one, record '000'.

If she does not remember, probe for the approximate number of days, e.g., by asking how many months pregnant she was when she began taking the tablets and whether she took the tablets every day after that.

MN7C. Where did you buy or get the tablets?

MN7D. During this pregnancy did you take any drugs for intestinal worms?

Treatment of intestinal parasitic infections has an impact on the anemia status of women during pregnancy. To see if the woman took any drug for intestinal worms during her pregnancy, we ask MN7D.

MN8. When you were pregnant with (*name*), did you receive any injection in the arm or shoulder to prevent the baby from getting tetanus, that is, convulsions after birth?

> Tetanus is an infection of the wound and women may be infected with tetanus after delivery. It can be prevented through a vaccination during pregnancy. The vaccine is known as tetanus toxoid.
>
> Ask if she received any tetanus toxoid injection during her last pregnancy. Record '1' for a 'Yes' response. If the answer is 'No' or 'DK', record the code corresponding to the response and skip to MN11.

MN9. How many times did you receive this tetanus injection during your pregnancy with (*name*)?

> Enter the number of doses she reports and continue to MN10. If she does not know, record '8' and skip to MN11.

MN10. *Check MN9: How many tetanus injections during last pregnancy were reported?*

> If the respondent reported at least two tetanus injections during her last pregnancy, go to MN16. If she reported only one tetanus injection during her last pregnancy, continue with MN11.

MN11. At any time before your pregnancy with (*name*), did you receive any tetanus injection either to protect yourself or another baby?

> Record the code corresponding to her response. If she reports never having received any tetanus injection prior to her last pregnancy, or does not know, record the code corresponding to the answer given and skip to MN16. If 'Yes', continue with MN12.
>
> Include DTP (Tetanus) vaccinations received as a child if mentioned.

MN12. Before your pregnancy with (*name*), how many times did you receive a tetanus injection?

> Ask about the number of doses of tetanus injections received during or before the next-to-last pregnancy or between pregnancies (at any time before the last pregnancy).
>
> If the number of doses is 7 or more, record '7'. If she responds 'Don't Know', skip to question MN17. Include DTP (Tetanus) vaccinations received as a child if mentioned.

MN13. *Check MN12: How many tetanus injections before last pregnancy were reported?*

> If the respondent reported at least two tetanus injections before her last pregnancy, ask MN14A. If she reported only one tetanus injection before her last pregnancy, ask MN14B.

MN14A. How many years ago did you receive that tetanus injection?
MN14B. How many years ago did you receive the last of those tetanus injections?

Ask her to estimate how long ago she received the (last dose of) tetanus injections (the dose before her last pregnancy), and enter her response in years. If less than 1 year, record 00.

.

MN19. Who assisted with the delivery of (*name*)?

Record the code for the person who assisted with the delivery. Probe: "**Anyone else?**" and record the codes for any other persons assisting with the delivery of this child.

Doctors, nurses and midwives are skilled health personnel who have been trained to proficiency in the skills needed to manage normal (uncomplicated) pregnancies and the immediate postnatal period, or to refer obstetric complications.

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 and try to identify. Record the codes corresponding to all persons assisting at the delivery. If you are unsure where to code a person mentioned, write it at 'Other' and record 'X'. If no one attended the delivery, record 'Y'.

MN20. 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, 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 for 'Other public' and record '26'. Similarly, if the place is in the private medical sector, but is not one of the pre-coded choices, write the description for 'Other private medical' and record '36'.

If you are unable to determine whether public or private, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response.

Places that are not health facilities, other than home, should be coded as '96' or 'Other' and described.

MN21. Was (*name*) delivered by caesarean section? That is, did they cut your belly open to take the baby out?

A caesarean section (often referred to by respondents as a "C-section" or "caesarean") is the delivery of a baby through an incision in the woman's abdomen and womb, rather than

through the birth canal. Such a delivery is necessary for some women due to pregnancy complications while in some cases it is by choice. If the woman responds 'No', skip to MN23.

MN22. When was the decision made to have the caesarean section?
Record the code corresponding to the response given. Probe if necessary by asking "Was it before or after your labour pains started?"

MN23. Immediately after the birth, was (*name*) put directly on the bare skin of your chest?
If necessary, show the picture of skin to skin position. If the baby was not put directly on the bare of skin of the woman's chest or she does not know, skip to MN25.

MN24. Before being placed on the bare skin of your chest, was the baby wrapped up?
Record the corresponding code number depending on respondent's answer.

MN25. Was (*name*) dried or wiped soon after birth?
Record the corresponding code number depending on respondent's answer.

MN26. How long after the birth was (*name*) bathed for the first time?
If respondent's answer is "immediately" or less than 1 hour, record '000'. If less than 24 hours, record hours.

If "1 day" or "next day", probe: About how many hours after the delivery?

If "24 hours", probe to ensure best estimate of less than 24 hours or 1 day.

If 24 hours or more, record days.

MN27. *Check MN20: Was the child delivered in a health facility?*
If the child was delivered in a health facility skip to MN30, otherwise continue with the next question.

MN28. What was used to cut the cord?
This question explores the tool when the cord is cut. Record the corresponding answer.

MN29. Was the instrument used to cut the cord boiled or sterilised prior to use?
Record the corresponding answer given by the respondent.

MN30. After the cord was cut and until it fell off, was anything applied to the cord?
Record the corresponding answer given by the respondent. If nothing was applied to the chord or the respondent does not know or remember, skip to MN32.

MN31. What was applied to the cord?

Record the answer(s) given by the respondent.

MN32. When (*name*) was born, was (he/she) very large, larger than average, average, smaller than average, or very small?

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

- 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 birthweight, 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 birthweight information or the appearance of the baby; record '8' for 'DK'.
- In cases when the woman knows the birthweight of the baby and tells you the exact weight, do not use your judgement to influence her response in MN32.
- In other words, even if the woman tells you that her baby was smaller than average while the birthweight 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.

MN33. Was (*name*) weighed at birth?

Record the code corresponding to the response given. If the baby was not weighed at birth or the mother doesn't know, skip to MN35.

MN34. How much did (*name*) weigh?

If a card is available, record weight from card.

- If the weight is 'From card' or is recorded on another written document (such as a vaccination card, prenatal card or birth certificate), record '1' and record the weight in the corresponding space.
- If the birthweight is reported by the mother, but no card or document is available, record '2' for 'From recall' and record the weight in the corresponding space.
- Fill in the weight only once.
- Always record the birthweight from the card when possible.

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

MN35. Has your menstrual period returned since the birth of (*name*)?

After a woman has given birth, there is a length of time when she will not have her monthly menstrual periods. This question asks about whether her period has resumed following the last birth. Record the code corresponding to the response given.

MN36. Did you ever breastfeed (*name*)?

Breastfeeding is important for a child's health and emotional development. For this question, it does not matter how long the respondent breastfed the child, only whether or not she ever put the child to the breast, even if the baby died very young.

Record the code corresponding to the response given. If the response is 'No' (she never breastfed the child), skip to MN39B.

MN37. 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, record '000'. Otherwise, record the time in completed hours or days.

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

If the mother began breastfeeding within 24 hours of the birth, record '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, record '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, record '2' and record '01' days.

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

MN38. In the first three days after delivery, was (*name*) given anything to drink other than breast milk?

If the child was given anything to drink other than breast milk, record '1' for 'Yes' and then ask MN39A, otherwise record '2' for 'No' and go to next module.

MN39A. What was (*name*) given to drink?

Record the code corresponding to the response. Probe by asking **"anything else?"** to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink for 'Other' and record 'X'.

'Not given anything to drink' is not a valid response and response category Y cannot be recorded.

MN39B. In the first three days after delivery, what was (*name*) given to drink?

Record the code corresponding to the response. Probe by asking **"anything else?"** to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink for 'Other' and record 'X'.

'Not given anything to drink' (category Y) can only be recorded if no other response category is recorded.

POST-NATAL HEALTH CHECKS MODULE

The post-natal period is defined as the time following delivery until six weeks after birth. Post-natal health checks are important for the health and survival of both child and mother, particularly during the first couple of days after delivery. The purpose of this module is to measure contact with a health provider at some point after the completion of the delivery process.

Each respondent with a live birth within the last two years (*CM17=One or more live births in last two years*) will be asked a subset of the questions in the module. Questions about a post-natal health check are asked separately for the baby and for the mother.

- For births that occurred in a health facility, questions are asked to establish whether anyone checked on the health of the baby and on the health of the mother before they left the facility. We also ask about any post-discharge checks on health. If a health check did occur after leaving the facility, we ask when the check occurred, who performed the check, and where it took place.
- For births that occurred outside a health facility, the respondent is asked if the birth attendant provided any health check before leaving the mother and baby. Then she is asked if there was any health check after the attendant left and, if so, when the check occurred, who performed the check, and where it took place.
- For births that occurred outside a facility with no attendant present, the respondent is asked whether there was any check on her baby's health at some point after delivery and, if so, when the check occurred, who performed the check, and where it took place. The same sequence of questions is asked about checks on the mother's health.

The Post-Natal Health Check (PN) module appears rather lengthy because it is necessary to ask different questions of women who delivered in a facility versus those who did not.

PN1. *Check CM17: Was there a live birth in the last 2 years?*
> Check CM17 in Fertility module and record '2' if the women did not have a live birth during the last 2 years or the question was not asked, otherwise record '1', copy name of last birth listed in birth history (CM18), and continue with the next question. You will use this child's name while asking the questions.

PN2. *Check MN20: Was the child delivered in a health facility?*
> If the child was delivered in a health facility skip to MN30, otherwise skip to PN7.

PN3. Now I would like to ask you some questions about what happened in the hours and days after the birth of (*name*). You have said that you gave birth in (*name or type of facility in MN20*). How long did you stay there after the delivery?
> Note that PN3 is composed of two parts – an introduction and a question. Make sure to read the introduction before asking the question.
> - Record a code for the unit of time the respondent mentions (hours, days or weeks)

and then fill in a number to the right of the code you record. Follow the instructions for recording time; that is less than one day should be recorded in hours and less than one week should be recorded in days.

- If the woman is uncertain, probe to get her best estimate of how long she stayed in the facility.

PN4. I would like to talk to you about checks on (*name*)'s health after delivery – for example, someone examining (*name*), checking the cord, or seeing if (*name*) is ok. Before you left the (*name or type of facility in MN20*), did anyone check on (*name*)'s health?

This question refers to health checks that occurred sometime after delivery was over but before the baby left the facility.

PN4 is composed of two parts – an introduction and a question. Note that the introduction provides a series of examples to illustrate what we mean by "check on the baby's health"; these are meant to be examples only so it is okay if the baby's health check did not include any of these specific components. Make sure to read the introduction before asking the question so that the respondent understands the meaning of the question. Record '1' if 'Yes' or '2' if 'No' and continue to the next question.

PN5. And what about checks on your health – I mean, someone assessing your health, for example asking questions about your health or examining you? Did anyone check on your health before you left (*name or type or facility in MN20*)?

PN5 is similar to PN4, but here we are asking about a check on the health of the mother, not the newborn. It is important that the respondent understands that we are referring to health checks before leaving the facility.

PN5 is composed of two parts – an introduction and a question. Note that the introduction provides a series of examples to illustrate what we mean by a check on the mother's health; these are meant to be examples only so it is okay if the health check did not include these specific components. Make sure to read the introduction before asking the question so that the respondent understands the meaning of the question.

Note that we do not include health checks occurring immediately after delivery; if the respondent mentions a check that occurred 30 minutes after delivery, for example, probe to see if anyone checked on her health after that. Record '1' if 'Yes' or '2' if 'No' and continue to the next question.

PN6. Now I would like to talk to you about what happened after you left (*name or type of facility in MN20*). Did anyone check on (*name*)'s health after you left (*name or type of facility in MN20*)?

For a woman who delivered in a health facility, the remaining questions in the module will focus on what happened to her and her baby after discharge from the facility. To ensure that the purpose of this and the following questions is clear, it is important to read the introduction

before reading the question. Record '1' if 'Yes' and skip to PN12, or record '2' if 'No' and skip to PN17.

PN7. *Check MN19: Did a health professional, traditional birth attendant, or community health worker assist with the delivery?*

This filter will be administered for women who delivered outside a health facility. Check MN19.

- If any code from 'A' to 'G' is recorded in MN19, which means the respondent delivered with a health professional, traditional birth attendant, or community health worker in attendance, continue with PN8.
- If none of the codes from 'A' to 'G' are recorded, skip to PN11.

PN8. You have already said that (*person or persons in MN19*) assisted with the birth. Now I would like to talk to you about checks on (*name*)'s health after delivery, for example examining (*name*), checking the cord, or seeing if (*name*) is ok. After the delivery was over and before (*person or persons in MN19*) left you, did (*person or persons in MN19*) check on (*name*)'s health?

This question refers specifically to any health checks performed by the birth attendant after the delivery was completed but before leaving mother and newborn.

PN8 is composed of two parts – an introduction and a question. Note that the introduction provides a series of examples to illustrate what we mean by "check on the baby's health"; these are meant to be examples only so it is okay if the baby's health check did not include any of these specific components. Make sure to read the introduction before asking the question so that the respondent understands the meaning of the question. Record '1' if 'Yes' or '2' if 'No' and continue to the next question.

PN9. And did (*person or persons in MN19*) check on <u>your</u> health before leaving, for example asking questions about your health or examining you?

PN9 is similar to PN8, but here we are asking about a check on the health of the mother, not the newborn. It is important that the respondent understands that we are referring to health checks provided by the birth attendant <u>before she left the premises after delivery</u>.

PN9 is composed of two parts – a question and an explanation. Note that the explanation provides a series of examples to illustrate what we mean by a check on the mother's health; these are meant to be examples only so it is okay if the health check did not include these specific components. Make sure to read the explanation after asking the question so that the respondent understands the meaning of the question.

Note that we do not include health checks occurring immediately after delivery; if the respondent mentions a check that occurred 30 minutes after delivery, for example, probe to

see if the attendant checked on her health after that but before leaving the home. Record '1' if 'Yes' or '2' if 'No' and continue to the next question.

PN10. **After the (*person or persons in MN19*) left you, did anyone check on the health of (*name*)?**
Record '1' if 'Yes' and skip to PN12 or '2' if 'No' and skip to PN19.

PN11. I would like to talk to you about checks on (*name*)'s health after delivery – for example, someone examining (*name*), checking the cord, or seeing if the baby is ok. After (*name*) was delivered, did anyone check on (his/her) health?

PN11 is composed of two parts – an introduction and a question. Note that the introduction provides a series of examples to illustrate what we mean by "check on the baby's health"; these are meant to be examples only so it is okay if the baby's health check did not include any of these specific components. Make sure to read the introduction before asking the question so that the respondent understands the meaning of the question. Record '1' if 'Yes' and continue to the next question. If 'No' record code '2' and skip to PN20.

PN12. Did such a check happen only once, or more than once?
This question will be asked of all respondents whose newborn received some sort of health check either after discharge from the health facility or after the birth attendant left the home. Respondents who delivered with no birth attendant will also be asked this question if they indicate that the baby received some sort of health check at any point after delivery.
- Record '1' if 'Once' and then ask PN13A.
- If 'More than once', record '2' and then ask PN13B.

PN13A. How long after delivery did that check happen?
PN13B. How long after delivery did the first of these checks happen?
Note that PN13A and PN13B are the same question, but worded differently depending on whether the newborn had just one health check or more than one (according to the response in PN12).
- Follow the instructions for recording time; that is, less than one day should be recorded in hours and less than one week should be recorded in days.
- If the woman is uncertain, probe to get her best estimate.

PN14. Who checked on (*name)*'s health at that time?
Probe for the type of person who performed the health check. If the woman is unsure of the status of the person, for example, if she doesn't know whether the provider was a midwife or a traditional birth attendant, probe further. Record the codes corresponding to all persons were involved in that (first) health check. If you are unsure where to code a person mentioned, write it at 'Other' and record 'X'.

PN15. Where did this check take place?

The intent of this question is to identify where the health check occurred. If the place is in the public sector, but is not one of the pre-coded choices, write the description for 'Other public' and record '26'. Similarly, if the place is in the private medical sector, but is not one of the pre-coded choices, write the description for 'Other private medical' and record '36'.

If you are unable to determine whether public or private, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response.

Places that are not health facilities, other than home, should be coded as '96' or 'Other' and described.

PN16. *Check MN20: Was the child delivered in a health facility?*
    If the child was delivered in a health facility skip to MN30, otherwise skip to PN18.

PN17. After you left (*name or type of facility in MN20***), did anyone check on <u>your</u> health?**
    This question is asked only of women who delivered in a health facility, and refers to a health check occurring after discharge from the facility. Record '1' if 'Yes' and skip to PN21, or record '2' if 'No' and skip to PN25.
    - It is important for the respondent to understand that we are referring to a check on her health, not her baby's.

PN18. *Check MN19: Did a health professional, traditional birth attendant, or community health worker assist with the delivery?*
    This filter will be administered for women who a health professional, traditional birth attendant, or community health worker assist with the delivery. Check MN19. If any code from 'A' to 'G' is recorded in MN19, which means the respondent delivered with the assistance of a health professional, traditional birth attendant, or community health worker in attendance, continue with PN19. If no codes from 'A' to 'G' are recorded, skip to PN20.

PN19. After the delivery was over and (*person or persons in MN19***) left, did anyone check on <u>your</u> health?**
    This question is addressed to women who delivered at home with a birth attendant, and the question specifically refers to any health checks she received <u>after</u> the birth attendant left her and the baby after delivery. Record '1' if 'Yes' and skip to PN21. If 'No', record '2' and skip to PN25.

PN20. After the birth of (*name***), did anyone check on <u>your</u> health, for example asking questions about your health or examining you?**

This question will be asked of respondents who delivered outside a facility with no birth attendant.

PN20 is composed of two parts – a question and an explanation. Note that the explanation provides a series of examples to illustrate what we mean by "check on health"; these are meant to be examples only so it is okay if the respondent's health check did not include any of these specific components. Make sure to read the explanation after asking the question so that the respondent understands the meaning of the question. Record '1' if 'Yes' and continue to the next question. If 'No', record code '2' and skip to PN25.

PN21. Did such a check happen only once, or more than once?

This question will be asked of all respondents who reported receiving some sort of health check, whether after discharge from the health facility or after the birth attendant left the home. Respondents who delivered with no birth attendant will also be asked this question if they indicate that they received a health check at any point after delivery. Record '1' if 'Once' then ask PN22A. If 'More than once', record '2' then ask PN22B.

PN22A. How long after delivery did that check happen?
PN22B. How long after delivery did the first of these checks happen?

Note that PN22A and PN22B are the same question, but worded differently depending on whether the respondent had just one health check or more than one.

- Follow the instructions for recording time; that is, less than one day should be recorded in hours and less than one week should be recorded in days.
- If the woman is uncertain, probe to get her best estimate.

PN23. Who checked on your health at that time?

Probe for the type of person who performed the health check. If the woman is not sure of the status of the person, for example, if she doesn't know whether the provider was a midwife or a traditional birth attendant, probe further. Record the codes corresponding to all persons who were involved in that (first) health check. If you are unsure where to code a person mentioned, write it at 'Other' and record 'X'.

PN24. Where did this check take place?

The intent of this question is to identify where the health check occurred. If the place is in the public sector, but is not one of the pre-coded choices, write the description for 'Other public' and record '26'. Similarly, if the place is in the private medical sector, but is not one of the pre-coded choices, write the description for 'Other private medical' and record '36'.

If you are unable to determine whether public or private, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response.

Places that are not health facilities, other than home, should be coded as '96' or 'Other' and described.

PN25. During the first two days after birth, did any health care provider do any of the following either at home or at a facility:
[A] Examine (*name*)'s cord?
[B] Take the temperature of (*name*)?
[C] Counsel you on breastfeeding?
>   Record the corresponding code for each question.

PN25D. **Have you had sexual intercourse since the birth of (*name)*?**

PN25E. **For how many months after birth of (*name)* did you not have sexual intercourse?**

>   Couples may decide to wait a certain length of time after the birth of a child before resuming sexual relations (postpartum abstinence). PN25D and PN25E are asked to determine for how long the woman abstained from sexual intercourse after the birth of her child. Record the woman's answer in completed months in PN25E.

PN26*. Check MN36: Was child ever breastfed?*
>   You will skip to PN28 if the respondent is not currently breastfeeding, otherwise you will continue with the next question.

PN27. Observe (name)'s breastfeeding?
>   This question <u>is a continuation of PN25</u> and only asked if the woman is currently breastfeeding. We want to find out if the health care provider observed the respondent's breastfeeding during the first two days after birth either at home or at a facility.

PN28*. Check MN33: Was child weighed at birth?*
>   If 'Yes', record '1' and go to PN29A, if 'No', record '2'and go to PN29B and if 'DK, record '3' and go to PN29C.

>   You will ask PN29A if the child's was weighed at birth, ask PN29B if the child was not weighed and ask PN29C if the respondent does not know if the child was weighed or not.

PN29A. You mentioned that (*name*) was weighed at birth. After that, was (*name*) weighed again by a health care provider within two days?
PN29B. You mentioned that (*name*) was not weighed at birth. Was (name) weighed at all by a health care provider within two days after birth?
PN29C. You mentioned that you do not know if (*name*) was weighed at birth. Was (name) weighed at all by a health care provider within two days after birth?

Record the corresponding code.

PN30. During the first two days after (*name*)'s birth, did any health care provider give you information on the symptoms that require you to take your sick child to a health facility for care?

Record the corresponding code.

CONTRACEPTION MODULE

The module should be administered to all women age 15-49 years (including women age 15 and age 49). These questions deal with private behaviour and attitudes. They are designed to collect the basic information needed to estimate contraceptive prevalence rates and types of contraceptive methods used.

Any other person that may be present during the interview should be asked to leave the interview area to ensure privacy. Even in cases where women are being interviewed alone, they will be reluctant to answer these questions, especially if they sense that you are part of a team that includes males and that her responses may be shared with the males in the team. Make sure to emphasize here that the respondent's answers will remain strictly confidential.

CP0. **I would like to talk with you about another subject: family planning**. Have you ever heard of (*method*)?

> Read the introductory sentence at the top of the table.

> Then, starting at the top of the list, ask "Have you ever heard of (METHOD)?" Circle Code '1' if she knows the method and '2' if she does not know the method.

> The respondent may not always understand what you are talking about when you describe a particular method. In such cases, repeat the description. If she still does not understand, you may need to explain the method in different words or in slightly greater detail.

Description of Contraceptive Methods

> FEMALE STERILIZATION. An operation performed to enable the woman to stop having children. This is also referred to as typing the Fallopian tubes, a tube tie, or tubal ligation.

> MALE STERILIZATION. This is a comparatively minor operation done on men for contraceptive purposes. It is also called vasectomy.

> IUD. Women can have a plastic, T-shaped device placed inside them by a doctor or a nurse. There are two types of IUDs: hormone IUDs and copper IUDs. Both types are effective in preventing pregnancy. The IUD is a reversible form of contraception and can be used for up to 5-10 years (depending on type) before needing to be replaced.

> INJECTABLES. An injection of hormone that is released slowly into the bloodstream can be given regularly to women to prevent pregnancy. The most common type of injectable contraceptive is given every three months. This is known as

depomedroxyprogesterone acetate (DMPA), Depo Provera, Depo, or Megestron®. Another injectable contraceptive, NET EN (also called Noristerat®) is given every two months.

IMPLANTS. Also called Norplant, these are small rods surgically implanted in a woman's upper arm. They usually protect a woman against pregnancy for five or more years.

PILL. Women can take a pill every day to avoid becoming pregnant.

CONDOM. Men can put a thin, rubber sheath on their penis before sexual intercourse.

FEMALE CONDOM. A thin, transparent rubber can be placed in the vagina before sex to avoid pregnancy.

EMERGENCY CONTRACEPTION. Women can take pills up to [three/five] days after having sex to avoid getting pregnant. These pills are also called "morning-after pills."

Note: an IUD may be used as a form of emergency contraception. However, in the KSDIS, emergency contraception refers only to emergency oral contraception and not the IUD. If a respondent says she has heard of an IUD as a form of emergency contraception but has not heard of emergency oral contraception, in the contraceptive table, record YES to IUD but NO to emergency contraception.

STANDARD DAYS METHOD. Women use color-coded beads to track the days of their menstrual cycle when they are most likely to get pregnant, and the couple avoids unprotected sex on those days. These are sometimes referred to as CycleBeads.

LACTATIONAL AMENORRHEA METHOD (LAM). Women can postpone the return of menstruation after a birth (and therefore remain unlikely to become pregnant) by breastfeeding frequently. A specially taught method that makes use of this principle is the lactational amenorrhea method (known as LAM). This method requires a woman to:

- Breastfeed frequently (without feeding the child anything else except very limited amounts of plain water);
- Know that the method can be used for up to six months after a birth as long as menstruation has not returned;
- Know that if menstruation returns, the child becomes six months old, or the mother starts feeding her child anything other than breast milk or plain water, she should begin using another method of contraception if she wants to avoid becoming pregnant.

RHYTHM METHOD. This is also called the safe period, periodic abstinence, or the calendar method. This method is based on the principle that by not having sexual relations on certain days of her monthly cycle, a woman can avoid becoming pregnant. Note that this is not the same as prolonged abstinence where the couple stops having sexual relations for months at a time to avoid pregnancy without regard to the woman's monthly cycle. Nor is it the same as Standard Days Method, which requires the use of colored beads or a similar tool. To ensure that the respondent understands, stress the phrase "on

the days of the month she is most likely to get pregnant." Also, if a woman does not feel like having sex on particular days of her cycle, that does not mean that she is using the rhythm method.

ANY OTHER METHOD(S). Women may mention methods that are not described in the table. These may include modern methods such as spermicides including foam, cream, jelly, foaming tablets, or suppositories that are used to kill sperm or make sperm unable to move toward the egg. They may also mention the diaphragm or cervical cap. Diaphragms and cervical caps are soft rubber cups that can be placed in the vagina to cover the cervix to block sperm from entering the uterus and tubes where sperm could meet an egg. Diaphragms and cervical caps should be used with spermicidal jelly or cream.

Women may also mention traditional or folk methods such as prolonged abstinence, breastfeeding, or herbs.

CP1. 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.

Record the code corresponding to the response given. If she is pregnant, record '1' and skip to CP3. If the woman is unsure or does not know for certain if she is pregnant, record '8' for 'DK or Not sure'.

CP2. Couples 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?

Record the code corresponding to the response given. If 'yes', record '1' and skip to CP4.

If clarification is necessary, consider the last one month as 'current use'.

CP3. Have you ever done something or used any method to delay or avoid getting pregnant?

Record the code corresponding to the response given and go to next module.

CP4. What are you doing to delay or avoid a pregnancy?

Record the code corresponding to the response given. <u>Do not prompt</u>. If she mentions more than one method, record the code for each method that is currently being used. If she mentions a method you do not know of, write her description in 'Other' and record 'X'.

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 condom use, vaginal methods (such as foam/jelly) 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 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If the woman has been sterilized, you will record 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will record 'B' for 'Male sterilization' as the current method. However, if 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.

CP4A. *Check CP4: Pill mentioned?*

CP5. What is the brand name of the pills you are using?

If the pill is reported as the current method in CP4A, we are interested in the <u>brand</u> of pills that is being used. Knowing the brand of pill can help to assess the popularity of certain brands that may be offered in special 'social marketing' that the government is sponsoring. In addition, there are special types of the pill that are appropriate for use by breastfeeding mothers; the information on pill brand can be used to look at the coverage of these types of pills among users who are still breastfeeding.

CP5A. *Check CP4: Condom mentioned?*
CP6. What is the brand name of the condoms you are using?

If the woman mentions 'Condom', probe to find out if she is referring to a male condom or a female condom, or both. We are interested in the <u>brand</u> of condoms that is being used. Knowing the brand of condom can help to assess the popularity of certain brands that may be offered in special 'social marketing' that the government is sponsoring.

CP6A. *Check CP4: Sterilization mentioned?*
CP7. In what facility did the sterilization take place?
CP8. In what month and year was the sterilization performed?

CP7 applies to either the respondent's or her partner's sterilization. Circle the code that indicates the type of facility where the sterilization took place.

When choosing a code, you need to know whether the place is in the public sector (run by the government) or in the private sector. If the place is run by a nongovernmental organization, it should be considered private.

If unable to determine whether public or private, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response and inform your supervisor after you complete the interview. Since you have recorded the name of the facility, your supervisor will be able to find out whether it is public or private and will circle the appropriate code.

In CP8. record the month and year that the sterilization was performed. If the respondent does not remember the date of her (her partner's) sterilization operation, probe to help her remember. Relating the date to the age and date of birth of her youngest child may help. You must get a date, even if it is just your best estimate.

CP9. *Check CP4: C or D or E or I - P mentioned?*

CP10. Since what month and year have you been using (***current method***) without stopping?

 CP10 is asked of users of family planning methods other than sterilization. Ask the respondent the month and year she started using the current method most recently without stopping.

Example: A woman started using the pill in June 2010. A few months later, she stopped taking the pill because she wanted to become pregnant. She gave birth to a child in January 2013 and started using the pill again in March 2013. When interviewed, she is still using the pill. In this case, record '03' for MONTH and '2013' for YEAR.

UNMET NEED MODULE

Women with unmet need are those who are fecund and sexually active but are not using any method of contraception, and report not wanting any more children or wanting to delay the next child. The concept of unmet need points to the gap between women's reproductive intentions and their contraceptive behaviour. Questions used in this module as well as a number of other modules are used to assess whether women have an unmet need for family planning.

UN1. *Check CP1. Currently pregnant?*
>
> This is a filter that you will use to make sure that you ask questions UN2 to UN5 to women who are pregnant at the time of the interview. Check her response to CP1: If the woman is currently pregnant, continue with UN2. If she is currently not pregnant, is unsure or does not know, skip to UN6.

UN2. Now I would like to talk to you about your current pregnancy. When you got pregnant, did you want to get pregnant at that time?
>
> Record the code corresponding to the answer given. Skip to UN5 if 'Yes'. Otherwise, continue to the next question.

UN3. *Check CM11. Any births?*
>
> If she did not give any birth, you will ask UN4A, otherwise you will ask UN4B.

UN4A. Did you want to have a baby later on or did you not want any children?
UN4B. Did you want to have a baby later on or did you not want any (more) children?
>
> Depending on if this was the respondent's first pregnancy, you will ask the question differently. Record the code corresponding to the answer given.

UN5. Now I would like to ask some questions about the future. After the child you are now expecting, would you like to have another child, or would you prefer not to have any more children?
>
> Note that we want to make sure that pregnant women do not think that we are asking them if they want the child they are pregnant with now.
>
> Record the code corresponding to the response given.
> - If the woman wants to have another child, you should record '1' and skip to UN8.
> - If she wants no more children, record '2' and skip to UN14.
> - If she is undecided or does not know, record '8' and skip to UN14.

UN6. *Check CP4. Currently using "Female sterilization"?*
>
> If the woman is currently using female sterilization ('A' recorded in CP4), skip to UN14. If she is currently not using female sterilization, continue with the next question.

UN7. Now I would like to ask you some questions about the future. Would you like to have (a/another) child, or would you prefer not to have any (more) children?

If the woman already has children, say **"... another child"** and "... **any more children**", however, if she has no children, say "... **a child**" and "... **any children**".

Record the code corresponding to the response given.
- If the woman wants to have a/another child, you should record '1' and continue to the next question.
- If she wants no more children or does not want to have children at all, you should record '2' and skip to UN10.
- If she says she cannot get pregnant, record '3' and skip to UN12.
- If she is undecided or does not know, record '8' and skip to UN10.

UN8. How long would you like to wait before the birth of (a/another) child?

This question should be asked of all women (pregnant or not pregnant) who say that they want to have another child. You will also need to choose the appropriate phrasing for this question, based on what you already know about the respondent. If she is currently pregnant and/or already has a child, say **"... another child"**; otherwise, say **"... a child"**.

Note that the answer can be given in months or years.
- Record '1' if the response is in months or '2' if in years, and record the answer in the appropriate spaces.
- If she says she does not want to wait and would like to have a baby right away, record 993 for 'Soon/Now'.
- If the woman says she cannot get pregnant, record '994' and skip to UN12.
- If the woman tells you she would like to wait until after she is married to have a child, record '995' for 'After marriage'.
- If she gives a different answer, record '996' for 'Other'.
- If she says she does not know, record '998'

UN9. *Check CP1. Currently pregnant?*

Check CP1. If the woman is currently pregnant, skip to UN14. If she is currently not pregnant, is unsure or does not know, continue with UN10.

UN10. *Check CP2. Currently using a method?*

Check CP2. If the woman is currently using a method (CP2=1), skip to UN14. If she is currently not using a method, continue with UN11.

UN11. Do you think you are physically able to get pregnant at this time?

This question aims to learn whether the woman thinks she can conceive a child. Record the code corresponding to the response given. Record '2' if 'No' and continue to the next question. If 'Yes' or "DK', record code '1' or '8' and skip to UN14.

Make sure that the woman does not relate her current physical ability to get pregnant with her current marital status. It is important to emphasize to the woman, if necessary, that we are interested in her current physical ability – she may be physically able to get pregnant, but may think that this is not possible because she currently does not have a partner. In such cases, the woman should obviously be coded as 'Yes'.

UN12. Why do you think you are not physically able to get pregnant?

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) she thinks she cannot get pregnant. Record the code corresponding to the answer. If more than one reason is given, record all the codes for these responses.

UN13. *Check UN12. "Never menstruated" mentioned?*

Check UN12. If code 'C' is recorded (Never menstruated), go to the next module. If code 'C' is not recorded, continue with UN14.

UN14. When did your last menstrual period start?

The answer to this question will help to determine whether any of the respondents are actually menopausal or infecund because they have not had their periods in a long time.

Record the respondent's answer in the units that she uses. Note that the answer can be given in days, weeks, months or years. Record '1' if the response is in days, '2' if in weeks, '3' if in months, 4' if in years.

In some cases, the respondent may give you the date that her last menstrual period began. If that happens, write the date on the questionnaire, calculate the length of time since that date, and record it in the appropriate units. Note that it is not necessary to obtain a date.

If she says she is in menopause or has had a hysterectomy, record '993' and go to the next module. A woman who is too old to menstruate or become pregnant is described as being in menopause, and a hysterectomy is an operation to remove the uterus.

If the woman tells you she had her last menstrual period before her last birth, record '994' and go to the next module.

If she says she has never menstruated, record '995' and go to the next module

UN15. *Check UN14. Was the last menstrual period within last year?*

Check UN14. If the last menstrual period was within last year, continue with the next question, otherwise go to the next module.

UN16. Due to your last menstruation, were there any social activities, school or work days that you did not attend?

Record the code corresponding to the answer given.

UN17. During your last menstrual period were you able to wash and change in privacy while at home?

Record the code corresponding to the answer given.

UN18. Did you use any materials such as sanitary pads, tampons or cloth?

Record the code corresponding to the answer given. If the woman did not use such materials or says 'DK" record "2" or "8", and go to UN20.

UN19. Were the materials reusable?

Record the code corresponding to the answer given.

UN20. From one menstrual period to the next, are there certain days when a woman is more likely to become pregnant?

Asks to see whether the woman thinks there are times during a woman's monthly cycle when she is more likely to become pregnant. If she says there is no time that is more likely than another or she does not know, record the response. If she says there is a time when a woman is more likely to become pregnant, record YES.

UN21. After birth, can a woman become pregnant before her menstrual period has returned?

Ask whether the respondent thinks that a woman can get pregnant after giving birth but before her menstrual period returns.

ATTITUDES TOWARD DOMESTIC VIOLENCE MODULE

In this module, there is only one question, which asks for the woman's attitudes toward wife-beating. Note that we are not asking whether the woman has been subjected to domestic violence. Supportive attitudes should not necessarily be interpreted as a measure of *approval* of domestic violence, nor do they imply that a woman has been victim of such violence or will inevitably become a victim. Rather, such attitudes should be seen as an indication of the *social acceptance* of violence (in contexts where women have a lower status in society) as a disciplinary action when a woman does not comply with certain expected gender roles.

DV1. Sometimes a husband/partner is annoyed or angered by things that his wife does. In your opinion, is a husband/partner justified in hitting or beating his wife in the following situations:
   [A] If she goes out without telling him?
   [B] If she neglects the children?
   [C] If she argues with him?
   [D] If she refuses to have sex with him?
   [E] If she burns the food?
   Read each item aloud. For each situation, record the code corresponding to the answer given – '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

VICTIMISATION MODULE

VT1. *Check for the presence of others. Before continuing, ensure privacy.* **Now I would like to ask you some questions about crimes in which you <u>personally</u> were the victim. Let me assure you again that your answers are completely confidential and will not be told to anyone. In the last three years, that is since (***month of interview***) (***year of interview minus 3***), has anyone taken or tried taking something from you, by using force or threatening to use force?**

> Include only incidents in which the respondent was personally the victim and exclude incidents experienced only by other members of the household.

> If necessary, help the respondent to establish the recall period and make sure that you allow adequate time for the recall. You may reassure: **"It can be difficult to remember this sort of incidents, so please take your time while you think about your answers."**

VT2. Did this last happen during the last 12 months, that is, since (*month of interview***) (***year of interview minus 1***)?**

VT3. How many times did this happen in the last 12 months?
> If 'DK/Don't remember', probe by asking **"Did it happen once, twice, or at least three times?"**

VT4. *Check VT3: One or more times?*

VT5A. When this happened, was anything stolen from you?
VT5B. The last time this happened, was anything stolen from you?
> Experience with these questions show that respondents who have experienced multiple robberies in the last year may not choose to refer to the last incident, but instead "prefer" to talk about the incident they either find most interesting, feel more comfortable discussing or simply the one affecting them the most. It is incredibly important to ensure that it is indeed the last incident that is referred to here and in the related questions VT6, VT7 and VT8.

VT6. Did the person(s) have a weapon?

VT7. Was a knife, a gun or something else used as a weapon?
> Record all that apply. The three categories are:
> (1) Knife (sharp object should be accepted)
> (2) Gun (a firearm)
> (3) "Something else" includes: Blunt object or other objects used as weapon (bat, stick, pipe, rope, explosives, brass knuckles or other hand weapons, bow and arrows, crossbow, martial arts weapons, etc.)

VT8. Did you or anyone else report the incident to the police?
> If 'Yes', probe by asking **"Was the incident reported by you or someone else?"**

VT9A. Apart from the incident(s) just covered, have you in the last three years, that is since (*month of interview*) (*year of interview minus 3*), **been physically attacked?**

VT9B. In the same period of the last three years, that is since (*month of interview*) (*year of interview minus 3*), **have you been physically attacked?**

If 'No', probe by reading **"An attack can happen at home or any place outside of the home, such as in other homes, in the street, at school, on public transport, public restaurants, or at your workplace."**

Include only incidents in which the respondent was personally the victim and exclude incidents experienced only by other members of the household. Exclude incidents where the intention was to take something from the respondent, which should be recorded under VT1.

A physical attack includes hitting, slapping, pushing, tripping, knocking down, being shot; stabbed or cut; hit by an object; hit by a thrown object; poisoning or other applications of force with the potential to cause bodily injury or harm.

VT10. Did this last happen during the last 12 months, that is, since (*month of interview*) (*year of interview minus 1*)?

VT11. How many times did this happen in the last 12 months?

If 'DK/Don't remember', probe by asking **"Did it happen once, twice, or at least three times?"**

VT12A. Where did this happen?

VT12B. Where did this happen the last time?

Experience with these questions show that respondents who have experienced multiple robberies in the last year may not choose to refer to the last incident, but instead "prefer" to talk about the incident they either find most interesting, feel more comfortable discussing or simply the one affecting them the most. It is incredibly important to ensure that it is indeed the last incident that is referred to here and in the related questions VT13, VT14A/B, VT17, VT18 and VT19

VT13. How many people were involved in committing the offence?

If 'DK/Don't remember', probe by asking **"Was it one, two, or at least three people?"**

VT14A. At the time of the incident, did you recognize the person?

VT14B. At the time of the incident, did you recognize at least one of the persons?

VT17. Did the person(s) have a weapon?

VT18. Was a knife, a gun or something else used as a weapon?

Record all that apply. The three categories are:

(1) Knife (sharp object should be accepted)

(2) Gun (a firearm)

(3) "Something else" includes: Blunt object or other objects used as weapon (bat, stick, pipe, rope, explosives, brass knuckles or other hand weapons, bow and arrows, crossbow, martial arts weapons, etc.)

VT19. Did you or anyone else report the incident to the police?
    If 'Yes', probe: Was the incident reported by you or someone else?

VT20. How safe do you feel walking alone in your neighbourhood after dark?

VT21. How safe do you feel when you are at home alone after dark?

VT22. In the past 12 months, have you personally felt discriminated against or harassed on the basis of the following grounds?
    [A] Ethnic or immigration origin?
    [B] Sex?
    [C] Sexual orientation?
    [D] Age?
    [E] Religion or belief?
    [F] Disability?
    [X] For any other reason?

MARRIAGE/UNION MODULE

This module is to be administered to all women age 15-49 years (including women age 15 and age 49).

In the questionnaires and this manual, 'marriage' always refers to both formal and informal unions, such as living together. An informal union is one in which the man and woman live together, 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 stayed there for several years, they would be considered 'living together', whether or not they have any children. On the other hand, if a woman has a boyfriend but has never lived with him, she would not be considered in a union.

Note that although this module is intended to collect information on opposite-sex unions, if the respondent indicates that she is currently in a same sex union, you should record her responses while remaining neutral, and make a note in your observations.

MA1. Are you currently married or living together with someone as if married?
> The options here are currently married, living with someone or not in union (the woman is neither married nor living with someone as if married). Record the code corresponding to the respondent's status at the time of the interview. If the woman is currently not in a union, record '3' and skip to MA5.

MA2. How old is your (husband/partner)?
> *Probe*: **How old was your (husband/partner) on his last birthday?**
> The term you use here will be dependent on the woman's response in MA1. If she knows the age of her current partner on his last birthday, enter his age and skip to MA7. If she does not know his age, record '98' and skip to MA7.

MA3. Besides yourself, does your (husband/partner) have any other wives or partners or does he live with other women as if married?
> If the husband/partner of the women does have others wives or partners besides her, record '1'and continue to MA4, if 'No' skip to the question MA7

MA4. How many other wives or partners does he have?
> *Record the number in case of the women knows, if she does know not record "98"Probe*:

MA5. Have you ever been married or lived together with someone as if married?
> For women who are not currently married or living with someone, ask whether they have ever been married or lived with someone as if married.

Record 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 partner'.

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 someone?"** If she was formerly married and also reports living with someone, record the code for 'Yes, formerly married'.

If she was never married or never lived with someone, record '3' for 'No' and go to the next module. Otherwise, continue with MA6.

MA6. What is your marital status now: are you widowed, divorced or separated?

Record 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 formally married and whose marriage formally ended.
- 'Separated' should be used (a) for women who were married, but are no longer continuing the marriage with their husband but are not been divorced, and (b) for women who were in an informal union and are no longer continuing the union with their partner.

MA7. Have you been married or lived with someone 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 someone and then was widowed, divorced, or separated from her husband or partner and is now either married to or living with someone else, record '2' ('More than once'), and continue with MA8B.

If a woman is not currently married or in an informal union but was previously married or in an informal union two or more times, record '2' for 'More than once' and continue with MA8B.

If she has married or been in an informal union only once, record '1' and continue with MA8A.

Note that the question refers to periods of marriage or informal unions, and not to numbers of husbands or partners. Therefore, if a woman was married to a man and divorced him, and then

married the same person again, she should be considered as having married 'More than once'. The same applies to informal unions with the same person.

MA8A. In what month and year did you start living with your (husband/partner)?
MA8B. In what month and year did you start living with your first (husband/partner)?

If the respondent knows the date that she first married or started living with someone 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 example, 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 someone 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, record '98' for 'DK month' and ask her the year that she first married or started living with someone as if married. Enter the year and go to next module.

If she does not know and does not have documentation of the year that she first married or started living with someone as if married, record '9998' for 'DK year' and continue with MA9.

MA9. *Check MA8A/B: Is 'DK YEAR' recorded?*

If the response to MA8A/MA8B, you will go to the next module, otherwise you will continue with the next question.

MA10. *Check MA7: In union only once?*

If the woman was married or in union only one you will ask MA11A, otherwise you will ask MA11B.

MA11A. How old were you when you started living with your (husband/partner)?
MA11B. How old were you when you started living with your <u>first</u> (husband/partner)?

If the woman's response at MA7 was 'Only once', say "... **your union**". Otherwise, say "... **your first union**".

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.

ADULT FUNCTIONING[1]

The purpose of this module is to obtain information about difficulties faced by the respondent in doing certain activities. It includes difficulties that occur within a health context, rather than those caused by a lack of resources. This includes specific problems such as a disease or chronic condition, a missing limb or physical or psychological symptoms. It also includes disorders not always thought of as health-related, such as senility, depression, cognitive delay, accidental injuries, etc.

The questions on Adult Functioning cover six core functional domains: seeing, hearing, walking, cognition, self-care, and communication, and have response categories that cover the full spectrum of functioning.

AF1. *Check WB4: Age of respondent?*

AF2. Do you use glasses or contact lenses?
> Include the use of glasses for reading.

AF3. Do you use a hearing aid?

AF4. I will now ask you about difficulties you may have doing a number of different activities. For each activity there are four possible answers: Please tell me if you have: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty or 4) that you cannot do the activity at all.
> Repeat the categories during the individual questions whenever the respondent does not use an answer category:
>
> Remember, the four possible answers are: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that you cannot do the activity at all.

Seeing: The purpose of the questions on seeing are to identify persons who have vision difficulties or problems seeing even when wearing glasses or contact lenses. **Seeing** refers to the use of one's eyes in order to perceive or observe what is happening around them. Included are problems seeing things close up or far away; problems seeing out of one eye or only seeing directly in front but not to the side.

AF5. *Check AF2: Respondent uses glasses or contact lenses?*

AF6A. When using your glasses or contact lenses, do you have difficulty seeing?
AF6B. Do you have difficulty seeing?

Hearing: The purpose of these questions is to identify persons who have some hearing limitation or problems of any kind with their hearing, even when using a hearing aid. Hearing refers to an individual using his/her ears and auditory (or hearing) capacity in order to know what is being said to them or the sounds of activity, including danger that is happening around them. Included are problems hearing

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in a noisy or quiet environment; problems distinguishing sounds from different sources; and problems hearing in one or both ears.

AF7. *Check AF3: Respondent uses a hearing aid?*

AF8A. When using your hearing aid(s), do you have difficulty hearing?
AF8B. Do you have difficulty hearing?

Walking: The purpose of this item is to identify persons who have some limitation or problems of any kind getting around on foot. **Walking** refers to the use of the lower limbs (legs) in such a way as to propel oneself over the ground to get from one point to another. The capacity to walk should be without assistance of any device (wheelchair, crutches, walker, etc.) or human. If such assistance is needed, the person has difficulties walking. Included are problems walking short (about 100 yards/meters) or long (about 500 yards/meters) distances. Difficulty walking any distance without stopping to rest is included. Difficulties walking can include those resulting from impairments in balance, endurance, or other non-musculoskeletal systems, including problems walking up or down steps.

AF9. Do you have difficulty walking or climbing steps?
> Respondent may refer to a difficulty that is of temporary nature, such as a twisted ankle. Record the category chosen by the respondent after seeking current status.

Remembering refers to the use of memory to recall incidents or events. It means the individual can bring to mind or think again about something that has taken place in the past (either the recent past or further back). Remembering should **not** be equated with memorizing. **Concentrating** refers to the use of mental ability to accomplish some task such as reading, calculating numbers or learning something. It is associated with focusing on the task at hand in order to complete it. Included are problems finding one's way around, being unable to concentrate on an activity, or forgetting one's whereabouts or the date. Also included are problems remembering what someone just said, or becoming confused or frightened about most things.

Note: difficulties remembering or concentrating because of common everyday situations such as high workload or stress, or as a result of substance abuse are EXCLUDED.

AF10. Do you have difficulty remembering or concentrating?
> Do not include normal forgetfulness.

Self-care: The purpose of this item is to identify persons who have problems taking care of themselves independently. **Washing all over** refers to the process of cleaning one's entire body (usually with soap and water) in the usual manner for the culture. This includes cleaning hair and feet, as well as gathering any necessary items for bathing, such as soap or shampoo, a wash cloth, or water. **Dressing** refers to all aspects of putting clothing or garments on the upper and lower body, including the feet (if culturally appropriate). Included are the acts of gathering clothing from storage areas (i.e. closet,

dressers), securing buttons, tying knots, zipping, etc. Washing and dressing represent tasks that occur on a daily basis and are considered basic, universal activities.

AF11. Do you have difficulty with self-care, such as washing all over or dressing?

Communication: The purpose of this item is to identify persons who have problems with talking, listening, or understanding speech such that it contributes to difficulty in making themselves understood to others or understanding others. **Communicating** refers to a person exchanging information or ideas with other people through the use of language. Communication difficulties can originate in numerous places in the exchange process. It may involve mechanical problems such as hearing impairment or speech impairment, or it may be related to the ability of the mind to interpret the sounds that the auditory system is gathering and to recognize the words that are being used. Included is the use of the voice for the exchange or using signs (including sign language) or writing the information to be conveyed. Included are problems making oneself understood, or problems understanding other people when they speak, to try to communicate in other ways.

Note: Difficulty understanding or being understood due to non-native or unfamiliar language is NOT included.

AF12. Using your usual language, do you have difficulty communicating, for example understanding or being understood?
> "Being understood" refers to its literal meaning, i.e. whether people can understand the words the respondent communicates. It is not about whether people listen to or understand how the respondent thinks, feels or behaves.

SEXUAL BEHAVIOUR MODULE

The purpose of this module is to obtain information to help programme managers and policy makers plan more effective family planning/reproductive health programmes. **Before continuing, ensure that no one else, besides you and the respondent, is present for the interview and that the respondent's answers will remain strictly confidential. If the respondent's privacy cannot be ensured, STOP HERE and do not ask the questions in this module until you have privacy again.**

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

Note that even though the questions in this module refer to 'sexual intercourse', they do not specifically mention sexual activity with the opposite sex. Therefore, ask each question as it is written and record the answer regardless of whether the respondent is referring to a heterosexual activity or not.

SB1. *Check for presence of others. Before continuing, make every effort to ensure privacy.* **Now I would like to ask you some questions about your sexual activity in order to gain a better understanding of some important family life issues. Let me assure you again that your answers are completely confidential and will not be told to anyone. If we should come to any question that you don't want to answer, just let me know and we will go to the next question. How old were you when you had sexual intercourse for the very first time?**

> It is very important that you read the first sentences, and to emphasize to the respondent that her responses will remain strictly confidential. If necessary, explain to her once again that the information she shares with you will only be used for statistical purposes; that her name will never be revealed; and her responses will not be shared with others in the community or elsewhere.

> The age we are asking about is the age of the respondent the very first time she had sexual intercourse. It does not matter whether the woman continued to have a relationship with this person. We are not asking about the first time with her current partner, but rather, the first experience of sexual intercourse in her entire life.

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

> If the respondent tells you that her first time was when she started living with her first husband, record her response as '95'. You will have collected this information in the

Marriage/Union module. If the respondent says that her first time was with her first husband, but it was before they began living together, probe for the respondent's age at the time.

If the respondent says she does not know how old she was when she first had intercourse, probe by relating it to how old she was when she first married or had her first child. However, when doing this probing, be certain not to assume that the first time she had sex was at the time of her first marriage.

If she has never married and/or never had children, you can probe by relating the timing of the first intercourse to whether she was going to school at the time, or to places that she might have lived. The respondent should feel comfortable in taking her time to think about her response to remember correctly. Allowing time for her to recall will also reflect how serious you are with this range of questions, which in turn will make the respondent more comfortable.

SB2. I would like to ask you about your recent sexual activity. When was the last time you had sexual intercourse?

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

In most cases you will record the respondent's answer by using the same units of measure she used in her response. For example:

- If she says '3 weeks ago', record '2' and write '03' next to 'Weeks ago'.
- If she says "4 days ago," record '1' and write '04' next to 'Days ago'.
- If the respondent says "last night," record '1' and write '00' for 'Days ago'.
- If the respondent answers with a month, for example, if she says "it was in December," count the number of months and record months. It may be helpful to write the name of the month in the questionnaire.
- All responses within less than 12 months will be recorded in months, weeks or days.

If the response is 12 months or more, record '4' and record the answer in years. The 'Years ago' row should be used only if the last intercourse was more than 1 year ago. There should never be a response recorded '00' 'Years Ago'. If the response is 12 months or more, skip to next module, otherwise continue to SB3.

While this question is a simple one, respondents who have not had sexual intercourse recently are likely to round off their answers, and it will be up to you to learn from respondents whether they last had sex more or less than a year ago.

For example, a woman with no regular sexual relationships may engage in sexual intercourse on an irregular basis. Perhaps the last time she had sexual intercourse was during a trip she

took 10 months ago; she will be more likely to respond "about a year ago," rather than count how many months ago it was.

Therefore, you will need to probe all responses of 'a year ago' with: "**Do you remember which month it was**?" In this way, we will be able to determine whether the respondent actually had intercourse within the last year or more than a year ago. Respondents who last had sexual intercourse, 10, 11, 12, 13, 14 or 15 months ago may all give responses of 'a year ago'; it will be up to you to clarify when it actually was. Asking the respondent "Was it more or less than a year ago" is not a very good probe for this question; it would be best to ask, "**Do you remember what month it was**?"

If a woman responds that she has not yet resumed intercourse since she had her last child, check BH4 (Birth History Module) for the month and year of birth of her last child, and ask how long before the birth of that child had she last had sex.

SB3. The last time you had sexual intercourse, was a condom used?
> If used correctly, condoms can reduce the risk of transmission of AIDS and other sexually transmitted infections. We do not mention this fact to the respondent, because we do not want to influence her answer here. In this question we are referring to the <u>last</u> occasion the respondent had sexual intercourse.

> Record the code for the response given.

SB4. What was your relationship to this person with whom you last had sexual intercourse?
> In this question, we want to know the relationship of the respondent to the person with whom she last had sex. If the person is 'boyfriend', ask: **"Were you living together as if married?"** If 'Yes', record '2' for 'Cohabiting partner'. If 'No', record '3' for 'Boyfriend', '4' for 'Casual acquaintance', '5' for 'Client / Sex worker' and skip to SB6.

> Note that we are interested in the relationship of the woman with the person mentioned <u>at the time they last engaged in sexual intercourse</u>. For example, if a woman's last partner was a boyfriend she was living with at the time, you would record 'Cohabiting partner' even though they are no longer living together. They were living together at the time of the sexual encounter. Record the status of the relationship that existed at the time the two people last had sexual intercourse. It is most important to determine whether or not the sexual partner was someone the respondent was living with at the time they last had sexual intercourse.

SB5. *Check MA1: Currently married or living with a partner?*
> Check MA1 of the Marriage/Union module. If the respondent is currently married or living with someone as if married, skip to SB7. If she is not married/in a union, continue to the next question.

SB6. How old is this person?

Sometimes young women have sexual partners who are significantly older than they are, which can put them at higher risk of HIV infection. In this question we ask young women to tell us the age of their sexual partners.

Record the age . If she does not know, ask her to estimate the age of this person. If the respondent is unable to estimate the partner's age, probe by asking "**About how old is this person?**" If she still says she does not know, as a last resort, record '98' and continue to the next question.

SB7. Apart from this person, have you had sexual intercourse with any other person in the last 12 months?

We are interested in finding out whether the respondent had sexual intercourse with anyone else within the past 12 months. We want the respondent to take their time in answering because we are asking about a fairly long period of time – the entire year preceding the date of interview. Continue to the next question if 'Yes'. If 'No', go to the next module.

SB8. The last time you had sexual intercourse with another person, was a condom used?

This question asks about condom use during the last intercourse with another person in the last 12 months. This is not the person she had her last intercourse with. Record the code for the response given.

SB8A. If a condom was used, what is the brand name of the condom used that time?

Asks about the brand of condom used the last time the respondent had sex. If the respondent doesn't know the brand name, ask to see the package.

SB8B. From where did you obtain the condom the last time?

Ask the respondent where she got the condom used the last time she had sex. If unable to determine if public or private, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response.

SB9. What was your relationship to this person?

This question asks about the relationship she had with this other person. It should refer to the relationship she had with the person at the time of the last intercourse.

The question should be asked, probed and recorded the same way as in SB4. If the respondent says 'boyfriend', ask: **"Were you living together as if married?"** If 'Yes', record '2' for 'Cohabiting partner'. If 'No', record '3' for 'Boyfriend' and skip to SB12. If other responses ('4', '5', or '6'), skip to SB12.

SB10. *Check MA1: Currently married or living with a partner?*

Check MA1 of the Marriage/Union module. If the respondent is currently married or living with someone as if married, continue with the next question, otherwise skip to SB12.

SB11. *Check MA7: Married or living with a partner only once?*

Check MA7 of the Marriage/Union module. If the respondent is married/in a union only once, go to the next module, otherwise continue to the next question.

SB12. How old is this person?

Again, we are looking for the age of the person she had sexual intercourse with <u>at the time of the sexual encounter.</u>

Record the age . If she does not know, ask her to estimate the age of this person. If the respondent is unable to estimate the sexual partner's age, probe by asking "**About how old is this person?**" If she still says she does not know, record '98' and continue to the next question.

HIV/AIDS MODULE

The purpose of this module is to obtain information to help programme managers and policy makers plan more effective programmes to prevent HIV infections. The questions assess knowledge, attitudes and behaviour related to AIDS transmission, prevention and testing for the virus that causes AIDS. Questions are asked to estimate the respondent's basic knowledge about HIV transmission and AIDS.

For some questions, out of interest or curiosity, respondents may ask you what the correct answer is. As for all other such questions, you should courteously tell the respondent that you would like to hold questions until after the interview(s) has been concluded. It is therefore important that you know the correct answer to the knowledge questions, so that you can answer the respondents' questions after you have completed all the interviews in that household.

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 HIV or AIDS, skip to the next module.

The following questions (HA2 to HA8) ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV – by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example.

For questions HA2 to HA7, record the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, record '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

HA2. HIV is the virus that can lead to AIDS. Can people reduce their chance of getting HIV by having just one uninfected sex partner who has no other sex partners?

HA3. Can people get HIV from mosquito bites?

HA4. Can people reduce their chance of getting HIV by using a condom every time they have sex?

HA5. Can people get HIV by sharing food with a person who has HIV?

HA6. Can people get HIV because of witchcraft or other supernatural means?

HA7. Is it possible for a healthy-looking person to have HIV?

HA8. Can HIV be transmitted from a mother to her baby:

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

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

The following four questions are meant to ascertain the respondent's personal opinion and attitude towards people with HIV/AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.

Record 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, record '8' for 'DK/not sure/depends'.

HA9. *Check HA8 [A], [B] and [C]: At least one 'Yes' recorded?*
> If at least one 'Yes' is recorded you will continue with the next question, otherwise you will skip to HA11.

HA10. Are there any special drugs that a doctor or a nurse can give to a woman infected with HIV to reduce the risk of transmission to the baby?
> Record the corresponding answer given by respondent.

The remaining questions in this module are aimed at obtaining information about the level of 'unmet need' for HIV-testing and will be asked to women with a live birth in last 2 years and who received prenatal care.

They are first asked about AIDS counselling and 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 results 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 returned to learn the results, in order to monitor this proxy indicator of the quality of available counselling and the level of demand for such services.

HA11. *Check CM17: Any live birth in last 2 years?*
> Check CM17 in Fertility module and record '2' if the women did not have a live birth during the last 2 years or the question was not asked and skip to HA24, otherwise record '1', copy

name of last birth listed in birth history (CM18), and continue with the next question. You will use this child's name while asking the questions.

HA12. *Check MN2: Was antenatal care received?*

Check the respondent's answer to MN2 in the Maternal and Newborn Health Module regarding whether or not she received antenatal care. If the respondent has received prenatal care continue with HA13. If she has not received prenatal care in last 2 years tick the corresponding box and skip to HA17.

HA13. During any of the antenatal visits for your pregnancy with (*name*), were you given any information about:
[A] Babies getting HIV from their mother?
[B] Things that you can do to prevent getting HIV?
[C] Getting tested for HIV?
were you:
[D] Offered a test for HIV?

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

HA14. I don't want to know the results, but were you tested for HIV as part of your antenatal care?

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Record the code corresponding to the response. If the answer is 'No' or 'DK', skip to HA17.

HA15. I don't want to know the results, but did you get the results of the test?

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

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not <u>she</u> knows the results of the test. Record the code corresponding to the response. If the answer is 'No' or 'DK', skip to HA17.

HA16. After you received the result, were you given any health information or counselling related to HIV?

Record the code corresponding to the response.

HA17. *Check MN20: Was the child delivered in a health facility?*

Check the respondent's answer to MN20 in the Maternal and Newborn Health module regarding whether or not this birth was delivered in a health facility. If the birth was delivered in a health facility record '1' for 'Yes' and continue with the next question. If the birth was not delivered in a health facility record '2' for 'No' and skip to HA21.

HA18. **Between the time you went for delivery but before the baby was born were you offered an HIV test?**

Record the code corresponding to the response.

HA19. I do not want to know the results, but were you tested for HIV at that time?

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Record the code corresponding to the response. If the answer is 'No', skip to HA21.

HA20. I don't want to know the results, but did you get the results of the test?

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

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not <u>she</u> knows the results of the test. Record the code corresponding to the response.

All responses will skip to HA22.

HA21. *Check HA14: Was the respondent tested for HIV as part of antenatal care?*

Check the respondent's answer to HA14. If the respondent was tested for HIV as part of antenatal care, continue with the next question, otherwise skip to HA24.

HA22. Have you been tested for HIV since that time you were tested during your pregnancy?

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Record the code corresponding to the response. If the answer is 'Yes', skip to HA25. If the answer is 'No', continue with the next question.

HA23. How many months ago was your most recent HIV test?

Record the code corresponding to the response. All answers should skip to HA28.

HA24. I don't want to know the results, but have you ever been tested for HIV?

Ask the respondent if she was tested for HIV. Be clear to the respondent that you are not asking to know the results of the test. Record the code for the response given. If her answer is 'No', skip to HA27.

HA25. How many months ago was your most recent HIV test?
Record the code corresponding to the response.

HA25A. Where was the test done?
Ask the respondent where she was tested for HIV. Record her response. Again If unable to determine whether public or private, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response.

HA26. I don't want to know the results, but did you get the results of the test?
Sometimes people are tested for HIV but are not told whether or not they have the virus, or do not go to get the results.

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

All answers should skip to HA28.

HA27. Do you know of a place where people can go to get tested for HIV?
Record the code corresponding to the response.

HA27A. Where is that?
Ask the respondent whether she knows of a place where people can go to get an HIV test. Again If unable to determine whether public or private, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response.

HA28. Have you heard of test kits people can use to test themselves for HIV?
Record the corresponding code according to the answer given by respondent. If code "2", then skip to HA30.

HA29. Have you ever tested yourself for HIV using a self-test kit?
Record the corresponding code according to the answer given by respondent.

The questions HA30 to 36 are exploring the attitude of respondents on HIV/AIDS. Record the corresponding code for each question depending on the answer of respondent.

HA30. Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had HIV?

HA31. Do you think children living with HIV should be allowed to attend school with children who do not have HIV?

HA32. Do you think people hesitate to take an HIV test because they are afraid of how other people will react if the test result is positive for HIV?

HA33. Do people talk badly about people living with HIV, or who are thought to be living with HIV?

HA34. Do people living with HIV, or thought to be living with HIV, lose the respect of other people?

HA35. Do you agree or disagree with the following statement? I would be ashamed if someone in my family had HIV.

HA36. Do you fear that you could get HIV if you come into contact with the saliva of a person living with HIV?

SEXUALLY TRANSIMITTED INFECTIONS

STI1. *Check HA1: Has she heard of HIV or AIDS?*

> Check HA1. If the respondent has heard of HIV or AIDS, ask STI1A. to determine whether she knows <u>other</u> infections that can be transmitted through sexual contact. If she has not heard of HIV or AIDS, ask STI1B to determine if she has heard about infections that can be transmitted through sexual contact. She is not being asked to actually tell you what specific sexually transmitted infections (STIs) she knows about, but only that she has heard about infections that are transmitted through sexual contact.

STI3. *Check STI1A and Check STI1b At least one 'Yes' recorded?*

STI4. **Now I would like to ask you some questions about your health in the last 12 months. During the last 12 months, have you had a disease which you got through sexual contact?**

> We want to know if the respondent has had an STI (STI4.) or symptoms of an STI in the past 12 months. Symptoms of an STI include discharge from the vagina (STI5) or sores or ulcers around the vagina (STI6).

STI5. **Sometimes women experience a bad-smelling abnormal genital discharge. During the last 12 months, have you had a bad-smelling abnormal genital discharge?**

STI6. **Sometimes women have a genital sore or ulcer. During the last 12 months, have you had a genital sore or ulcer?**

STI7. *Check STI5 and Check STI6: At least one 'Yes' recorded?*

STI8. The last time you had this problem (one of these problems), did you seek any kind of advice or treatment?

> Ask the respondent whether she sought advice or treatment the last time she had an infection and/or experienced one of the symptoms of an STI (STI8). If the respondent sought treatment, ask about the place or places where treatment or advice was sought (STI9). We are interested in all of the places from which she may have gotten assistance so be sure to probe to make sure the respondent has mentioned all of the sources from which she received advice or treatment.

STI9. Where did you go?

> Any other place?

STI10. If a wife knows her husband has a disease that she can get during sexual intercourse, is she justified in asking that they use a condom when they have sex?

STI11. Is a wife justified in refusing to have sex with her husband when she knows he has sex with other women?

Both questions (STI10 and STI11) are asked of all respondents, regardless of whether or not they themselves are married. The questions ask for the respondent's opinion as to what married women should do in various hypothetical situations.

For STI10, the respondent is asked to imagine a situation in which a wife knows her husband has a disease that can be transmitted through sexual contact. STI10 tries to find out whether, in the respondent's opinion, it is justified for a wife to insist that her husband wear a condom when she knows he has an infection that could be transmitted through sexual intercourse.

STI11 asks the respondent to say whether or not she thinks the wife has a right to refuse to have sex with her husband in another imaginary situation: if a husband has sex with other women.

TOBACCO AND ALCOHOL USE MODULE

The purpose of this module is to collect information on the use of tobacco and alcohol. The module includes 5 questions on cigarette smoking (TA1-TA5), 4 questions on use of smoked tobacco products (TA6-TA9), 4 questions on the use of smokeless tobacco products (TA10-TA13), and 4 questions on alcohol use (TA14-TA17). The module is administered to all women, age 15-49 years.

The questions will help to understand:
- ever and current use of cigarettes and the age at which cigarette smoking first started
- ever and current use of smoked and smokeless tobacco products
- the intensity of use, of cigarettes, and smoked and smokeless tobacco products
- ever and current use of alcohol, and intensity of use

Electronic cigarettes, also known as e-cigarettes or vapour cigarettes, are battery-operated devices that resemble traditional cigarettes. However, instead of burning tobacco, they generally contain cartridges filled with nicotine and other chemicals. When the e-cigarette is used, the liquid chemicals in the cartridge are turned into a vapour or steam that is inhaled by the smoker. If mentioned, e-cigarettes should be included in the other response category of question TA12.

TA1. Have you ever tried cigarette smoking, even one or two puffs?

Record '1' if 'Yes', and continue to the next question. If 'No', record '2' and skip to TA6. Note that one or two puffs at any time in the past will be sufficient for a "Yes" answer in this question. Note that this question is only on cigarettes, and does not include other smoked or smokeless tobacco products. If the respondent has only had tobacco products other than cigarettes, record '2'.

This question is asked by reference to one or two puffs as an introductory question to ensure that we do not miss out on former users.

TA2. How old were you when you smoked a whole cigarette for the first time?

Write the age at which the respondent first smoked a whole cigarette. If the respondent says she has never smoked a whole cigarette in her life, then record '00' and skip to TA6.

Note that this question is no longer about smoking one or two puffs from a cigarette, but is about smoking a whole cigarette.

It is possible that someone who has tried cigarette smoking with one or two puffs (TA1='1') will respond with a 'Never smoked a whole cigarette' to this question.

TA3. Do you currently smoke cigarettes?

Here you will ask the respondent whether she is currently smoking cigarettes. The intention is to capture those who smoke on a daily basis, as well as those who smoke occasionally, and those who smoke infrequently. Whether the respondent regards herself as currently smoking or not will determine the response to this question. Do not indicate to the respondent that you are asking the question to see if she smokes regularly or occasionally, as this type of information is collected in the next two questions.

Record '1' if 'Yes', and continue to the next question. If 'No', record '2' and skip to TA6.

TA4. In the last 24 hours, how many cigarettes did you smoke?

Record the total number of cigarettes smoked by the respondent during the last 24 hours. Here, if need be, explain to the respondent that we are interested in knowing the consumption of at least one whole cigarette.

If a range is given, record the minimum number of cigarettes smoked. For example, after probing, if a woman still says that she smoked 10-15 cigarettes, record '10'. If the respondent did not smoke any cigarettes during the last 24 hours, write "00".

TA5. During the last one month, on how many days did you smoke cigarettes?

Record the total number of days on which the respondent smoked cigarettes during the last one month. Again, smoking cigarettes refers to smoking a whole cigarette, rather than a few puffs. If the answer given is less than 10 days, record the number of days. If the respondent says she smoked "everyday" or "almost every day", record "30". If the response is '10 days or more but less than a month', record "10".

TA6. Have you ever tried any smoked tobacco products other than cigarettes, such as cigars, water pipe, cigarillos or pipe?

Record '1' if 'Yes', and continue to the next question. If 'No', record '2' and skip to TA10. Note that the questions refers to "having tried" any of the mentioned smoked tobacco products, without any reference to frequency of use or when the product was used. This information is collected in the next few questions.

TA7. During the last one month, did you use any smoked tobacco products?

Similar to TA6, this question, as well as TA8 and TA9, must not include use of cigarettes as this has already been asked and answered. Record '1' if 'Yes', and continue to the next question. If 'No', record '2' and skip to TA10. "Use" will be dependent on the respondent's perception.

TA8. What type of smoked tobacco product did you use or smoke during the last one month?

Record the codes for the tobacco products smoked by the respondent during the last one month. Give the respondent the chance to tell you all types of smoked tobacco products she may have used or smoked. Do not rush to the next question. Pause and let the respondent mention all products that she may have used.

TA9. During the last one month, on how many days did you use (*names of products mentioned in TA8***)?**

Record the total number of days the respondent smoked tobacco products during the last one month. If the answer refers to a period less than 10 days, record the number of days. If the respondent says she has been using smoked tobacco products "everyday" or "almost every day", record "30". If the response is '10 days or more but less than a month', record "10".

TA10. Have you ever tried any form of smokeless tobacco products, such as chewing tobacco, snuff, or dip?

This time we are interested with ever use of smokeless tobacco products. Record '1' if 'Yes', and continue to the next question. If 'No', record '2' and skip to TA14.

Note that the question refers to "having tried" any of the mentioned smokeless tobacco products, without any reference to frequency of use or when the product was used. This information is collected in the next few questions.

TA11. During the last one month, did you use any smokeless tobacco products?

Record '1' if 'Yes', and continue to the next question. If 'No', record '2' and skip to TA14. "Use" is dependent on the respondent's perception.

TA12. What type of smokeless tobacco product did you use during the last one month?

Record the codes for the smokeless tobacco products used by the respondent during the last one month. Give the respondent the chance to tell you all types of smokeless tobacco products she may have used. Do not rush to the next question. Pause and let the respondent mention all products that she may have used.

TA13. During the last one month, on how many days did you use (*names of products mentioned in TA12***)?)?**

Record the total number of days the respondent used smokeless tobacco products during the last one month. If the answer refers to a period less than 10 days, record the number of days. If the respondent says she has been using smoked tobacco products "everyday" or "almost every day", record "30". If the response is '10 days or more but less than a month', record "10".

The final four questions of the module are on alcohol consumption.

TA14. Now I would like to ask you some questions about drinking alcohol. Have you ever drunk alcohol?

> Record '1' if 'Yes', and continue to the next question. If 'No', record '2' and skip to the next module.

TA15. We count one drink of alcohol as one can or bottle of beer, one glass of wine, or one shot of cognac, vodka, whiskey or rum. How old were you when you had your first drink of alcohol, other than a few sips?

> Make sure that the respondent understands what we mean by one drink of alcohol. Otherwise, we may be capturing those cases when the respondent may have taken just a few sips very early on, which is not the intention of this question. We are looking for the consumption of at least one drink, as described in the question.

> Write the age of the respondent at the time when she had her first drink. If the respondent says she has never had one drink of alcohol, then record '00' and skip to the next module.

> Note that a respondent who has had a few sips but never one full drink may respond with 'Yes' in TA14, but may respond with 'Never had one drink of alcohol' in this question. This is possible.

TA16. During the last one month, on how many days did you have at least one drink of alcohol?

> Record the total number of days the respondent had at least one drink of alcohol during the last one month. If the answer refers to a period less than 10 days, record the number of days. If the respondent says she drank alcohol "everyday" or "almost every day", record "30". If the response is ten days or more but less than a month, record "10". If the respondent says she did not have one drink of alcohol in the last month, then record '00' and skip to the next module.

TA17. In the last one month, on the days that you drank alcohol, how many drinks did you usually have per day?

> Note that in this question, we are collecting information on the number of drinks the respondent may have had on the days that she had any alcohol. In other words, if the respondent had alcohol on three days during the last one month (the response to question TA16), then the response to this question should be the average (the amount that the respondent "usually" had per day) number of drinks she may have had during those three days. Note that the response here cannot be less than 1 drink, as this question and the previous question are about having at least one drink, as defined in TA15.

DOMESTIC VIOLENCE MODULE

This section asks a series of questions on household relationships and the treatment of women in the household. Due to the extremely sensitive nature of the questions in this section, it is very important that you do everything possible to ensure privacy and the ethical implementation of these questions as you have been trained to do. Note that this section is different from other sections since, even if there is more than one eligible woman in the household, ONLY the ONE woman selected for this section must be asked this set of questions.

DVD0. *Check line number in HH30H*

DVD0 is a filter that requires you to check the Household Questionnaire (HH30H) to determine if the respondent you are interviewing has been pre-selected for this questionnaire module. If the woman is NOT selected, end this module. If the woman is selected, continue to DVD1.

DVD1. *Check for presence of others: Do no continue until privacy is ensured.*

DVD1 is a very important instruction for you. Check your physical surroundings for the presence of others. Check both the area you are sitting in and all areas within hearing distance. Be sure that there is privacy in the sense that there are no persons anywhere near you who will be able to hear and understand your questions. If there are children within hearing distance old enough to understand your questions, ask them politely to leave. Only small infants not capable of understanding can remain. Do not proceed with the interview until you have ensured privacy. The importance of these data cannot be overemphasized, and you must do everything you can to obtain privacy before the interview can continue. If you are unable to ensure privacy you will be forced to skip the section and miss out some very important information.

If, despite your best efforts, you are unable to obtain privacy, you must record code 2 and skip to DVD32. Fill out an explanation of what happened.

If privacy has been obtained, circle code 1 and proceed with the interview. Speak clearly and be very considerate of the feelings of the respondent. Keep your voice low throughout the interview.

When asking the questions in this section, you should avoid showing curiosity, surprise, or any other emotion, whether favorable or unfavorable. Be aware that these topics can be difficult for the respondent to address. She may be embarrassed or fearful of her husband/partner or others, or she may just feel that these matters are too private to discuss. It is your job to win her trust so that she feels comfortable reporting such personal information to you.

DV01A: *Introductory statement*

The introductory sentences should be treated like an additional informed consent. The respondent should be reassured about the confidentiality of the information. If there is more than one eligible woman in the household, you should informally explain to this respondent that no one else in the household is being asked these questions and that no one else will know what has been discussed.

After reading the introductory statement, answer any questions the respondent may have. Once the respondent has no more questions and/or does not object to your asking the questions, you should proceed with the interview.

DVD2. *Check MA1 and MA5: Is she currently or formerly married, or never married?*

Check Qs. MA1 and MA5 for the respondent's marital status. If she is currently married or living with a man, record '1' and continue to DVD3. If she is not currently married but has ever been married or lived with a man, record '2' and continue to DVD3. In this case ask all questions in the past tense and referring to her last husband.

If she has never been married and never lived with a man, record '3' and skip to DVD16.

DVD3. First, I am going to ask you about some situations which happen to some women. Please tell me if these apply to your relationship with your (last) (husband/partner)?

DVD3 focuses on different aspects of marital control. For each item, read the item and then pause, giving the respondent enough time to give her answer. Do not force her to respond if she is unwilling. Record her response before asking the next item. Remember to keep your voice calm and low.

Note that you have to phrase the questions according to the actual marital status of the respondent. For example, if a woman is formerly married, ask DVD3 like this: "…Please tell me if these apply to your relationship with your last husband. He was jealous or angry if you talked to other men?" If the respondent is currently married ask: "…Please tell me if these apply to your relationship with your husband? He is jealous or angry if you talk to other men?" Read each item, circle the response and then go to the next item.

DVD4 AND DVD5. **Emotional and physical treatment of women by their husband or partner**

Again, it is necessary to ask the questions according to the actual marital status of the respondent. The questions have several different parts. Each part should be read out slowly and clearly so that the respondent hears the entire question before responding. After each question, pause and give the respondent sufficient time to answer. Answering these questions could be particularly difficult for the respondent so be patient.

DVD4A/B/C and DVD4A1/B1/C1: In these questions we are interested in knowing whether the respondent has suffered any form of emotional abuse by her current husband/partner if she is currently married or her last husband/partner if she is formerly married. As in earlier questions, first read the introductory statement then ask each item slowly and clearly. If the answer to an item is YES circle code 1 and then ask question DVD4A1/B1/C1 to determine how often the incident occurred in the preceding 12 months.

The answer codes for DVD4A1/B1/C1 are OFFEN, SOMETIMES, and NOT IN THE LAST 12 MONTHS. Respondents may not always give you an answer in these terms. For example, a respondent may ask "What do you mean by 'often'?" In this case you should respond with "Whatever you yourself consider to be often." If she gives you a quantitative answer such as "It happened once or twice last year," then use the following general rule of thumb: If it occurred 5 or more times, code it as OFTEN. If it occurred 1-4 times, code it as SOMETIMES.

In DVD4A, we are trying to determine whether or not the respondent has felt humiliated because of something her husband said or did in front of others. The focus is on her feeling humiliated, not on what the husband said or did to humiliate her. For example, if a respondent says "He likes to scold me in front of guests and I feel really embarrassed and ashamed," circle code 1 and ask question DVD4A1.

In DVD4B we want to know whether or not the husband has done something that made the respondent feel afraid for either herself or someone she cares about (such as her children, her mother, her friends, etc.). The type of harm threatened is not important here; rather the respondent's own perception that there was a threat is important. If the respondent says YES, circle code 1 and ask question DVD4B1.

In DVD4C, we want to know whether her husband makes her feel bad about herself by insulting her or by any other means. Examples include making her feel that she is no good at anything she does, she does not know how to behave, etc. Again, we are not interested in what he does or says, but whether the end result is that the respondent feels that she herself is just not good enough. If the respondent says YES, circle code 1 and ask question DVD4C1.

DVD5A/B/C/D/E/F/G/H/I/J/ and DVD5A1/B1/C1/D1/E1/F1/G1/H1/I1/J1/: DVD5A/B/C/D/E/F/G/H/I/J/ addresses physical and sexual violence perpetrated by the husband. Respondents may find these questions painful, and some respondents may get emotional or upset. If a respondent does lose her composure, be sympathetic and kind. Give the respondent a chance to recover before proceeding. Do not force the respondent to answer; at the same time, keep in mind that, no matter how painful, most respondents are willing to share this information if you are patient, nonjudgmental, and empathetic. As in DV04, circle code 1 for an affirmative response to an item and ask DVD5A1/B1/C1/D1/E1/F1/G1/H1/I1/J1 to determine frequency in the past 12 months, before proceeding to the next item.

Most items in DVD5A/B/C/D/E/F/G/H/I/J/ are self-explanatory. Respondents might not see the distinction between items (h), (i), and (j). Item (h) asks about the use of physical force to have sexual intercourse, whereas, items (i) and (j) ask about the use of physical force (item i) and other non-physical means (item j) to force her to perform sexual acts she did not want to. We are not trying to find out what the sexual acts are: just whether the respondent was forced to do something sexual that she did not want to do. Remember that if a respondent says YES to an item on DVD5A/B/C/D/E/F/G/H/I/J/, she is asked DVD5A1/B1/C1/D1/E1/F1/G1/H1/I1/J1.

DVD6. *Check DVD5 (A-J)*

Check DVD5A/B/C/D/E/F/G/H/I/J. If the respondent answered YES to at least one of the questions, record '1' and proceed to the next question. If there was not a single answer to DVD5A (a – j) that was YES, record '2' and skip to DVD16.

DVD7. How long after you first (got married/started living together) with your (last) (husband/partner) did (this/any of these things) first happen?

This question allows us to determine when the physical and/or sexual violence by the husband/partner first began in relation to the start of the relationship. Note that we want to

know the timing of the <u>first</u> occurrence of abuse. If one or more items in DVD5 (A-J) have been coded 1, then we want information on the first time that any of the items coded YES happened. For example, if the respondent has said yes to being slapped (DVD5B and to being attacked with a knife DVD5G, then we want to know when it was that she was first slapped or attacked, whichever type of abuse happened first. If the response given is less than one year after they started living together, record '00', otherwise, record the answer in completed number of years. For example, if the respondent says "One and a half years after marriage," record '01' in the boxes. If the first act of violence occurred before the couple got married/began living together, circle code 95.

DV08: Injuries

We are interested in knowing whether the respondent has been physically hurt as a result of some <u>deliberate</u> act by her husband/partner. Anything that was a clear accident is not being counted. In DVD8(A), cuts refer to injuries in which the skin is broken and bruises and aches to injuries in which the skin has not been broken. DVD8(B) refers to more serious injuries to the eyes, actual sprains, bones dislocated but not completely broken, and burns. Finally DVD8(C) refers to wounds which are not just small cuts but which are much more serious or broken bones and other more serious injuries.

DVD9. Have you ever hit, slapped, kicked, or done anything else to physically hurt your (last) (husband/partner) at times when he was not already beating or physically hurting you?

Question DVD9 seeks to determine whether or not the respondent herself is ever an instigator of domestic violence. Read the question slowly so that the respondent hears all parts. This question is referring to any act by the respondent that would physically hurt the husband/partner. However, it is asking about physical abuse by the respondent that took place when the husband/partner was not already in the process of abusing her. All acts such as those asked about specifically in DVD5 are included even though we are not listing them again separately. If the respondent says that she has never hit her husband/partner, record code '2' for NO and skip to DVD11. Also record code '2' if the respondent says that she hit her husband/partner but only after he had begun to beat her. If the respondent says "I hit him in self defense," probe to find out whether he was already beating her when she hit him or whether she hit him first. If she has never ever hit him first, record code '2'; if she has hit him first whether in self defense or not, record code '1'.

DVD10. In the last 12 months, how often have you done this to your (last) (husband/partner): often, only sometimes, or not at all?

DVD10 is only for women who have said that they have tried to physically hurt their husband when he was not hitting them (code 1 in DVD9). In DVD10 we are interested in knowing the frequency with which the respondent has done these things to her husband/partner during the last year. The response should NOT include any time that the wife hit or beat the husband/partner when he was <u>already</u> beating or physically hurting her. Also see instructions for DVD4A1 for what to code as OFTEN and SOMETIMES.

DVD11. Does (did) your (*last*) (husband/partner) drink alcohol?

In DVD11, we are interested in knowing whether or not the husband/partner drinks alcoholic beverages. If the husband drinks alcohol, the response should be YES regardless of the type of alcoholic beverage or the frequency of consumption. If the response is YES, record code '1' and proceed to DVD12. If the response is NO, record code '2' and skip to DVD13.

DVD12. How often does (did) he get drunk: often, only sometimes, or never?

Question DVD12 is only asked of respondents whose husband/partner drinks alcoholic beverages. In this question we are interested not in the frequency of drinking but of getting drunk—whatever it is that the respondent understands by 'drunk'. If she asks you what you mean by being 'drunk', explain that a person is considered 'drunk' if he has had so much alcohol that he is not in complete control of himself.

DVD13. Are (Were) you afraid of your (last) (husband/partner): most of the time, sometimes, or never?

This question is asked of all ever-married women, whether or not they have reported abuse or drinking by their current or last husband/partner. It is again referring to the current husband/partner for women who are currently married and the last (most recent) husband/partner for formerly married women. The question is self explanatory and the respondent will have to choose between the three answer codes: MOST OF THE TIME AFRAID, SOMETIMES AFRAID or NEVER AFRAID. Again we are not interested in why she is/was afraid, but only whether she is/was afraid of her husband/partner.

DVD14. *Check MA7: Is she married only once or more than once?*

Check MA7 to determine if a woman has been married more than once. For those that have only been married once, skip to DVD16.
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DV15: Physical, or Sexual, or Emotional abuse by previous partner

DVD15 is only asked of women that have been married more than once.

DV15 asks the respondent if she has undergone A) physical, B) sexual, or C) emotional abuse from a previous husband/partner, and covers the same forms of abuse asked in DVD5 and DVD4. For currently married women, the previous husband/partner is any husband/partner other than her current one. For formerly married women, the previous husband/partner is any husband/partner other than her last (most recent) husband/partner.

If the respondent reports abuse, record code '1' and proceed to DV15A1/B1/C1. If she does not report abuse, record code '2'. DV15A1/B1/C1 ask the respondent how long ago the abuse occurred. Record the appropriate code. Remember that these questions only refer to a previous husband.

DVD16. *Check MA1 and MA5: Is she ever married?*

Check MA1 and MA5 for marital status. Ask the question corresponding to the respondent's marital status. *Ever-married women*: Ask the version of DVD16A. *Women who have never been married or lived with a man*: Ask the version of DVD16B.

DVD16A. From the time you were 15 years old has anyone other than (your/any) (husband/partner) hit you, slapped you, kicked you, or done anything else to hurt you physically?

All ever-married women have already been asked about husband/partner abuse in earlier questions. In this question, they are being asked about their experience of physical abuse since they were age 15 by any person <u>other than their current or any previous husband/partner</u>. If the woman has been married only once, read the question like this "From the time you were 15 years old, has anyone other than your husband…" and if she is formerly married or has been married more than once, read the question like this: "From the time you were 15 years old, has anyone other than <u>any</u> husband…" For example, an ever-married woman could have been abused by one of her parents or her in- laws or a teacher.

Read the question slowly, pausing briefly after each type of violent act mentioned. Be sure that married women understand that the question excludes violence by a husband/partner. If the respondent answers NO or REFUSED TO ANSWER, skip to DVD19. If the respondent answers YES, skip to question DVD17.

DVD16B. From the time you were 15 years old has anyone hit you, slapped you, kicked you, or done anything else to hurt you physically?

Note that this is the first time that these women are being asked about any type of abuse. Be sure that the respondent understands the question and give her sufficient time to answer

Read the question slowly, pausing briefly after each type of violent act mentioned. Be sure that married women understand that the question excludes violence by a husband/partner. If the respondent answers NO or REFUSED TO ANSWER, skip to DVD19. If the respondent answers YES, proceed to the next question.

DVD17. Who has hurt you in this way?

This question seeks to find out who, other than the respondent's current/last husband/partner, has physically hurt the respondent. Record all those persons the respondent mentions. If she mentions someone who has not been listed, record code X and specify who it is. Note that more than one answer is acceptable. Make sure to probe for additional responses.

DVD18. In the last 12 months, how often has (this person/have these persons) physically hurt you: often, only sometimes, or not at all?

This question seeks to find out how often the person whose code is circled in DVD17 has physically hurt, slapped, or kicked the respondent in the last year. If more than one code is circled in DVD17, then you must find out the frequency with which this occurred in the past year, irrespective of which of the persons mentioned in DVD17 was doing it. So if a respondent said that both her step-mother and step-father beat her, find out whether, in total, she was beaten often, sometimes, or never in the past year. Record the appropriate code.

DVD19. *Check CM1, CP1, CM8*

Check CM1, CP1, and CM8 to see if the respondent has ever been pregnant. Skip to DVD22 if she has never been pregnant.

DVD20. Has anyone ever hit, slapped, kicked, or done anything else to hurt you physically while you were pregnant?

DVD20 is asked only of women who have ever been pregnant or are currently pregnant. Even if women have already reported violence by a husband/partner or by anyone else, we want to know if any violence has occurred during any pregnancy, current or past. For women who have been pregnant more than once, it does not matter whether violence occurred in only one or more than one pregnancy. Code '1' in DVD20 should be recorded if violence occurred even in one pregnancy.

DVD21. Who has done any of these things to physically hurt you while you were pregnant?

DVD21 asks about the perpetrators of the violence during pregnancy. Multiple responses may be circled since more than one person may have abused the respondent during one or more pregnancies. Make sure to probe for additional responses. Also, note that unlike in question DVD17, in this question a current or former husband/partner could be the perpetrator.

DVD22. *Check MA1 and MA5: Is she ever married?*

This section starts with a check (DVD22) and asks you to check MA1 and MA5 for marital status. This filter allows you to determine which version of the next question (DV22A or DV22B) is the right one for this respondent.

DVD22 - DVD25: History of forced sex and sexual acts

Questions DVD22A-DV25B are trying to find out whether the respondent has a history of forced sexual intercourse or sexual acts. No definition of force is being given here—force can include physical force, emotional force or anything else that the respondent considers as force,

such as threats to her or her children, etc. What is important is that the respondent believes that she was being forced to have sex or perform sexual acts when she did not want to.

DVD22A and DVD22B are essentially the same question but are worded somewhat differently by marital status of the respondent. DVD22A is asked if the respondent is ever-married or has ever lived with a partner and DVD22B is asked if the respondent has never been married or lived with a man. These questions are very important but difficult. There are three different things that you have to keep in mind when asking either of these questions:

1. The questions are asking not only about sexual intercourse, but also about being forced to do anything sexual. Sexual violence does not always take the form of sexual intercourse. Thus, a woman who has said she has never had sexual intercourse may have been forced to perform other sexual acts against her will which would also be considered sexual violence.
2. The questions are also trying to capture sexual violence that may have occurred when the respondent was a child and not just in the recent past. Childhood sexual abuse is very difficult to capture and respondents sometimes find it difficult to talk about.
3. The term 'forced in any way' is included with the idea that, especially in childhood abuse, the force can take many different forms. For example, it may be in the form of emotional blackmail where the abusing adult may be using the threat of withdrawing their love from the child.
4. Finally, if the respondent seems nervous or looks worried, you must assure her again about the confidentiality of the information she is giving you. Tell her again that anything she says will not be told to anyone and no one will know that she was asked these questions.

When asking DVD22A and DVD22B, remember to word the question correctly for ever-married women as shown in the instruction for DVD16.

DVD22A is for ever-married women: Ever-married women have already been asked about spousal/partner sexual abuse in earlier questions. In this question, they are being asked about sexual abuse by any person other than their current or previous husband/partner. They are being asked to report their experience of any kind of sexual abuse ever in their lifetime, including both childhood and adulthood. *DVD22B is for women who have never been married or lived with a man.*

Given the complexity of what DVD22A and DV22B are asking and the extreme delicacy of these questions, be careful to word them exactly as is given for both sets of women. Read the questions slowly with the right phrases emphasized. Let the respondent take her time to answer. For DV22A, if the respondent answers YES, skip to DVD23. If the respondent answers NO or refuses to answer, then proceed to the filter DV24A. For DV22B, if the never-married respondent says NO or refuses to answer, skip to DVD24A, otherwise ask DVD23.

In DVD23, all respondents who say YES to DVD22A or DVD22B are asked who the person was who was forcing them at the time that the sexual violence first occurred. That is why DVD23 does not allow multiple answers. Even if the respondent has been sexually abused by more than one person, we are asking her about the first time this happened and who the person was who was abusing her that first time. For ever-married women, remember that the question is asking women about sexual abuse by men who are not their current husband/partner or former husband/partner. Note that current husband/partner and former husband/partner are permitted as answer codes because some women may say that the person who first abused them became their husband/partner after the abuse, but was not their husband/partner at the

time of the abuse. However, before you record either '01' or '02', be sure to remind the respondent that you are asking about the relationship <u>at the time of the first abuse</u>. If she still says that the person became her husband/partner later then record '01' if the person is her current husband/partner and '02' if the person was a former husband/partner.

In DVD24, check MA1 and MA5 for respondent's marital status. Ask the appropriate version of the question in DV24 according to whether the respondent has ever been married or lived with a man or not. Again, remember to ask the question correctly for ever-married women as shown in the instruction for DVD16. Note that both the answers for DVD24A /DVD24B skip to DVD25.

Filter DVD24A is for ever-married women who said NO or refused to answer DVD22A. For these women, the check asks you to check back to DVD5 items (h), (i), and (j) and DV15B. If any of these items is a YES, then ask DVD25A. If every one of them is a NO, then skip to DVD29.

Question DV25 has two different forms depending on marital status. Hence first check MA1 and MA5 for the respondent's marital status. If the respondent has ever been married or lived with a man, then ask the question on the left; if the respondent has never been married or lived with a man, then ask the one on the right. Question DV25 asks all respondents who report any sexual abuse in DVD22A, DVD22B, or in the earlier spousal sexual abuse questions (DVD5(h-j) and DV15B, the age at which sexual abuse first occurred. This question is asking about the respondent's age at the time of the first occurrence of sexual abuse, who-so-ever the first abuser was. Remember to record the age in completed years.

DV26-DV29: Help Seeking

DVD26. *Check DVD5 (A-J), DVD15 (A,B), DVD16, DVD20, DVD22A, and DVD22B:*

In DVD26 check DVD5(a-j), DVD15(a,b), DVD16, DVD20, DVD22A, and DVD22B. Only women who have reported any kind of physical or sexual abuse are asked these questions. If the respondent has not experienced any kind of abuse, that is, there is not even one YES in any of the relevant questions, then skip to DVD30. If there is at least one question that is coded YES, then ask DV27.

DVD27. Thinking about what you yourself have experienced among the different things we have been talking about, have you ever tried to seek help?

DV27 refers to any kind of help that the respondent may have sought for the abuse. She could have asked her own family or gone to the police, for example. The nature of the help being sought is not important, but only whether she ever sought help and from whom (DVD28). If she did seek help, code all the persons/types of people or organizations she sought help from in DVD28.

If the respondent has never sought help from anyone (NO to DVD27) skip to DVD29.

DVD28. **From whom have you sought help?**

Note that in DV28 multiple responses may be recorded. Make sure to probe for more responses. All women who are asked DVD28 are skipped to DVD30.

DVD29. **Have you ever told anyone about this?**

DVD29 should be asked only of women who reported that they did not seek help for the abuse from anyone. With this question, we want to know if they have at least told someone about the abuse.

DVD30. As far as you know, did your father ever beat your mother?

In this question we are interested in knowing whether the respondent's mother ever experienced spousal violence. All women are asked this question even if they have not experienced violence themselves. Circle code 8 if the respondent really does not know if her father beat her mother.

DVD31: Observations

DVD31 provides information on the extent of privacy maintained during the interview. This is not a question for the respondent, but something you answer yourself. Record a code in each line of DVD31 to indicate whether or not the interview was interrupted by the respondent's husband/partner, another male adult, or a female adult. We are interested here in knowing which persons interrupted the interview and how frequently. If the husband walked through the room once and later came in to ask the respondent a question, record code '2' for YES, MORE THAN ONCE. Such interruptions may influence the respondent's answers. Remember, in no circumstances should you have continued the interview unless there was no one who could have heard.

DVD32: Comments/Explanation

If the interview could not be completed use this space to give a complete explanation. You must explain why you were unable to obtain privacy. If you were able to complete the interview, give any information in this space that might help to interpret the results. Also note any factors that may have influenced the respondent's answers.

Remember to thank the respondent for her cooperation and reassure her of the confidentiality of her responses. At this point, check your questionnaire carefully. Before leaving the house, make sure you have followed the skip patterns correctly and that your marks are legible.

If the respondent has asked about sources of help or referrals, this is the time when you should provide this information to her as you have been trained to do.

LIFE SATISFACTION MODULE

It is well-known that individuals' subjective perceptions of their incomes, education and living environments play a significant role in their lives, independently of objective conditions such as physical wealth and health. Life satisfaction, which is a measure of an individual's perceived level of well-being, can have an emotional toll which will impact on well-being regardless of actual income or ownership of goods. It is therefore important that we understand how satisfied young people are in a variety of domains and identify factors that support or hinder their development, thus creating a more comprehensive picture of young people's life situations.

A closely related but different domain, happiness, on the other hand, is a fleeting emotion that can be affected by numerous factors, ranging from good weather to a recent death in the family. In the latter case, for instance, a person may be satisfied with her job, income, education, family life, friends and the like, but still be unhappy.

This module attempts to generate a snapshot of the typical level of happiness and life satisfaction in among young people. It is to be administered to all women age 15-49.

A double-sided response card and a pictorial of a ladder have been provided to be shown to the respondent, to make it easier for her to answer the questions.
- Question LS1 has 5 possible response categories on happiness, each of which is depicted by a smiling (and not so smiling) face on the response card.
- Question LS2 is on life satisfaction and uses the ladder pictorial for the respondent to choose the step representing how she feels.

LS1. I would like to ask you some simple questions on happiness and satisfaction.
First, taking all things together, would you say you are very happy, somewhat happy, neither happy nor unhappy, somewhat unhappy or very unhappy?
You will immediately introduce the response card, by saying:
I am now going to show you pictures to help you with your response.
You will need to explain to the respondent what each symbol represents, and ask the respondent to point to the symbol which best represents her level of happiness.

With this question, we will first try to learn whether the respondent is happy at the time of interview, before we go on to talk about levels of satisfaction in various domains.

Question 2 is about satisfaction. Satisfaction, compared to happiness, is thought to be longer term, while happiness is usually in reference to a shorter term state of mind. We first ask the question on happiness so that an overall level of happiness can be ascertained.

A person who is dissatisfied with her income, with her school and the like, may also be happy, because, for example, of the outcome of a recent election or a recent birth in her family.

LS2. *Show the picture of the ladder.* **Now, look at this ladder with steps numbered from 0 at the bottom to 10 at the top. Suppose we say that the top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you. On which step of the ladder do you feel you stand at this time?**

Probe if necessary by asking **"Which step comes closest to the way you feel?"**

LS3. Compared to this time last year, would you say that your life has improved, stayed more or less the same, or worsened, overall?

Make sure that the respondent understands the reference to the last one year of her life, and that we are referring to the overall improvement or worsening.

LS4. And in one year from now, do you expect that your life will be better, will be more or less the same, or will be worse, overall?

Note that this question is about the respondent's expectations about her life course during the next one year, and that the sentence here is designed as a continuation of the previous question, by beginning with "And…". This question is also about overall improvement or worsening.

ENDING THE QUESTIONNAIRE

WM10. *Record the time*

Record the time of the day you finish the woman's interview.

WM11. *Was the entire interview completed in private or was there anyone else during the entire interview or part of it?*

Record the corresponding code.

WM12. *Language of the Questionnaire.*

Record the language of the questionnaire. If you switched languages on the tablet for some or parts of this questionnaire, record the language you used on the tablet for most of this questionnaire.

WM13. *Language of the Interview.*

Record the language of the interview. If you switched languages when talking to the respondent for some or parts of this interview, record the language you used for most of this interview.

WM14. *Native language of the Respondent.*

Record the native language of the respondent.

WM15. *Was a translator used for any parts of this questionnaire?*

Record if you have used a translator for the entire questionnaire or any parts of this questionnaire. Record '3' if you have not used a translator.

WM16. *Check columns HL10 and HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Is the respondent the mother or caretaker of any child age 0-4 living in this household?*

If 'Yes', go to WM17 in Woman's Information Panel and record '01'. Then go to the Questionnaire for Children Under Five for that child and start the interview with this respondent.

If 'No', check HH26-HH27 in HOUSEHOLD QUESTIONNAIRE: Is there a child age 5-17 selected for Questionnaire for Children Age 5-17?

If 'Yes', check column HL20 in List of Household Members, Household Questionnaire: Is the respondent the mother or caretaker of the child selected for Questionnaire for Children Age 5-17 in this household?

If 'Yes', go to WM17 in Woman's Information Panel and record '01'. Then go to the Questionnaire for Children Age 5-17 for that child and start the interview with this respondent.

If 'No', go to WM17 in Woman's Information Panel and record '01'. Then end the interview with this respondent by thanking her for her cooperation. Check to see if there are other questionnaires to be administered in this household.

If 'No', go to WM17 in Woman's Information Panel and record '01'. Then end the interview with this respondent by thanking her for her cooperation. Check to see if there are other questionnaires to be administered in this household.

OBSERVATIONS

The last page of the individual women questionnaire has been reserved for the interviewers and supervisors to write any notes or observations regarding this particular individual interview.

THE QUESTIONNAIRE FOR INDIVIDUAL MEN

The Questionnaire for Individual Men includes, for the most part, a subset of the modules included in the Questionnaire for Individual Women. A number of modules which are not applicable to men are excluded; for those modules in both questionnaires, there are modest differences between the two questionnaires. These differences form the main narrative in this section.

The following modules, with the exception of the Circumcision Module and Contraception unique to the Questionnaire for Individual Men, are also found in the Questionnaire for Individual Women and therefore not covered here. Please refer to the section on the Women's Questionnaire for detailed explanations:

- Man's Information Panel
- Man's Background module
- Mass Media and ICT module
- Fertility module
- Contraception
- Attitudes Toward Domestic Violence module
- Victimisation module
- Marriage/Union module
- Adult Functioning module
- Sexual Behaviour module
- HIV/AIDS module
- Circumcision module
- Tobacco and Alcohol Use module
- Life Satisfaction module

The following modules include important differences from the Questionnaire for Individual Women. These differences are described below.

FERTILITY MODULE

MCM1. Now I would like to ask about all the children you have had in your life. I am interested in all of the children that are biologically yours, even if they are not legally yours or do not have your last name. Have you ever fathered any children with any woman?

> The first question of the module is used to determine if the respondent has fathered any children with any woman in his life. It is important that these children belong to the respondent biologically. If he says he has never fathered a child, record '2', and skip to MCM8. If he says he does not know if he has a child or not, record '8' and skip to MCM8.

MCM2. Do you have any sons or daughters that you have fathered who are now living with you?

Read the question slowly. The sons and daughters being considered are those who live with him in his household (these children should have been recorded in the List of Household Members). Record the code corresponding to the response. If he answers 'No', skip to MCM5.

MCM3. How many sons live with you?
MCM4. How many daughters live with you?

Record the number of sons and daughters living with the man. If he does not have any sons living with him or if he does not have any sons, record '00' for sons. Similarly, if he has no daughters now living with him (or if he does not have any daughters), record '00' for daughters. Since the question is asked only to men who have children living with them in the same household, at least one of the responses should have a value higher than '00'.

Remember, we are interested only in the respondent's OWN children – not foster children, children of his wife by another man, children of another relative, or children for whom he is the caretaker.

MCM5. Do you have any sons or daughters that you have fathered who are alive but do not live with you?

This refers to sons and daughters who are alive but not living with the man. For example, one or more of his 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. Record the code corresponding to the response. If he answers 'No', skip to MCM8.

MCM6. How many sons are alive but do not live with you?
MCM7. How many daughters are alive but do not live with you?

Record the number of sons and daughters who are alive but not living with the respondent. If the answer is 'None' for sons (or if he does not have any sons who are alive), record '00' for sons. If the answer is 'None' for daughters (or if he does not have any daughters who are alive), record '00' for daughters. Since this question is asked only to men who have children alive who are not living with them, at least one of the responses should have a value higher than '00'.

MCM8. Have you ever fathered a son or daughter who was born alive but later died?

Record the code corresponding to the response. Some respondents may fail to mention children who died very young, so if he answers 'No', it is important to probe by asking **"I mean, to any baby who cried, who made any movement, sound, or effort to breathe, or who showed any other signs of life even if for a very short time?"** If the answer is still 'No', you will skip to MCM11.

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.

MCM9. How many boys have died?
MCM10. How many girls have died?

Record the number of sons and daughters who were born alive but later died. For men who have been asked this question, at least one of the responses should have a value higher than '00'.

MCM11. *Sum answers to MCM3, MCM4, MCM6, MCM7, MCM9, and MCM10.*

Add the numbers of births reported in MCM5, MCM7 and MCM9 and write the sum here, then continue with MCM11.

MCM12. Just to make sure that I have this right, you have fathered in total (*total number in MCM11***) live births during your life. Is this correct?**

If he says it is correct, RECORD 'Yes' and you will skip to MCM14. If he says 'No', continue to the next question.

MCM13. *Check responses to MCM1-MCM10 and make corrections as necessary until response in MCM12 is 'Yes'.*

First check responses to MCM1-MCM10 and then go back through the questions to check with the respondent whether you have obtained the information correctly. For example, starting with MCM2, you would ask: "You have two sons and one daughter living with you, is that correct?" Do the same for MCM5 and MCM8. Correct the answers and the sum mentioned in MCM11 and then continue to the next question.

MCM14*. Check MCM11: How many live births fathered?*

If he has not fathered any live births record '0' and go to next module. If he has fathered only one live birth record '1' and skip to MCM18A, and if he has fathered more than one live birth, you will continue with the next question.

MCM15. Did all the children you have fathered have the same biological mother?

Record '1' if 'Yes', and go to MCM17. If 'No', record '2'.

MCM16. In all, how many women have you fathered children with?

Record the number of women the respondent has fathered children with.

MCM17. How old were you when your first child was born?

Enter the age in completed years and then go to MCM18B.

MCM18A. In what month and year was the child you have fathered born?

MCM18B. In what month and year was the last of these (*total number in MCM11*) children born even if he or she has died?

> Enter the date of the most recent birth the man has fathered, even if the child is no longer alive. Note that you MUST obtain exact information on the month and year of the last birth; 'DK' is not allowed for month and year.

CONTRACEPTION MODULE

MCP0: Ever heard of (*contraceptive method*)

The format of MCP0 and the order of administering the questions are the same in both the Woman's and Man's Questionnaires:

MCP3. **In the last few months, have you discussed family planning with a health worker or health professional**?

> In MCP3, ask the respondent if he has discussed family planning with a health worker or health professional in the last few months. This question focuses specifically on communication with health professionals, so discussion of family planning with friends, neighbors, etc., does not apply.

MCP4. From one menstrual period to the next, are there certain days when a woman is more likely to become pregnant?

> Asks to see whether the woman thinks there are times during a woman's monthly cycle when she is more likely to become pregnant. If she says there is no time that is more likely than another or she does not know, record the response. If she says there is a time when a woman is more likely to become pregnant, record YES.

MCP6. After birth, can a woman become pregnant before her menstrual period has returned?

> Ask whether the respondent thinks that a woman can get pregnant after giving birth but before her menstrual period returns.

MCP7. **I will now read you some statements about contraception. Please tell me if you agree or disagree with each one:**
  [A]   **Contraception is a woman's concern and a man should not have to worry about it?**
  [B]   **Women who use contraception may become promiscuous?**

> This question includes two statements that assess the respondent's attitudes towards taking responsibility for contraception and about the effect of contraception on women's behavior. Be sure to circle a response for each of the two questions. The word "promiscuous" in MCP3 (B) means that someone has sexual relations with many people.

MARRIAGE/UNION MODULE

Following are the differences from the Questionnaire for Individual Women:
> MMA3 - Wording change.
> MMA4 – Wording change.

SEXUAL BEHAVIOUR MODULE

Following are the differences from the Questionnaire for Individual Women:
MSB4 & MSB9 – 'boyfriend' is replaced with 'girlfriend'.

HIV/AIDS MODULE

Following are the differences from the Questionnaire for Individual Women:
Questions HA11 – HA23 are removed.

CIRCUMCISION MODULE

This module is only included in the Questionnaire for Individual Men and is described in detail here.

Circumcision involves the complete removal of the foreskin of the penis. Circumcision may be performed for religious, medical, or cultural reasons and can be carried out at birth, during adolescence, or at other times during a man's life.

MMC1. Some men are circumcised, that is, the foreskin is completely removed from the penis. Are you circumcised?
Record the code corresponding to the answer given. If 'No', go to the next module.

MMC2. How old were you when you got circumcised?
Record the age of respondent at circumcision. If the respondent does not know the exact age, probe to get an estimate. If he still says he does not remember or unsure, record '98'.

MMC3. Who did the circumcision?
Record the code corresponding to the answer given. If he does not know if the person was a health worker/professional or a traditional practitioner/family/friend, write the words used to describe the person for 'Other' and record '6'. If he does not know who circumcised him, record '8'.

MMC4. Where was it done?
Record the code corresponding to the answer given. If he does not know where the circumcision was done, record '8'.

ENDING THE QUESTIONNAIRE

MWM16. *Check columns HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE:*

> *Is the respondent the caretaker of any child age 0-4 living in this household?*
>
> If the respondent is the caretaker of any child age 0-4, go to MWM17 in Man's Information Panel and record '01'. Then go to the Questionnaire for Children Under Five for that child and start the interview with this respondent.
>
> If the respondent is not the caretaker of a child age 0-4, Check HH26-HH27 in Household Questionnaire to see if there is a child age 5-17 selected for Questionnaire for Children Age 5-17?
>
> > If there is a selected child, check column HL20 in List of Household Members, Household Questionnaire to see if the respondent is the caretaker of the child selected for Questionnaire for Children Age 5-17 in this household?
> >
> > > If the respondent is the caretaker of the selected child, go to MWM17 in Man's Information Panel and record '01'. Then go to the Questionnaire for Children Age 5-17 for that child and start the interview with this respondent.
> > >
> > > If the respondent is the caretaker of the selected child, go to MWM17 in Man's Information Panel and record '01'. Then end the interview with this respondent by thanking him for his cooperation. Check to see if there are other questionnaires to be administered in this household.
> >
> > If there is no selected child, go to MWM17 in Man's Information Panel and record '01'. Then end the interview with this respondent by thanking him for his cooperation. Check to see if there are other questionnaires to be administered in this household.

OBSERVATIONS

The last page of the individual men questionnaire has been reserved for the interviewers and supervisors to write any notes or observations regarding this particular individual interview.

THE QUESTIONNAIRE FOR CHILDREN UNDER FIVE

The purpose of the Questionnaire for Children Under Five is to collect information on a wide range of topics such as child development, breastfeeding, nutrition, treatment and care seeking for illnesses, and immunisations during the first five years of life. You will have identified children under five, eligible for this questionnaire, after you have completed the List of Household Members in the Household Questionnaire.

To collect information on children under five by using this questionnaire, we have to identify a respondent who can answer detailed questions on the health and well-being of these children.

- If the mother is living in the same household as the eligible child (in other words, if she is recorded in the List of Household Members, together with the child), then she is the person who has to be interviewed for that child.
- If the mother of the eligible child is not recorded in the List of Household Members (she may be deceased or living elsewhere), you should have identified a person in the List of Household Members who takes primary responsibility for caring for the child. This person may be a man or a woman.

    Note:
    - The primary caretaker is not simply someone looking after the child when the mother is away (for example, people who may care for the child during the day when the mother is at work).
    - Only interview a respondent other than the mother if the mother is not listed in the household.

This questionnaire is to be administered to all mothers (or primary caretakers) (see the List of Household Members, column HL20) of a child that lives with them and is under the age of 5 years (see the List of Household Members, column HL10).

A separate questionnaire should be filled in for each eligible child listed in the Household Questionnaire – check column HL10 on the List of Household Members.

UNDER-FIVE CHILD INFORMATION PANEL

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

UF1. *Cluster number*

Cluster number provided by your supervisor will appear here (will be copied from the Household Questionnaire, question HH1).

UF2. *Household number*

Household number provided by your supervisor will appear here (will be copied from the Household Questionnaire, question HH2).

UF3. *Child's name and line number*

The child's name and line number will appear here (will be copied from the Household Questionnaire, column HL1 and HL2 of the List of Household Members).

The child's name will appear in relevant questions throughout the interview whenever the child's name is expected to be used in the question.

UF4. *Mother's / Caretaker's name and line number*

The mother's / caretaker's name and line number will appear here (will be copied from the Household Questionnaire, column HL1 and HL2 of the List of Household Members).

UF5. *Interviewer's name and number*

Your name and number will appear here. You will be provided with these identification numbers during training.

UF6. *Supervisor's name and number*

Your supervisor's name and number will appear here.

UF7. *Day / Month / Year of interview*

The date of the interview (day/month/year) will appear here.

UF8. *Record the time*

The time of the day you start the under-five interview will appear here.

Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE:
If age 15-17, verify that adult consent for interview is obtained (HH33 or HH39) or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be recorded in UF17. The respondent must be at least 15 years old.

UF9. *Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?*

> Depending on if another interview has been completed with this respondent you need to read a different greeting. If the respondent has already been interviewed for another questionnaire in this household, record '1' and then read the greeting in UF10B. If this is the first time an interview is going to be conducted with this respondent then record '2' and then read the greeting in UF10A.

UF10A / UF10B.

Repeat greeting if not already read to this mother/primary caretaker: "**Hello, my name is (*your name*). We are from Kiribati National Statistical Office. We are conducting a survey about the situation of children, families and households. I would like to talk to you about (*child's name from UF3*)'s health and well-being. This interview will take about number minutes. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?**"

If you are interviewing the same person with whom you have completed the household, individual women or men questionnaire, you should read the revised version of the greeting below. This is necessary, as the time to complete the Questionnaire for Children Under Five will be different from that needed to complete the household, individual women or men questionnaire, and we require a separate consent for each individual interview.

"**Now I would like to talk to you about (*child's name from UF3*)'s health and well-being in more detail. This interview will take about number minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?**"

If permission is given, you will skip to the Under Five's Background module and begin the interview. If the respondent does not agree to continue, complete UF17, thank her/him and go to the next interview. Later, discuss the refusal with your supervisor. Depending on the reasons for the refusal, you or another person from the team may attempt to interview the respondent for a second time. 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.

If you could not contact the mother / caretaker, record '2' for 'Not asked' and proceed to UF17 to fill the corresponding result code.

UF17. Result of interview for children under 5

> You will complete this question <u>once you have concluded the interview</u>. Remember that the code refers to the mother or primary caretaker of the under-five child. Record the code corresponding to the results of the interview.
>
> - If the questionnaire is completed, record '01' for 'Completed'.

- If you have not been able to contact the mother/primary caretaker after repeated visits, record '02' for 'Not at home'.
- If the mother/primary caretaker refuses to be interviewed, record '03' for 'Refused'.
- If you were able to only partly complete the questionnaire, record '04' for 'Partly completed'.
- If the mother/primary caretaker is incapacitated, record '05'.
- If the mother/primary caretaker is age 15-17 and consent is needed and not obtained for the mother caretaker, record '06'.
- If you have not been able to complete this questionnaire for another reason, you should record '96' for 'Other' and specify the reason.

UNDER-FIVE'S BACKGROUND MODULE

You will begin the interview with questions about the child's date of birth and age. These are two of the most important questions in the interview, since almost all analyses of the data depend on the child's exact age. While completed age in years is sufficient for women's and men's interviews, we need to obtain accurate information on the child's <u>age in months</u>. This is necessary because some of the analyses of the data 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. It will then be possible to compare the date of interview with the date of birth of the child to calculate his/her age in months, after the data has been collected.

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

UB0. **Before I begin the interview, could you please bring (***name***)'s Birth Certificate, Under-Five Immunization card, and any immunisation record from a private health provider? We will need to refer to those documents.**

> Ask the mother/primary caretaker to collect the birth certificate, health/immunisation cards, and any other relevant documents she/he has for this child before you begin the interview. You will need these during the interview.

UB1. On what day, 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 day, 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, record '98' for 'DK day'.

> Convert the month to a number as you have done before, and enter the number. Note that you are not allowed to enter 'DK' for month or year of birth. <u>You have to obtain month and year of birth of the child</u>.

> If the mother/primary caretaker is unable to provide the date of birth information, check other documents brought to you such as an identification card, health/immunisation card, or a birth or baptismal certificate that might give the date of birth of the child. However, confirm with the respondent that the date of birth recorded on such documents is indeed correct.

As the survey will be conducted in 2018, and only children who have not had their 5th birthday are eligible, the year of birth of the child cannot be earlier than 2013.

UB2. How old is (*name*)?

After having obtained the child's date of birth, ask the child's age in completed years, and record. Remember, ages must refer to the last birthday. Probe if necessary by asking "**How old was (*name*) at (his/her) 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 in the household, or to some important event or to the season of birth, by asking, for example, "**How many wet seasons ago was (*name*) born?**"

Record age in completed years.

If you receive a warning 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. Probe, using documents that may be available, dates of well-known events and ages of other children, age of the respondent herself/himself, as well as other information already gathered in that household. Dates of recent natural disasters, major political incidents and religious events can be very useful to probe for dates of birth, ages, and durations.

If after having asked UB1 and UB2, you determine that the child is already 5 years old or more, you must stop the interview because he/she is not eligible for the Questionnaire for Children Under Five. Do this tactfully, and thank the mother/caretaker for her/his cooperation if she/he does not have other under 5 children. Write 'INELIGIBLE' on the cover page of the questionnaire, and correct the age and eligibility information for this child in Columns HL5, HL6 and HL10 of the Household Questionnaire. In addition, you will have to correct the total number of eligible children reported on the cover page of the Household Questionnaire (HH51).

Note that you should correct the age information in the Household Questionnaire only when it affects the child's eligibility status.

In all other cases of inconsistencies (that are not affecting the eligibility) between the Household Questionnaire and the Questionnaire for Children Under Five, do not change the age response in the Household Questionnaire.

UB3. *Check UB2: Child's age?*

You will go to UB9 if child's age is 0, 1, or 2. For children age 3 and 4 a check will be done to see if this respondent is a different person than the respondent to the household questionnaire so that we do not repeat the same questions asked in the Education module about this child to the same respondent.

UB4. *Check the respondent's line number (UF4) and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47):*

You will go to UB6 if the respondent to this questionnaire is different that the respondent to the household questionnaire.

UB5. *Check ED10 in the EDUCATION MODULE in the HOUSEHOLD QUESTIONNAIRE: Is the child attending ECE in the current school year?*

If the child is already indicated as attending ECE in the Education module of the Household questionnaire you will skip to UB8B, otherwise you will skip to UB9.

UB6. Has (*name*) ever attended any early childhood education programme, such as pre-school?

Record the corresponding code number according to the respondent's answer. The early childhood education refers to any ECE programme implemented by government or private or non-government organizations.

UB7. At any time since February 2018, did (he/she) attend (*programmes mentioned in UB6*)?

Record the corresponding code number according to the respondent's answer. You will skip to UB9 if the child has not attended to an ECE programme since February 2018, otherwise you will continue and ask UB8A.

UB8A. Does (he/she) currently attend (*programmes mentioned in UB6*)?
UB8B. You have mentioned that (*name*) has attended an early childhood education programme this school year. Does (he/she) currently attend this programme?

Record the corresponding code number according to the respondent's answer. Record "1" even if the child's school is on a break but the child is regularly attending an ECE programme when it is open.

UB9. Is (*name*) covered by any health insurance?

The health insurance here meant for the health insurance for child whether independent or joint with his/her mother/caretaker. If yes, record "1", if the child does not have insurance, then record "2" and go to next module.

UB10. What type of health insurance is (*name*) covered by?

This question explores the type of health insurance for the child. It can be more than one answer, record all mentioned.

BIRTH REGISTRATION MODULE

BR1. Does (*name*) have a birth certificate?

> 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.
>
> In some countries, a child may not have been issued a birth certificates but the birth may still have been registered with the 'civil authority', sometimes referred to as the 'civil registrar'. This is the official authorized to register the occurrence of a vital event (such as a live birth) and to record the required details.
>
> A 'birth certificate' is a vital record that documents the birth of a child. This can be either the original document certifying the circumstances of the birth, or a certified copy or representation of the registration of that birth, depending on the practices of the country issuing the certificate.
>
> If the answer is yes, ask "**May I see it?"** and record the appropriate corresponding code, noting whether or not the certificate was seen. If the child has a birth certificate and it was seen, record '1' and go to next module. If the child has a birth certificate but the mother/primary caretaker is unable to show you the certificate, record '2' and go to next module. If the child does not have a birth certificate '3' or the respondent does not know '8' continue to the next question.

> **BR2. Has (*name*)'s birth been registered with the Office of the Registrar's General, or Island Councils or the Ministry of Justice or Nawerewere Hospital or Betio Hospital**?
> Record the code corresponding to the response. If the answer is 'Yes', go to next module. If the child's birth has not been registered with civil authorities or the respondent does not know, continue to the next question.
>
> the Office of the Registrar's General, or Island Councils or the Ministry of Justice or Nawerewere Hospital or Betio Hospital

BR3. Do you know how to register (*name*)'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 in the formulation of education campaigns.
>
> Record the code corresponding to the response.

EARLY CHILDHOOD 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 for children. The module also includes a mix of questions to obtain information on various aspects of development (physical, social, emotional, language, and cognitive development).

EC1. How many children's books or picture books do you have for (*name*)?

> This question asks specifically about <u>children's books or picture books for the child</u>. This includes e-books for children but <u>excludes</u> schoolbooks (appropriate for or belonging to older children), as well as other books for adults that are present in the household.
>
> 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, record '10'.
> - If she/he says that there are less than 10 such books, probe further to get an exact number, and record this.
> - If there are no such books in the household, record '00'.

EC2. I am interested in learning about the things that (*name*) plays with when (he/she) is at home. Does (he/she) play with:
[A] Homemade toys, such as dolls, cars, or other toys made at home?

[B] Toys from a shop or manufactured toys?

[C] Household objects, such as bowls or pots, or objects found outside, such as sticks, rocks, animal shells or leaves?

> 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 asking this question and recording 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.

Do not pause after reading the first part of the question and continue by saying **"Does (he/she) play with"** and start asking whether the child plays with playthings from each of the categories listed. Ask: **"Does (he/she) play with homemade toys, such as dolls, cars, or other toys made at home?"** 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, record '1'.
- If the child doesn't play with items mentioned in a specific category, or if the respondent doesn't know, record '2' or '8', for that specific category.

Read each category aloud and record the code corresponding to the response before proceeding to the next category.

EC3. 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.
  On how many days in the past week was (*name*):
  [A] Left alone for more than an hour?

  [B] Left in the care of another child, that is, someone less than 10 years old, for more than an hour?
    This question is used to assess whether children are left alone or are left with a child as caregiver. These situations have been shown to be associated with higher risk for injuries.

    The question asks about a specific situation in which the mother/primary caretaker is gone for more than just a moment and the child is 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.

    Enter the response in the spaces provided. If the child was not left in the care of another child during this period, enter '0' for 'None'. Note that 'another child' is defined as a child less than 10 years old.

    Read each category aloud and record the code corresponding to the response before proceeding to the next category.

EC4. *Check UB2: Child's age?*
    If the child is 0 or 1 year old, you will go to the next module. If the child is 2, 3 or 4 years old, you will continue with the next question.

EC5. In the past 3 days, did you or any household member age 15 years or over engage in any of the following activities with (*name*):
[A] Read books to or looked at picture books with (*name*)?

[B] Told stories to (*name*)?

[C] Sang songs to or with (*name*), including lullabies?

[D] Took (*name*) outside the home?

[E] Played with (*name*)?

[F] Named, counted, or drew things for or with (*name*)?
> Read each item aloud and record the code corresponding to the response before proceeding to the next item.
> - If 'No', record 'Y' and move to the next item on the list.
> - If 'Yes', ask: "**Who engaged in this activity with (*name*)**"
>   - For each activity, record the code for <u>every person</u> 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, record 'X'.
>   - <u>If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be recorded.</u>

> Note that in a household where there are no adults other than the child's mother and father, 'X' should not be recorded. <u>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.</u>

EC5G. *Check UB2: Child's age?*
> If the child is 2 years old, you will go to the next module. If the child is 3 or 4 years old, you will continue with the next question.

EC6. I would like to ask you some questions about the health and development of (*name*). Children do not all develop and learn at the same rate. For example, some walk earlier than others. These questions are related to several aspects of (*name*)'s development.
Can (*name*) identify or name at least ten letters of the alphabet?
> Record the code corresponding to the response. A 'Yes' answer means that the child can name ten or more letters of the alphabet while <u>a 'No' answer means that the child can name less than ten or none at all</u>.

EC7. Can (*name*) read at least four simple, popular words?

Record the code corresponding to the response. A 'Yes' response means that the child can read at least four simple, popular words while a 'No' response means that the child can only read one, two, or three words, or none at all.

EC8. Does (*name*) know the name and recognize the symbol of all numbers from 1 to 10?

Record the code corresponding to the response. If the mother seems hesitant, prompt with "**Does the child know '1'**? **Does the child know 2**?" and so on. A 'Yes' answer means that the child can recognize the symbol of all numbers from 1 to 10, while a 'No' answer means that the child can recognize less than ten symbols or none at all.

EC9. Can (*name*) pick up a small object with two fingers, like a stick or a rock from the ground?

Record the code corresponding to the response. If necessary, use the pen/pencil you are holding to demonstrate the grip. Consider the small objects mentioned before when asking about the items children play with (sticks, rocks, animal shells or leaves). A 'Yes' answer means that the child is able to pick up small objects without difficulty, while a 'No' answer means that the child seems to have difficulty picking up small items.

EC10. Is (*name*) sometimes too sick to play?

Record the code corresponding to the response. A 'Yes' answer means that the child often gets sick and cannot play or do many physical activities, while a 'No' answer is in cases when the child is consistently ready to be active and play and only appears tired when it is appropriate for him/her to be so (for example, in the evening or at the usual nap time).

EC11. Does (*name*) follow simple directions on how to do something correctly?

Record the code corresponding to the response. A 'Yes' answer means that the child can do things easily and correctly when asked to do so, while a 'No' answer means that the child usually does not successfully accomplish the simple tasks he/she is given. Do <u>not</u> concern yourself with the reasons the child doesn't usually do so.

EC12. When given something to do, is (*name*) able to do it independently?

Record the code corresponding to the response. A 'Yes' answer means that the child is able to occupy himself/herself independently for an appropriate length of time, without constantly asking for assistance or giving up quickly (for example, colouring, building structures, etc.). A 'No' answer means that the child cannot occupy himself/herself independently, and usually asks for help or assistance, or gives up the work/play easily if not provided with help.

EC13. Does (*name*) get along well with other children?

Record the code corresponding to the response. A 'Yes' answer means that the child does well playing and interacting with other children, while a 'No' answer means that the child is uncomfortable around other children, prefers to be alone, or often gets into conflicts.

EC14. Does (*name*) kick, bite, or hit other children or adults?

Record the code corresponding to the response. A 'Yes' answer means that the mother has noticed that the child will physically hurt (kick, bite, hit) other children or adults, while a 'No' answer means that the child does not do this. Do <u>not</u> concern yourself with what may be the reasons of such behaviour (for example, if mother tries to explain the reasons, or to excuse the child, just politely acknowledge her and quickly move on to the next question).

EC15. Does (*name*) get distracted easily?

Record the code corresponding to the response. A 'Yes' answer means that the child has difficulty sticking with/continuing any activity for the necessary length of time, gets easily distracted by anything happening around him/her, or starts other activities before completing the one already started. A 'No' answer means that the child doesn't get easily distracted.

CHILD DISCIPLINE MODULE

The purpose of this module is to obtain information on the disciplinary methods used with children age 1-4 years by adults living in the same household. The module aims to elicit a range of disciplinary practices, from non-violent approaches to psychological aggression to moderate and severe forms of physical punishment.

The questions included are specially designed to measure some common ways in which parents discipline their children. These questions are not intended to cover ALL practices 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.

UCD1. *Check UB2: Child's age?*

> If the child is age 1-4 years, you will continue with UCD2. If the child is age 0 you will go to next module.

UCD2. Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if <u>you or any other adult in your household</u> has used this method with (*name*) <u>in the past month.</u>

> First, start with the introductory sentence and then ask the questions [A] to [K]. It is important to mention that we are interested in knowing only about what may have occurred during the past month – the one month preceding the survey and only in relation to this child.

> When asking the questions, remind the respondent, from time to time, that you are asking about the last one month, and that you are interested if she/he or anyone else in the household has used this method with the child. Record '1' for 'Yes' and '2' for 'No' in all questions. If the respondent says 'Don't know' and does not change his/her response after probing, this could be recorded as 'No' considering the absence of a clear reporting otherwise.

> All methods can be used alone, or in combination with other disciplinary measures. It is important to remember that we are trying to capture disciplinary methods used by all adult household members, not just the respondent.

> If the child was away from the household/household members during the past month, then you will need to record '2' for 'No' in all sub-questions from [A] to [K].

[A] Took away privileges, forbade something (*name*) liked or did not allow (him/her) to leave the house.

> 'Privileges' means a right or a benefit that is not available to everyone or not granted on a regular basis. 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 to have sweets? 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?**"

[B] Explained why (*name*)'s 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 inappropriate. For example, a young child playing with matches may be told not to do so, because he or she could accidentally start a fire.

[C] 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 more than once. This is a method some parents may use to punish a child for bad behaviour, particularly with young children.

[D] Shouted, yelled at or screamed at (him/her).

Parents/caretakers may raise their voice when children do something they consider wrong or speak to them in a firm manner. This type of behaviours can be common among parents/caregivers and may not always qualify as abusive. This question is not intended to capture mild forms of verbal discipline but rather to capture a parent expressing anger or disapproval towards a child in a harsh manner.

[E] Gave (him/her) something else to do.

This question is designed to capture another non-violent discipline technique, i.e. 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 redirecting the child's attention towards something else."

[F] Spanked, hit or slapped (him/her) on the bottom with bare hand.

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

[G] 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 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 a bare hand. Remember, you are asking if the method of punishment was used with this child during the last one month.

[H] Called (him/her) dumb, lazy, or another name like that.

Some parents/caretakers may react to child's perceived misbehaviours by using offensive or derogatory language.

[I] Hit or slapped (him/her) on the face, head or ears.

This asks if anyone 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 <u>bare hand</u>. (All questions using these terms refer to use of a bare hand, unless another object is explicitly mentioned.)

[J] Hit or slapped (him/her) on the hand, arm, or leg.

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

[K] Beat (him/her) up, that is hit (him/her) over and over as hard as one could.

This item covers the harshest form of physical punishment.

[L] Lock (him/her) up, or the child.

This item covers the harshest form of physical punishment too.

UCD3. *Check UF4: Is this respondent the mother or caretaker of any other children under age 5 or a child age 5-14 selected for the questionnaire for children age 5-17?*

If the respondent is the mother or caretaker of any other children under age 5 or a child age 5-14 selected for the questionnaire for children age 5-17, record '2' and skip to UCD5.

UCD4. *Check UF4: Has this respondent already responded to the following question (UCD5 or FCD5) for another child?*

If the respondent has already respondent to the following question in another questionnaire for children under age 5 (UCD5) or in questionnaire for children age 5-17 (FCD5), go to the next module.

UCD5. Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?

This question is designed to capture attitudes toward physical punishment and should be asked last, after asking about the child's experience of the different disciplinary methods. The question asks the respondent for her/his own opinion of whether it is necessary to use physical punishment when teaching a child to behave properly. Do not be surprised if a respondent who has indicated that the child has experienced physical punishment says that she/he does not believe in such punishment. The respondent my not be the one who used that form of punishment with the child as she/he is reporting about methods used by any adult household member.

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

CHILD FUNCTIONING MODULE

This module is intended to provide an estimate of the number/proportion of children with functional difficulties. These functional difficulties may place children at risk of experiencing limited participation in an unaccommodating environment. The module covers children between 2 and 4 years of age. A similar module is also included in the Questionnaire for Children Age 5-17.

UCF1. *Check UB2: Child's age?*

> If the child is age 2-4 years, you will continue with UCF2. If the child is age 0 or 1 you will go to next module.

Functional domains covered in Questionnaire for Children Under Five are as follows: Seeing, hearing, walking, fine motor, understanding, being understood, learning, playing, and controlling behaviour.

Seeing Domain: The purpose of this domain is to identify children with varying degrees of vision difficulties. Seeing difficulties include problems seeing things in day or night, close up or far away, having reduced ability to see out of one or both eyes, having limited peripheral vision.

Seeing is typically measured with the use of corrective lenses if those lenses are used. Corrective lenses include glasses and contact lenses. Even though both terms are used in the questionnaire for children 5-17, only glasses is used in the questionnaire for children under five.

The question about seeing with glasses is only asked if glasses are worn. In many countries, access to glasses is widespread, so asking questions about seeing without corrective lenses would take valuable survey time but not produce much useful information. The use of glasses that do not correct vision would still be reported as a difficulty seeing, as would seeing problems where no glasses are worn. The most effective way to clarify this issue is to first ask whether the child wears glasses and then ask about their ability to see with glasses if they wear them. If the child does not wear glasses, the question omits any reference to glasses.

Hearing Domain: The purpose of the hearing domain is to identify children who have hearing loss or auditory problems of any kind. This includes reduced hearing in one or both ears, the inability to hear in a noisy environment or to distinguish sounds from different sources. The question is not intended to capture children who can hear the sounds but either do not understand or choose to ignore what is being said to them. Those concepts are captured in the communication domain.

As was the case for seeing, hearing is evaluated with the use of hearing aids if these are worn. It is acknowledged that hearing aids are not as successful in restoring hearing as glasses are for seeing and the use is not as widespread. Therefore, the question on hearing is structured in the same way as question on seeing with the respondent first asked if the child wears a hearing aid and then asking if the child has difficulty hearing with the hearing aid if one is worn. If the child does not wear a hearing aid, the question omits any reference to hearing aids. In areas where hearing aids are rare, the question on use of hearing aids can be omitted.

Mobility Domain: The purpose of this domain to identify children with varying degrees of gross motor difficulties. Walking is a good measure of gross motor skills because it requires a mix of strength,

balance, and the ability to control body movements against gravity, and because walking is the primary mode utilized to move around and cover distances without the use of assistive devices.

If the child uses an assistive device, this series of questions captures the child's ability to walk both with and without his/her equipment.

The questions in the mobility domain differ for children 2-4 because young children may still be in the process of developing walking endurance and may not be willing to walk longer distances. From a developmental standpoint it is expected that a child will walk independently by the age of 2 years. Therefore, the question focuses on the physical activity (walking) rather than distance.

Fine Motor Domain: The purpose of this domain is to identify children with difficulty in the coordination of small muscle movements (i.e., fine motor difficulties).

Picking up small objects (e.g., marble, button, small stone) is a good measure of basic fine motor skills because it requires a mix of grip strength, motor control, and dexterity. This fine motor task was selected because in typical development, it is expected that by about 12 months of age, children will be able to pick up small objects using the tip of the index finger and their thumb. The type of grasp (e.g., pincer, tripod) is not differentiated because between the ages of 2 and 4 years old the grasp used to pick up objects can significantly differ.

Communication/Comprehension Domain: The purpose of this domain is to identify children who have difficulty exchanging information or ideas with others at home or in the community through the use of spoken language. If a child does not have spoken language and does not have an available accommodation it will be very difficult for him or her to communicate, particularly outside of the immediate family.

There are two important aspects of communication that are measured in the module: understanding others (receptive communication) and being understood by others (expressive communication).

For children 2-4, the survey addresses both receptive communication (does (name) have difficulty understanding you?) and expressive communication (When (name) speaks, do you have difficulty understanding him/her?).

Learning Domain: The questions in this domain identify children with cognitive difficulties that make it difficult to learn.

The question for children aged 2-4 is designed to capture the progress of the child through the early stages of learning —the ability to learn.

Playing Domain: This question is meant to capture a difficulty in playing that is related to any functional difficulty. Playing is a complex domain as it involves several functional capacities, from seeing to cognition. It is also heavily influenced by the child's environment.

Play is recognized to be one of the most important activities for the development of young children. Whether alone or in the company of others, a child's ability to play is a building block to the development of social, emotional, cognitive, and physical skills.

Controlling Behaviour Domain: The purpose of this question is to identify children with behavioural difficulties that limit their ability to interact with other people in an appropriate manner. For young children this can include kicking, biting and hitting.

Since all children may express some behavioural difficulties at one time or another, the question is preceded by the phrase "compared with children of the same age" and the response options capture the degree to which demonstrated behaviour is, according to the mother or primary caregiver, deemed excessive.

The module starts with the questions to learn if the child is wearing glasses, using a hearing aid, and using any equipment or receiving assistance for walking.

UCF2. I would like to ask you some questions about difficulties your child may have. Does (*name*) wear glasses?

UCF3. **Does (*name*) use a hearing aid?**

UCF4. Does (name) use any equipment or receive assistance for walking?

Then, the next question prepares the respondent for the pre-coded response categories.

UCF5. In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that (*name*) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all.
> After reading the question, repeat the categories during the individual questions whenever the respondent does not use an answer category: **Remember the four possible answers: Would you say that (*name*) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all?**

UCF6. *Check UCF2: Child wears glasses?*
> If the child is wearing glasses, you will be asking UCF7A. If the child is not wearing glasses, question UCF7B will be asked.

UCF7A. When wearing (his/her) glasses, does (*name*) have difficulty seeing?
UCF7B. Does (*name*) have difficulty seeing?

UCF8. *Check UCF3: Child uses a hearing aid?*
> If the child is using a hearing aid, you will be asking UCF9A. If the child is not using a hearing aid, question UCF9B will be asked.

UCF9A. **When using his/her hearing aid, does (*name*) have difficulty hearing sounds like peoples' voices or music?**
UCF9B. **Does (*name*) have difficulty hearing sounds like peoples' voices or music?**

UCF10. *Check UCF4: Child uses equipment or receives assistance for walking?*
> If the child uses equipment or receives assistance for walking, you will be asking UCF11. If the child is not using equipment or receiving assistance for walking, question UCF13 will be asked.

UCF11. **Without (his/her) equipment or assistance, does (*name*) have difficulty walking?**
UCF12. **With (his/her) equipment or assistance, does (*name*) have difficulty walking**?
UCF13. **Compared with children of the same age, does (*name*) have difficulty walking?**

UCF14. Compared with children of the same age, does (*name*) have difficulty picking up small objects with (his/her) hand?

UCF15. Does *(name)* have difficulty understanding you?
UCF16. When *(name)* speaks, do you have difficulty understanding (him/her)?

UCF17. **Compared with children of the same age, does (*name*) have difficulty learning things?**

UCF18. **Compared with children of the same age, does (*name*) have difficulty playing?**

UCF19. Compared with children of the same age, how much does (*name*) kick, bite or hit other children or adults?
    Note that the response categories of this question is different compared to previous ones.

BREASTFEEDING AND DIETARY INTAKE MODULE

BD1. *Check UB2: Age of child:*

If the child is 0, 1 or 2 years old, you will continue with BD2. If not (if the child is 3 or 4 years old), you will skip to next module.

BD2. Has (*name*) ever been breastfed?

This question asks if the child has ever been breastfed. <u>It includes any breastfeeding experience of the child – not necessarily by the mother/primary caretaker</u>. If the child is given pumped breast milk, it is also to be included here. If the child is under age 2, you may have asked this question when administering the Questionnaire for Individual Women.

Record the code corresponding to the response. Continue to the next question if the child was ever breastfed ('1'). If the child was never breastfed, record '2' (No) or the respondent does not know you will skip to BD3A.

BD3. Is (*name*) still being breastfed?

'Being breastfed' is defined as putting the child to the breast at least once a day.
Record the code corresponding to the response.

The questions BD4 to BD11 ask about how and what the child was fed in the preceding 24 hours. The purpose of these questions is to determine what liquids or foods the child was given. Make sure that the respondent understands the question, particularly what is meant by 'yesterday, during the day or night'.

Note that the child might have been fed outside the household when the mother/primary caretaker was not around. If the mother/primary caretaker is knowledgeable about what the child was given in her/his absence, you should record these as well.

If the mother/primary caretaker says "Don't know", try to probe but if the answer is still the same because the child was fed when mother or caretaker was not around, record '8' for 'DK'.

Note that for milk, infant formula, yogurt, and solid/semi-solid or soft foods, the number of times the child had the food is also asked.

BD3A. *Check UB2: Age of child:*

If the child is 0, or 1 year old, you will continue with BD4. If not (if the child is 2 years old), you will skip to next module.

BD4. Yesterday, during the day or night, did (*name*) <u>drink anything from a bottle with a nipple</u>?

Record the code corresponding to the response.

BD5. Did (*name*) drink *Te Taoro* (Oral Rehydration Salt solution) yesterday, during the day or night?

Oral Rehydration Salt solution (ORS) is a simple and inexpensive solution that can be prepared at home, consisting of sugar, salt, and water and can decrease fluid loss in children with diarrhoea. Sometimes, the solution may also be received from a health worker or purchased as a package/medicine.

Record the code corresponding to the response.

BD6. Did (*name*) drink or eat vitamin or mineral supplements or any medicines yesterday, during the day or night?

Record the code corresponding to the response.

BD7. Now I would like to ask you about (other) liquids that (*name*) may have had yesterday during the day or the night. Please include liquids consumed outside of your home. Did (*name*) drink (*name of item*) yesterday, during the day or night:

Record the codes corresponding to the response.

[A] Plain water?

[B] Juice or juice drinks?

[C] *Tuubu* (clear broth /soup)*?*

This includes any broth-like soup, which does not contain any chunks of meat, vegetables or other foods.

[D] Infant formula, such as S26, Starter, SMA and Formula?

If yes, record '1' and ask*, **"[D1] How many times did (*name*) drink infant formula?"***
- If the respondent says 7 or more times, record '7'.
- If the respondent doesn't know, record '8'.

If 'No', record '2' or if "DK" record '8' and skip to BD7[E].

[E] Milk from animals, such as fresh, tinned, or powdered milk?

If yes, record '1' and ask*, **"[E1] How many times did (*name*) drink milk?"***
- If the respondent says 7 or more times, record '7'.
- If the respondent doesn't know, record '8'.

If 'No', record '2' or if "DK" record '8' and skip to BD7[X].

[X] Any other liquids?

The categories [A] to [E] are designed to cover different types of liquids that can be given to a child. This last category is a final probe to make sure that we have not missed any liquid that was given to the child. If the respondent mentions a liquid item here, make sure that the item

cannot be placed into one of the above categories. Only if the item cannot be placed into the above categories or you cannot decide, you may record 'Yes' and specify the item in **[X1]**.

It is important to ensure you specify the "other liquid" with great care. For example, if the mother/primary caretaker says that the child had tea the day before, you have to probe to find out whether that tea had milk or was clear and made with water only. You must write such details out when you specify (e.g. clear tea/no milk <u>OR</u> tea <u>with</u> milk).

If this other liquid had milk in it, you will also need to ask how much milk was included. If the tea or other beverage was made with a lot of milk (more than half), you will need to include this in BD7 [D] and ask how many times they had milk tea (or other beverage) in the last day.

BD8. Now I would like to ask you about <u>everything</u> that (*name*) ate yesterday during the day or the night. Please include foods consumed outside of your home. Think about when (*name*) woke up yesterday. Did (he/she) eat anything at that time?
>   If 'Yes' ask: Please tell me everything (name) ate at that time. Probe: Anything else? Record answers using the food groups below.

What did (*name*) do after that? Did (he/she) eat anything at that time?
>   Repeat this string of questions, recording in the food groups, until the respondent tells you that the child went to sleep until the next morning. Record the codes corresponding to the response.

For each food group not mentioned after completing the above ask:

Just to make sure, did (*name*) eat (*food group items*) yesterday during the day or the night

[A] Yogurt made from animal milk?
>   If yes, record 1 and ask **"[A1] How many times did (*name*) drink or eat yogurt?"**
>   - If the respondent says 7 or more times, record '7'.
>   - If the respondent doesn't know, record '8'.

Note that liquid/drinking yogurt should be captured in BD7[E] or BD7[X], depending on milk content.

[B] Any baby food, such as *Heinz*?

[C] Bread, rice, noodles, porridge, or other foods made from grains?

[D] Pumpkin, carrots, squash or sweet potatoes that are yellow or orange inside?

[E] White potatoes, white yams, cassava, or any other foods made from roots?

[F] Any dark green, leafy vegetables such as pumpkin leaf, Chinese cabbage, broccoli?
[G] Ripe mangoes, or ripe papayas?

[H] Any other fruits or vegetables, such as apple, pear, orange, water melon, coconut flesh, grapes, lemon, lime or cucumber?

[I] Liver, kidney, heart or other organ meats?

[J] Any other meat, such as beef, pork, lamb, goat, chicken, duck or sausages made from these meats?

[K] Eggs?

[L] Fish or shellfish, either fresh or dried?

[M] Beans, peas, lentils, or nuts, including any foods made from these?

[N] Cheese or other food made from milk?

[X] Other solid, semi-solid, or soft food?

>The categories [A] to [N] are designed to cover all the list of food groups. This last category is a final probe to make sure that we have not missed any food that was given to the child. If the respondent mentions a food item here, make sure that the item cannot be placed into one of the above categories. Only if the item cannot be placed into any of the above categories or if you cannot decide, you may record 'Yes' and specify the item. Some typical examples of foods that would be recorded here are chocolate or sweets.

>If 'Yes', specify the item in [X1].

BD9. How many times did (*name*) eat any solid, semi-solid or soft foods yesterday during the day or night?

>Record the number of times the child had solid, semi-solid or soft foods. If the child ate seven or more times, record '7'.
>- A range of feeding episodes, from a full meal to small snacks should be counted here (for example, a piece of fruit or a piece of bread).
>- However, liquids and very small snacks such as a bite or two from someone else's food should not be counted.

>If BD8[A] is 'Yes', ensure that the response here includes the number of times recorded for yogurt *in BD8[A1]*.

IMMUNISATION MODULE

This module is used to obtain information for children age 0, 1, and 2 years who have received BCG, DTP, Polio, measles, or other immunisations.

IM1. *Check UB2: Age of child:*

> If the child is 0, 1 or 2 years old, you will continue with IM2. If not (if the child is 3 or 4 years old), you will skip to next module.

IM2. Do you have a Under Five Immunisation card, immunisation records from a private health provider or any other document where (*name*)'s vaccinations are written down?

> If the respondent reports that there is an immunisation card for the child, ask to see it if you have not obtained this card at the beginning of the interview.

> In some cases, the respondent may not be willing to take the 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, as it is critical to obtain written documentation of the child's immunisation 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 there is a card or card(s), record '1' and skip to IM5.
> - If there is a card or card(s) and other document showing vaccinations, record '3' and skip to IM5.
> - If the child has only other document, record '2' and continue to the next question.
> - If the respondent does not have a vaccination card or any other document where the vaccine doses are registered for the child, record '4' and continue to the next question.

IM3. Did you ever have a Under Five Immunisation card or immunisation records from a private health provider for (*name*)?

> Record the code corresponding to the answer given and continue to the next question.

IM4. *Check IM2:*

> If the child has only other document you will continue to the next question. Otherwise you will skip to IM11.

IM5. May I see the card(s) (and/or) other document?

> Record the appropriate response category. If no other document is seen skip to IM11.

IM6.

You will complete question IM6 from the vaccination card for the child. If there is more than one eligible child for the under-5 questionnaire in this household, be very careful that you are recording the information for the correct child in the corresponding questionnaire.

- Copy the dates in the spaces provided in IM3 for each type of immunisation 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 2014, you would record '98' for 'Day', '07' for 'Month', and '2014' for 'Year'.
- If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
- However, if a date is given for a DTP vaccination (public health facility) and there is simply a check on the card to show that a polio vaccine was also given, you may record the date of the DTP injection on the polio line since this probably indicates that the vaccinations were given on the same day. Similarly, if a date is given for the DTaP-P (private health facility) and you see a check on the card for HBV and Hib, you may assume that these vaccinations were also given to the child on the same date as DTaP-P. Please also verify this with the respondent.
- For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Additionally, 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) that children should be brought in for their next immunisations. 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 on which 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 from the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, you will proceed with question IM6A.

IM6A. Did (name) receive a dose of Vitamin A in the last 6 months?
Record the code corresponding to the answer given and continue to the next question

IM7. *Check IM6: Are all vaccines (BCG to Rota2) recorded?*
If all vaccines are recorded record 'Yes' and go to the next module. If 'No', continue with the next question. Because of their age, some of the children may not be eligible to receive some

of the vaccinations (for example, a newborn child is not eligible to receive most of the vaccinations).

Kiribati Immunisation schedule

Vaccine	Schedule
BCG	**birth;**
DTwP	**6 years;**
DTwPHibHepB	**6, 10, 14 weeks;**
HepB_Pediatric	**birth;**
IPV	**14 weeks;**
MR	**12 months; 6 years;**
OPV	**6, 10, 14 weeks;**
Pneumo_conj	**6, 10, 14 weeks;**
Rotavirus	**6, 10 weeks;**
Td	**13 years;**
VitaminA	**6-59 months (x2 doses);**

IM8. IM8. **Did (name) participate in the 24 August 2014 Rota Virus campaign?**

> This question is asked to provide information about immunisation programmes. It also provides a check on IM7 for children with a vaccination card, since doses given in National Immunisation Days may not be recorded on the card. Record the code corresponding to the response.

IM9. In addition to what is recorded on the document(s) you have shown me, did (*name*) receive any other vaccinations including vaccinations received during the 24 August 2014 Rota Virus campaign just mentioned?

> 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 provider might not have recorded a vaccination.
> - It is recommended that you go through the immunisation card with the respondent, using the table above as a guide to perhaps help trigger memories.

> If the answer is 'No' or "DK" you will skip to the next module. If the answer is 'Yes', record '1' underline 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.

IM10.

Go back to IM6 and probe for these vaccinations. Write '66' in the corresponding 'Day' column for IM6, and leave the month and year columns blank. For example, if two doses of Pentavalent were recorded on the card, and another dose was given but not recorded, there should be '66' in the 'Day' column of DTP/Hep/Hib3 (or DTap-P3, Hib3 & HBV3).

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 immunisation dose.

When finished, for any vaccinations shown as not received in IM6, record '00' on the first (Day) column.

Once you have probed for any other vaccinations, go to the next module.

Questions IM11 through IM27 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.

IM11. Has (*name*) ever received any vaccinations to prevent (him/her) from getting diseases, including vaccinations received in a campaign, immunisation day or child health day?

We are not interested in injections for treating a disease – antibiotics, anti-malarials, etc. – but only in vaccines.

Record the code corresponding to the response.

IM12. Did (*name*) participate in the 24 August 2014 Rota Virus campaign?

This question is asked to provide information about immunisation programmes. Record the code corresponding to the response.

IM13. *Check IM11 and IM12:*

If all responses in IM11 and IM12 are 'No' or 'DK', go to the next module. If there is at least one 'Yes' answer continue to the next question, to start asking about each of the vaccines.

IM14. Has (*name*) ever received a BCG vaccination against tuberculosis – that is, an injection in the arm or shoulder that usually causes a scar?

Record the code corresponding to the response.

IM15. Did (*name*) receive a Hepatitis B vaccination – that is, an injection on the outside of the thigh to prevent Hepatitis B disease – within the first 24 hours after birth?

Record the code corresponding to the response.

IM16. Has (*name*) ever received any vaccination drops in the mouth to protect (him/her) from polio?

> Record 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 IM20.

IM17. Were the first polio drops received in the first two weeks after birth?

> Ask if the first polio vaccine was received in the first two weeks. Record the code corresponding to the response.

IM18. How many times were the polio drops received?

> Record the number. If the answer is 'DK' record '8'.

IM19. The last time (*name*) received the polio drops, did (he/she) also get an injection to protect against polio?

> Probe to ensure that both were given, drops and injection.

IM20. Has (*name*) ever received a Pentavalent vaccination – that is, an injection in the thigh to prevent (him/her) from getting tetanus, whooping cough, diphtheria, Hepatitis B disease, and Haemophilus influenza type B?

> Record 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 IM22.
>
> Probe by indicating that Pentavalent vaccination is sometimes given at the same time as the Polio drops.

IM21. How many times was the Pentavalent vaccine received?

> Record the number. If the answer is 'DK' record '8'.

IM22. Has (*name*) ever received a Pneumococcal Conjugate vaccination – that is, an injection to prevent (him/her) from getting pneumococcal disease, including ear infections and meningitis caused by pneumococcus?

> Record 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 IM24.
>
> Probe by indicating that Pneumococcal Conjugate vaccination is sometimes given at the same time as the Pentavalent vaccination.

IM23. How many times was the pneumococcal vaccine received?

> Record the number. If the answer is 'DK' record '8'.

IM24. Has (name) ever received a rotavirus vaccination – that is, liquid in the mouth to prevent diarrhoea?

Record 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 IM26.

Probe by indicating that rotavirus vaccination is sometimes given at the same time as the Pentavalent vaccination.

IM25. How many times was the rotavirus vaccine received?

Record the number. If the answer is 'DK' record '8'.

IM26. Has (*name*) ever received a MMR/MR vaccine – that is, a shot in the arm at the age of 9 months or older – to prevent (him/her) from getting measles, mumps and rubella?

Record the code corresponding to the response. If the mother/primary caretaker specifically mentions measles vaccine but refers to an injection in the thigh, accept the answer as valid and record '1' for 'Yes'.

IM26A. How many times was the MMR/MR vaccine received?

Record the number. If the answer is 'DK' record '8'.

IM27. Has (*name*) ever received the Yellow Fever vaccination – that is, a shot in the arm at the age of 9 months or older - to prevent (him/her) from getting Yellow Fever?

Record the code corresponding to the response.
Probe by indicating that the Yellow Fever vaccine is sometimes given at the same time as the MMR vaccine.

IM27A. Has (name) ever received the Td Booster – that is, an injection in the thigh at the age of 1 year or older - to boost (his/her) immunity against diphtheria and tetanus?

Record the code corresponding to the response. If the respondent mentions that the shot was given earlier than at age 1, accept the answer as valid and record '1' for 'Yes'.

Probe by indicating that the first Td booster is sometimes given at the same time as the second MMR/MR dose.

IM29. In the last 7 days was (name) given:

[A]   **the multiple micronutrient powder of MNP?**
[B]   **A the ready to use therapeutic food called Plumpy'nut, F100-Nutrient and F75-Nutrient?**
[C]   **A the ready to use supplement food such as Plump'doz?**
[D]   **A iron ampules?**

CARE OF ILLNESS MODULE

These questions aim to find out if the child has recently had diarrhoea, fever or an illness with a cough and, if so, what treatments the child took during the episode.

CA1. In the last two weeks, has (*name*) had diarrhoea?
> Diarrhoea is determined by the perception of the mother or caretaker, or by three or more loose or watery stools per day, or by blood in the stool, or more frequently than is normal for the child. Please note that it is normal for exclusively breastfed babies to have three or more loose stools every day.
>
> Record the answer for 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 more frequently than is normal for the child."** Make sure the respondent understands what is meant by 'in the last 2 weeks'. If the child has not had diarrhoea in the last 2 weeks or the caretaker doesn't know, skip to CA14.

CA2. *Check BD3: Is child still breastfeeding?*
> If the child is still breastfeeding or the question was not asked you will continue by asking CA3, otherwise you will ask CA3B.

CA3A. I would like to know how much (*name*) was given to drink during the diarrhoea. This includes breastmilk, *Te Taoro* (Oral Rehydration Salt solution) and other liquids given with medicine. During the time (*name*) had diarrhoea, was (he/she) given less than usual to drink, about the same amount, or more than usual?

CA3B. I would like to know how much (*name*) was given to drink during the diarrhoea. This includes *Te Taoro* (Oral Rehydration Salt solution) and other liquids given with medicine. During the time (*name*) had diarrhoea, was (he/she) given less than usual to drink, about the same amount, or more than usual?
> If dehydrated, a child may take more fluids than usual. We want to know if the pattern of fluid consumption changed during diarrhoea. <u>The focus in this question is not on how much fluid was offered to the child but rather on</u> **how much fluid was actually consumed by the child compared to his/her usual consumption**.
>
> Note that the question is worded slightly different depending on the child is breastfeeding or not. Ask the question just as it is worded here. Read out the entire question and record the appropriate code for the response. Get the respondent's best judgement of the relative amount of <u>total</u> fluids <u>actually consumed</u> by the child. All fluids are included, not just special ones given to treat diarrhoea. For example, water, tea, fruit juice, breastmilk and formula are included as well as special fluids such as Oral Rehydration Salt solution (ORS).

If the respondent says the child was given 'less' drink than usual during the diarrhoea, probe: **"Was (he/she) given much less than usual to drink, or somewhat less*?"**, and record the response accordingly.

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 the child actually drink during this diarrhoea?**", and then, "**Is that less than (he/she) usually drinks, or is about the same amount or more than usual**?"

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

CA4. During the time (*name*) had diarrhoea, was (he/she) given less than usual, about the same amount, more than usual, or nothing to eat?

During an episode of diarrhoea or other illness, a child may change the amount usually eaten. The focus in this question is not on how much food was offered to the child but rather on how much food was actually consumed by the child compared to his/her usual consumption.

Ask the question just as it is worded here. Read out the entire question and record the code corresponding to the mother's/primary caretaker's response. Get her/his best judgement of the relative amount of total food actually consumed by the child.

Try to find out what actually happened, not what the mother/primary 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 the child actually eat during this diarrhoea?"

If the mother/primary caretaker replies that the child took only fluids (that is, the child did not 'eat'), record '5' for 'Stopped food'. If the child was given less than usual to eat during the diarrhoea, probe: **"Was (he/she) given much less than usual to eat, or somewhat less?"** Then record the appropriate code. If the child was offered more food than usual, but the child ate much less, the answer is 'much less'; record '1'.

If the child is very young and the caretaker replies that he/she takes only fluids or breastmilk (that is, has not started 'eating' yet), there is no need to probe, since 'drinking' and 'eating' count as the same for this child. In such a case, breastfeeding will have been captured in previous question (CA3A); record '7' for 'Never gave food'.

CA5. Did you seek any advice or treatment for the diarrhoea from any source?

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.

Record the code corresponding to the response given. If the answer is 'Yes', continue to the next question. Otherwise, skip to CA7.

CA6. Where did you seek advice or treatment?

After the first reply, probe by asking: **"Anywhere else?"** until all applicable providers are mentioned. However, do not suggest or prompt any answers. Record the code for every provider mentioned.

The intent of this question is to identify the source of care.
- If the source of care is a hospital, health centre or clinic, ask whether the place 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 for 'Other public' and record 'H'.
  - Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description for 'Other private medical' and record 'O'.
  - If you are unable to determine if public or private sector, write the name of the place and then temporarily record 'X' until you learn the appropriate category for the response.

If you are unable to determine whether public or private, write the name of the place and then temporarily record 'W' until you learn the appropriate category for the response. Places that are not health facilities should be coded as 'Other' and described.

CA7. During the time (*name*) had diarrhoea, was (he/she) given:

We want to know if and what type of ORS the child took during the last episode of diarrhoea.

[A] A fluid made from a special packet called *Te Taoro* (Oral Rehydration Salt solution)?

[B] A pre-packaged ORS fluid?

[C] Zinc tablets or syrup?

[D] Coconut Juice with Salt /Moimoto?

CA8. *Check CA7[A] and CA7[B]: Was child given any ORS?*

If the child was given ORS ('Yes' recorded in [A] or [B] in CA7), continue with CA9. If the child was not given ORS, skip to CA10.

CA9. Where did you get the (*ORS mentioned in CA7[A] and/or CA7[B]*)?

Record the code for the provider or person mentioned.

If 'Already had at home', probe to learn if the source is known.

Probe to identify the type of source. If you are unable to determine whether public or private, write the name of the place and then temporarily record 'W' until you learn the appropriate category for the response. Places that are not health facilities should be coded as 'Other' and described.

CA10. *Check CA7[C]: Was child given any zinc?*

If the child was given any zinc ('Yes' recorded in [C] in CA7), continue with CA11. If the child was not given any zinc, skip to CA12.

CA11. Where did you get the zinc?

Record the code for the provider or person mentioned.

If 'Already had at home', probe to learn if the source is known.

Probe to identify the type of source. If you are unable to determine whether public or private, write the name of the place and then temporarily record 'W' until you learn the appropriate category for the response. Places that are not health facilities should be coded as 'Other' and described.

CA12. Was anything else given to treat the diarrhoea?

This question asks the mother/primary caretaker whether the child received any other treatment for diarrhoea.

Record the code corresponding to the answer given. If the response is 'Yes', continue to CA13 to learn the type of treatment given. If the child was not given anything else for the diarrhoea or the respondent doesn't know, skip to CA14.

CA13. What else was given to treat the diarrhoea?

Ask to identify what the mother or anyone else have given the child. After recording a treatment, ask the respondent whether "**Anything else**" was given, but do so without implying

that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Anti-motility means anti-diarrhoea. If the mother/primary caretaker doesn't know what type of medicine was given (anti-motility, antibiotic, non-antibiotic) ask to see the package of the medicine.

CA14. At any time in the last two weeks, has (name) been ill with a fever?

Fever is a symptom of malaria, and in areas where malaria is endemic, mothers are advised to take action as soon as fever begins (i.e. by getting their children tested to confirm malaria infection and then provide appropriate treatment based on the results).

Record the code corresponding to the answer given. Record the code corresponding to 'Yes' only if the child has been ill with a fever at any time in the 2 weeks prior to the date of the interview.

CA16. At any time in the last two weeks, has (*name*) had an illness with a cough?

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

Record 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 symptoms started before but continued into the 2-week period, this counts as 'Yes.'

CA17. At any time in the last two weeks, has (*name*) had fast, short, rapid breaths or difficulty breathing?

The question aims to find out if the child has or had an illness requiring assessment by a health professional.

If the respondent asks "What do you mean by 'fast breathing'?" you may say: **"I mean, noticeably faster than normal when the child is rested."** If the respondent asks "What do you mean by 'difficulty breathing'?" you may say **"I mean, the child sounded/looked as if (he/she) was having trouble breathing**." Record the code corresponding to the response. If the answer is 'Yes', continue to the next question. Otherwise, skip to CA19.

CA18. Was the fast or difficult breathing due to a problem in the chest or a blocked or runny nose?

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

Record the code corresponding to the caretaker's response. If the symptoms were due to 'Other' reasons, write the respondent's description in the line provided and record '6'. All responses in this question will skip to CA20.

CA19. *Check CA14: Did child have fever?*

If the child had fever, you will continue with next question. If the child did not have fever, you will skip to CA30.

CA20. Did you seek any advice or treatment for the illness from any source?

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.

Record the code corresponding to the answer given. If the respondent did not seek any advice or treatment from any source or doesn't know, skip to CA22.

CA21. From where did you seek advice or treatment?

After the first reply, probe by asking: **"Anywhere else?"** until all relevant providers are mentioned. However, do not suggest or prompt any answers. Record the code for every provider mentioned.

The intent of this question is to identify the source of care.
- If the source of care is a hospital, health centre or clinic, ask whether the place 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 for 'Other public' and record 'H'.
- Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description for 'Other private medical' and record 'O'.
- If you are unable to determine whether public or private, write the name of the place 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 record the code corresponding to the response.

Probe to identify the type of provider. If you are unable to determine whether public or private, write the name of the place and then temporarily record 'W' until you learn the appropriate category for the response. Places that are not health facilities should be coded as 'Other' and described.

CA22. At any time during the illness was (*name*) given any medicine for the illness?

Record the code corresponding to the answer given. If the child was not given any medicine for the illness or if the mother/primary caretaker does not know, skip to CA30.

CA23. What medicine was (name) given?

Record the codes corresponding to all medicines taken by the child to treat the fever, such as acetaminophen that were provided or prescribed at the health facility. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: **"Any other medicine?"** until all relevant medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, ask to see the packaging of any leftover medicines. If the medicine is a type of medicine that is not listed, write the brand name of the medicine and then temporarily record 'W'. If it is another type of medicine not listed, record 'X' and write the brand name of the medicine. If the packaging is not available and the respondent does not remember the name, record 'Z' for 'DK'.

CA24. *Check CA23: Antibiotics mentioned?*

If antibiotics mentioned, you will continue with the next question, otherwise you will skip to CA30.

CA25. Where did you get the (*name of medicine from CA23, codes L to O*)?

Record the code for the type of source mentioned.

If 'Already had at home', probe to learn if the source is known.

Probe to identify the type of source. If you are unable to determine whether public or private, write the name of the place and then temporarily record 'W' until you learn the appropriate category for the response. Places that are not health facilities should be coded as 'Other' and described.

This question asks about the time interval between the beginning of the child's fever and when he/she took the first dose of an anti-malarial medicine to treat the fever.

CA30. *Check UB2: Child's age?*

This is to filter out children age 3 and 4 years, since the next question is to be asked only of children under age three. If the child is 0, 1 or 2 years old, you will continue with the next question, otherwise you will skip to the next module.

CA31. 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 most recent stools passed by the child. The safe disposal of children's stools is of particular importance because children's stools are the most likely cause of faecal contamination to the immediate household environment. Correct disposal of stools is linked with lower risks of diarrhoea.

Respondents are asked where they dispose of their children's stools last time, if the child did not use the toilet facility. Record the appropriate code.

If the respondent states that disposable diapers are used, then probe to establish how the diapers are disposed of.

ENDING THE QUESTIONNAIRE

At this point, the interview is completed, with the exception of recording the time (UF11), language related questions (UF12-UF15) and checking for other interviews in the household (UF16). However, remember that you still have the anthropometry module to complete, as part of this questionnaire (see below).

UF11. *Record the time*
>The time of the day you finish the questionnaire for children under five interview will be recorded using the 24-hour system.

UF12. *Language of the Questionnaire.*
>Record the language of the questionnaire. If you switched languages on the tablet for some or parts of this questionnaire, record the language you used on the tablet for most of this questionnaire.

UF13. *Language of the Interview.*
>Record the language of the interview. If you switched languages when talking to the respondent for some or parts of this interview, record the language you used for most of this interview.

UF14. *Native language of the Respondent.*
>Record the native language of the respondent.

UF15. *Was a translator used for any parts of this questionnaire?*
>Record if you have used a translator for the entire questionnaire or any parts of this questionnaire. Record '3' if you have not used a translator.

UF16.
>Tell the respondent that you will need to measure the weight and height of the child before you leave the household and a colleague will come to lead the measurement. Issue the Anthropometry Module Form for this child and complete the Information Panel on that Form.

>Check columns HL10 and HL20 in List of Household Members, Household Questionnaire to see if the respondent the mother or caretaker of another child age 0-4 living in this household.

>If 'Yes', go to UF17 on the Under-Five Information Panel and record '01'. Then go to the next Questionnaire for Children Under Five to be administered to the same respondent.

>If 'No', check HL6 and column HL20 in List of Household Members, Household Questionnaire to see if the respondent is the mother or caretaker of a child age 5-17 selected for Questionnaire for Children Age 5-17 in this household.

If 'Yes', go to UF17 on the Under-Five Information Panel and record '01'. Then go to the Questionnaire for Children Age 5-17 to be administered to the same respondent.

If "No', go to UF17 on the Under-Five Information Panel and record '01'. Then end the interview with this respondent by thanking her/him for her/his cooperation. Check to see if there are other questionnaires to be administered in this household.

OBSERVATIONS

This page of the Questionnaire for Children Under Five has been reserved for the interviewers and supervisors to write any notes or observations regarding this particular under-5 interview.

ANTHROPOMETRY MODULE[2]

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

Measurement of heights and weights will be the responsibility of measurers. Each fieldwork team will have one set of measuring boards and weighing scales. Therefore, once you have completed the questionnaires and are ready to start anthropometric measurements, you should inform your supervisor and call upon measurers to join you in the household, together with the equipment.

Although the measurer will be the main team member responsible for anthropometric measurements, other fieldwork staff will also receive training on how to weigh and measure children to act as measurer's assistants.

Each child will be weighed and measured, and the results will be recorded in his/her questionnaire. Be sure the weight for each child is recorded on the correct questionnaire. Procedures for weight and height measurements are described in detail in the MICS Manual for Anthropometry. This section is confined to explaining how the results will be coded.

The Anthropometry module will be available in hard copy and only after its completion the interviewer will enter the information recorded on the hard copy to the tablet.

Complete the questions AN1 to AN6 using the information you obtained so far.

AN7. *Measurer's name and number*
> You should enter the name and two-digit identification number of the person who performed the measurements. This would only be the measurer.

AN8. *Record the result of weight measurement as read out by the Measurer:*
> The child should be weighed according to the instructions given during training. Record exactly as read out by the measurer. Repeat the measurement back to the measurer to make sure that you have heard correctly. If the measurer confirms then record the weight in kilograms with one decimal point.
>
> Read the record back to the Measurer and also ensure that he/she verifies your record.

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[2]For more details on anthropometric techniques, see the MICS Anthropometry Manual.

Record the appropriate code corresponding to the result of the measurement. If the reason is 'Other', write a description in the line provided and record '99.6'.

If the child is not present you will skip to AN13. If the child refused to be measured or the respondent refused, you will skip to AN10. For all other responses, specify the reason and skip to AN10.

AN9. *Was the child undressed to the minimum?*

Record the appropriate code. Minimum means that all clothes are removed other than light clothing such as underclothes. If the child has not been undressed to the minimum take a note of the circumstances and discuss with supervisor afterwards.

AN10. *Check AN4: Child's age?*

If the child is under 2 years old, go to AN11A (you will measure the child's length, that is, lying down). If the child is age two or older, go to AN11B (you will measure the child's height, that is, standing).

AN11A. *The child is less than 2 years old and should be measured lying down. Record the result of length measurement as read out by the Measurer:*

AN11B. *The child is at least 2 years old and should be measured standing up. Record the result of height measurement as read out by the Measurer:*

Read the record back to the Measurer and also ensure that he/she verifies your record.

AN12. *How was the child actually measured? Lying down or standing up?*

Record the appropriate code.

AN13. *Today's date: Day / Month / Year:*

Record today's date.

AN14. *Is there another child under age 5 in the household who has not yet been measured?*

If there is another child in the household who is eligible for measurement but not yet measured, record 'Yes' and proceed to record measurements for the next child on that child's questionnaire.

AN15. *Thank the respondent for his/her cooperation and inform your Supervisor that the Measurer and you have completed all the measurements in this household.*

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

Gather together all questionnaires for this household and check that all identification numbers are inserted on each page. Tally on the Household Information Panel the number of interviews completed.

Before you leave the dwelling, check to ensure that the entire questionnaire (including all modules) is completed. If there are blanks left when a response is expected, complete the missing information by asking these questions to the respondent or adding a note detailing the reasons why. Make sure that all identifying numbers have been filled in on the Information Panels of each questionnaire. Give the questionnaires to your supervisor.

OBSERVATIONS

The last page of the Questionnaire for Children Under Five has been reserved for the interviewers, supervisors, and measurers to write any notes or observations regarding this particular Anthropometry module.

QUESTIONNAIRE FOR CHILDREN AGE 5-17

The purpose of the Questionnaire for Children age 5 to 17 is to provide information on a wide range of MICS indicators relating to the life of children age 5 to 17. You will have identified one randomly selected child age 5-17 after you have completed the Household Listing Form in the Household Questionnaire. Out of all eligible children at age 5 to 17 of a selected household, only one child will be selected and interviewed.

The modules of this questionnaire include Age 5 to 17 child background, Child Labour, Child Discipline, Child Functioning, Parental Involvement and Foundational Learning Skills.

To collect information on children 5 to 17 by using this questionnaire, we have to identify a respondent who can answer detailed questions on the health and well-being of these children.
- <u>If the mother is living in the same household as the eligible child (in other words, if she is recorded in the List of Household Members, together with the child), then she is the person who has to be interviewed for that child</u>.
- If the mother of the eligible child is not recorded in the List of Household Members (she may be deceased or living elsewhere), you should have identified a person in the List of Household Members who takes primary responsibility for caring for the child. This person may be a man or a woman.
- If the child is age 15-17 and no mother or primary caretaker is identified for this child because he/she is emancipated, you will be interviewing the child age 15-17.

  Note:
  - The primary caretaker is <u>not</u> simply someone looking after the child when the mother is away (for example, people who may care for the child during the day when the mother is at work).
  - <u>Only interview a respondent other than the mother if the mother is not listed in the household</u>.

5-17 CHILD INFORMATION PANEL

FS1 to FS8 should be filled in before you start the interview.

FS1. *Cluster number*

Cluster number provided by your supervisor will appear here (will be copied from the Household Questionnaire, question HH1).

FS2. *Household number*

Household number provided by your supervisor will appear here (will be copied from the Household Questionnaire, question HH2).

FS3. *Child's name and line number*

The child's name and line number will appear here (will be copied from the Household Questionnaire, column HL1 and HL2 of the List of Household Members).

The child's name will appear in relevant questions throughout the interview whenever the child's name is expected to be used in the question.

FS4. *Mother's / Caretaker's name and line number*

The mother's / caretaker's name and line number will appear here (will be copied from the Household Questionnaire, column HL1 and HL2 of the List of Household Members).

FS5. *Interviewer's name and number*

Your name and number will appear here. You will be provided with these identification numbers during training.

FS6. *Supervisor's name and number*

Your supervisor's name and number will appear here.

FS7. *Day / Month / Year of interview*

The date of the interview (day/month/year) will appear here.

FS8. *Record the time*

The time of the day you start the under-five interview will appear here.

Check respondent's age in HL6 in List of Household Members, Household Questionnaire: If age 15-17, verify that adult consent for interview is obtained (HH33 or HH39) or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be recorded in FS17. The respondent must be at least 15 years old. In the very few cases where a child age 15-17 has no mother or caretaker identified in the household (HL20=90), the respondent will be the child him/herself.

FS9. *Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?*

If you could not contact the mother / caretaker after repeated visits, record '2' for 'Not asked' and proceed to FS17 to fill the corresponding result code.

Depending on if another interview has been completed with this respondent you need to read a different greeting. If the respondent has already been interviewed for another questionnaire in this household, record '1' and then read the greeting in FS10B. If this is the first time an interview is going to be conducted with this respondent then record '2' and then read the greeting in FS10A.

FS17. *Result of interview for children age 5-17*

Complete this question once you have concluded the interview. Remember that the code refers to the mother or primary caretaker of the child 5-17 except those respondents emancipated. Record the code corresponding to the results of the interview.

- If the questionnaire is completed, record '01' for 'Completed'.
- If you have not been able to contact the mother/primary caretaker after repeated visits, record '02' for 'Not at home'.
- If the mother/primary caretaker refuses to be interviewed, record '03' for 'Refused'.
- If you were able to only partly complete the questionnaire, record '04' for 'Partly completed'.
- If the mother/primary caretaker is incapacitated, record '05'.
- If the consent is needed but not obtained for the mother or caretaker of the selected child age 15-17, record '06'
- If you have not been able to complete this questionnaire for another reason, you should record '96' for 'Other' and specify the reason.

CHILD'S BACKGROUND MODULE

You will begin the interview with questions about the child's date of birth and age. These are two of the most important questions in the interview, since almost all analyses of the data depend on the child's exact age.

Beware that in rare circumstances the selected child for this module could be the respondent himself/herself or the respondent's spouse/partner whose age is less than 18. This may require you to rephrase some of the questions to adapt to the specific conditions (i.e. rather than using the term 'children' you may want to refer to respondent's name or his/her partner's name).

CB1. *Check the respondent's line number (FS4) in 5-17 CHILD INFORMATION PANEL and the respondent to the Household Questionnaire (HH47):*

> If the respondent to this questionnaire has already responded to the Household Questionnaire you will skip to CB11, otherwise you will continue with the next question.

CB2. In what month and year was (*name*) born?

> Record the 'Month' and 'Year'. You will need to convert the month into numbers. For example, January is '01', February is '02', March is '03', and so on.

> Month and year <u>must</u> be recorded.

CB3. How old is (*name*)?

> 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 refer to the last birthday. If necessary, probe by asking **"How old was (*name*) at (his/her) last birthday?"** Record age in completed years.

> Ask CB2 and CB3 independently. Then, check for consistency between the date of birth and completed age.

> If after having asked CB2 and CB3, you determine that the child is less than 5 years old or more than 17 years old, you must stop the interview because he/she is not eligible anymore. Thank the mother/caretaker for her/his cooperation. Go back to the List of Household Members to correct the child age and change as well the number of children age 5 to 17 recorded in HH52.

CB4. Has (*name*) ever attended school or any early childhood education programme?

> Record the corresponding code number according to the respondent's answer. The early childhood education refers to any ECD programme implemented by government or private or non-government organizations. If the child has not attended any school or early childhood education programme, skip to CB11.

> See the instructions for WB5 for more information.

CB5. What is the highest level and class or form or year of school (*name*) has ever attended?

Record the corresponding code number according to the respondent's answer. See the instructions for WB6 for more information.

CB6. Did (he/she) ever complete that (class or form/year)?

Record the corresponding code number according to the respondent's answer. See the instructions for WB7 for more information.

CB7. At any time during the 2018 school year did (*name*) attend school or any early childhood education programme?

Record the corresponding code depending on the respondent's answer. If "No", skip to CB9. See the instructions for WB9 for more information.

CB8. During this 2018 school year, which level and class or form or year is (*name*) <u>attending</u>?

Record the corresponding code number according to the respondent's answer. See the instructions for WB10 for more information.

CB9. At any time during the 2017 school year did (*name*) attend school or any early childhood education programme?

Record the corresponding code number according to the respondent's answer. See the instructions for WB11 for more information. If "No" skip to CB11, if "Yes" continue with CB10.

CB10. During that 2017 school year, which level and class or form or year did (*name*) <u>attend</u>?

Record the corresponding code according to the respondent's answer. Record the corresponding code number according to the respondent's answer. See the instructions for WB12 for more information.

CHILD LABOUR MODULE

CL1. Now I would like to ask about any work children in this household may do. Since last (*day of the week*), did (*name*) do any of the following activities, even for only one hour?

> Make sure the respondent understands what you mean by "since last (day of the week)" – specify the name of today's weekday. For instance, if you are interviewing the respondent on a Thursday, you should start asking the question by saying "Since last Thursday, did (name) …."

> Ask the following questions exactly as they appear on your questionnaire:

> [A] **Did (*name*) do any work or help on (his/her) own or the household's plot, farm, food garden or looked after animals? For example, growing farm produce, harvesting, or feeding, grazing, milking animals?**
>
> [B] **Did (*name*) help in family business or relative's business with or without pay, or run (his/her) own business?**
>
> [C] **Did (*name*) produce or sell articles, handicrafts, clothes, food or agricultural products?**
>
> [X] **Since last (*day of the week*), did (*name*) engage in any <u>other</u> activity in return for income in cash or in kind, even for only one hour?**

> With these questions, we are trying to find out whether the child has been involved, during the past one week period, in the production and/or distribution of goods and services. Question [A] refers to a series of activities related to agriculture, that the child may have worked on or helped with. The plot, farm, or food garden, or the animals that the child may have looked after may belong to the child, or the household. Question [B] refers to a series of activities related to other types of family business, business that the child may own, or those owned by relatives, that the child may have worked with or without payment. For example, a child working in his father's shop would be covered here. Question [C] refers to producing or selling various types of products, such as articles, handicrafts, clothes, food or agricultural products. This type of activity may be performed anywhere, at the market, in a shop or in the street. For example, a child selling fruits at the market would be covered by this question.

> Question [X] is intended to capture all other activities for the production and/or distribution of goods and services that are not covered in the previous three questions. Please note that activities such as cleaning or cooking for the household are not meant to be captured here but in question CL11.

> All the activities listed in Questions [A] to [X] count as economic activities for the calculation of the child labour indicator.

CL2. *Check CL1, [A]-[X]:*

If there is at least one 'Yes', continue with the next question. If all the answers are 'No' go to CL7.

CL3. Since last (*day of the week*), about how many hours did (*name*) engage in this activity/these activities, in total?

Record the estimated number of hours that the child spent doing work in the past one week and continue with the next question. If the child works more than one activity covered in question CL1, include the total hours spent in all activities. If necessary, probe to estimate the number of hours. For example, if the respondent says that the child milks animals every day, probe to understand how much time it takes for the child on the average to milk the animals each day. Then convert this information into total number of hours in a week, if indeed the child does this all days of the week.

If less than one hour, record "00".

CL4. (Does the activity/Do these activities) require carrying heavy loads?

Record '1' if 'Yes' and '2' for 'No' and continue to the next question. Children may be involved in carrying heavy loads while working on the farm or in agricultural work.

In this question, it is important to get the perception of the respondent about this child carrying loads that are heavy for him/her, since we are unable to establish the weight of heavy loads precisely.

CL5. (Does the activity/Do these activities) require working with dangerous tools such as knives and similar or operating heavy machinery?

Record '1' if 'Yes' and '2' for 'No' and continue to the next question. As above, the perception of the respondent is important.

CL6. How would you describe the work environment of (*name*)?

[A] Is (he/she) exposed to dust, fumes or gas?
[B] Is (he/she) exposed to extreme cold, heat or humidity?
[C] Is (he/she) exposed to loud noise or vibration?
[D] Is (he/she) required to work at heights?
[E] Is (he/she) required to work with chemicals such as pesticides, glues and similar or explosives?
[X] Is (*name*) exposed to other things, processes or conditions bad for (his/her)'s health or safety?

CL6 and the sub-questions from A to X are intended to establish whether the child is exposed to dangerous environments while engaged in economic activities.

CL7. Since last (*day of the week*), did (*name*) fetch water for household use?

This question is intended to capture a typical activity children usually get involved with – fetching water. Record '1' if 'Yes', and continue to the next question. If 'No', record '2' and skip to CL9.

CL8. In total, how many hours did (*name*) spend on fetching water for household use, since last (*day of the week*)?

Insert the estimated number of hours that the child spent during the last one week fetching water. If necessary, probe to estimate the number of hours. For example, if the respondent says that the child goes to fetch water every day, probe to understand how much time it takes for the child on the average to go and fetch water each day. Then convert this information into number of hours in a week, if indeed the child does this all days of the week.

If less than one hour, record "00".

CL9. Since last (*day of the week*), did (*name*) collect firewood for household use?

This question is intended to capture a typical activity children usually get involved with – collecting firewood. Record '1' if 'Yes', and continue to the next question. If 'No', record '2' and skip to CL11.

CL10. In total, how many hours did (*name*) spend on collecting firewood for household use, since last (*day of the week*)?

Insert the estimated number of hours that the child spent during the last one week collecting firewood. If necessary, probe to estimate the number of hours. For example, if the respondent says that the child goes to collect firewood every day, probe to understand how much time it takes for the child on the average to go and collect the firewood each day. Then convert this information into number of hours in a week, if indeed the child does this all days of the week.

If less than one hour, record "00".

CL11. Since last (*day of the week*), did (*name*) do any of the following for this household?

This question is intended to capture whether the child has done any of the household activities listed with the sub-questions. Record '1' if 'Yes', and record '2' if 'No' and continue with next sub-question.
[A] Shopping for the household?
[B] Cooking?
[C] Washing dishes or cleaning around the house?
[D] Washing clothes?
[E] Caring for children?
[F] Caring for someone old or sick?
[X] Other household tasks?

CL12. *Check CL11, [A]-[X]:*

If there is at least one 'Yes', continue with the next question. If all the answers are 'No' go to next module.

CL13. Since last (*day of the week*), about how many hours did (*name*) engage in (this activity/these activities), in total?

Record the estimated number of hours the child spent performing the household activities listed in CL11 in the last one week, and continue with the next module. Again, probe if necessary to come up with a good estimate of the total number of hours spent in a week.

If less than one hour, record "00".

CHILD DISCIPLINE MODULE

The purpose of this module is to obtain information on the disciplinary methods used with children age 5-14 years by adults living in the same household. The module aims to elicit a range of disciplinary practices, from non-violent approaches to psychological aggression to moderate and severe forms of physical punishment.

The questions included are specially designed to measure some common ways in which parents discipline their children. These questions are not intended to cover ALL practices 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.

Beware that in rare circumstances the selected child for this module could be the respondent's spouse/partner whose age is less than 15. Even though the module is designed to collect information on the disciplinary methods used with children, this is a unique situation where the selected member is married despite her young age. Under this condition, you may need to rephrase all of the questions to adapt to this specific case. In such a case, only ask whether any other adults in the household had used any of the discipline methods and not the respondent themselves since the respondent is the selected child's spouse/partner and this could not be regarded as child discipline.

FCD1. *Check CB3: Child's age?*
> If the child is age 5-14 years, continue with CD2. If the child is age 15-17 years go to next module.

FCD2. Now I'd like to talk to you about something else. Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if <u>you or any other adult in your household</u> has used this method with (*name*) <u>in the past month</u>.
> First, start with the introductory sentence and then ask the questions [A] to [K]. It is important to mention that we are interested in knowing only about what may have occurred during the past month – the one month preceding the survey and only in relation to this child.
>
> When asking the questions, remind the respondent, from time to time, that you are asking about the last one month, and that you are interested if she/he or anyone else in the household has used this method with the child. Record '1' for 'Yes' and '2' for 'No' in all questions. If the respondent says 'Don't know' and does not change his/her response after probing, this could be recorded as 'No' considering the absence of a clear reporting otherwise.
>
> All methods can be used alone, or in combination with other disciplinary measures. It is important to remember that we are trying to capture disciplinary methods used by all adult household members, not just the respondent.

If the selected child was away from the household/household members during the past month, then you will need to record '2' for 'No' in all sub-questions from [A] to [K].

[A] 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 or not granted on a regular basis. 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.

[B] Explained why (*name*)'s 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 inappropriate. For example, a young child playing with matches may be told not to do so, because he or she could accidentally start a fire.

[C] 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 more than once. This is a method some parents may use to punish a child for bad behaviour, particularly with young children.

[D] Shouted, yelled at or screamed at (him/her).

Parents/caretakers may raise their voice when children do something they consider wrong or speak to them in a firm manner. This type of behaviours can be common among parents/caregivers and may not always qualify as abusive. This question is not intended to capture mild forms of verbal discipline but rather to capture a parent expressing anger or disapproval towards a child in a harsh manner.

[E] Gave (him/her) something else to do.

This question is designed to capture another non-violent discipline technique, i.e. 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 redirecting the child's attention towards something else."

[F] Spanked, hit or slapped (him/her) on the bottom with bare hand.

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

[G] 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 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 a bare hand. Remember, you are asking if the method of punishment was used with this child during the last one month.

[H] Called (him/her) dumb, lazy, or another name like that.

Some parents/caretakers may react to child's perceived misbehaviours by using offensive or derogatory language.

[I] Hit or slapped (him/her) on the face, head or ears.

This asks if anyone 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 <u>bare hand</u>. (All questions using these terms refer to use of a bare hand, unless another object is explicitly mentioned.)

[J] Hit or slapped (him/her) on the hand, arm, or leg.

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

[K] Beat (him/her) up, that is hit (him/her) over and over as hard as one could.

This item covers the harshest form of physical punishment.

[L] Lock (him/her) up or tie the child.

This item covers the harshest form of physical punishment too.

FCD3. *Check FS4: Is this respondent the mother or caretaker of any other children under age 5?*

If the respondent is the mother or caretaker of any other children under age 5 or a child age 5-14 selected for the questionnaire for children age 5-17, record '2' and skip to FCD5.

FCD4. *Check FS4: Has this respondent already responded to the following question (UCD5) for another child?*

If the respondent has already respondent to the following question in another questionnaire for children under age 5 (UCD5) or in questionnaire for children age 5-17 (FCD5), go to the next module.

FCD5. Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?

This question is designed to capture attitudes toward physical punishment and should be asked last, after asking about the child's experience of the different disciplinary methods. The question asks the respondent for her/his own opinion of whether it is necessary to use physical punishment when teaching a child to behave properly. Do not be surprised if a respondent who has indicated that the child has experienced physical punishment says that she/he does not believe in such punishment. The respondent my not be the one who used that form of punishment with the child as she/he is reporting about methods used by any adult household member.

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

CHILD FUNCTIONING MODULE

This module is intended to provide an estimate of the number/proportion of children with functional difficulties. These functional difficulties may place children at risk of experiencing limited participation in an unaccommodating environment. The module covers children between 5 and 17 years of age. A similar module is also included in the Questionnaire for Children Under Five.

Functional domains covered in Questionnaire for Children Age 5-17 are as follows: Seeing, hearing, walking, self-care, being understood inside the household, being understood outside the household, learning, remembering, concentrating, accepting change, controlling behaviour, making friends, anxiety, and depression.

Seeing Domain: The purpose of this domain is to identify children with varying degrees of vision difficulties. Seeing difficulties include problems seeing things in day or night, close up or far away, having reduced ability to see out of one or both eyes, having limited peripheral vision.

Seeing is measured with the use of corrective lenses if those lenses are used. Corrective lenses include glasses and contact lenses.

Hearing Domain: The purpose of the hearing domain is to identify children who have hearing loss or auditory problems of any kind. This includes reduced hearing in one or both ears, the inability to hear in a noisy environment or to distinguish sounds from different sources. The question is not intended to capture children who can hear the sounds but either do not understand or choose to ignore what is being said to them. Those concepts are captured in the communication domain.

As was the case for seeing, hearing is evaluated with the use of hearing aids if these are worn. It is acknowledged that hearing aids are not as successful in restoring hearing as glasses are for seeing and the use is not as widespread. Therefore, this question is structured in the same way as question CF1 with the respondent first asked if the child wears a hearing aid and then asking if the child has difficulty hearing with the hearing aid if one is worn. If the child does not wear a hearing aid, the question omits any reference to hearing aids. In areas where hearing aids are rare, the question on use of hearing aids can be omitted.

Mobility Domain: The purpose of this domain to identify children with varying degrees of gross motor difficulties. Walking is a good measure of gross motor skills because it requires a mix of strength, balance, and the ability to control body movements against gravity, and because walking is the primary mode utilized to move around and cover distances without the use of assistive devices.

If the child uses an assistive device, this series of questions captures the child's ability to walk both with and without his/her equipment.

For children 5-17, the walking questions are more specific. A clear reference to distance (e.g., short and long distances) was added. Increasing the specificity is beneficial because it captures more variability in the ability to walk. While respondents may not have accurate knowledge of distances, the use of a common example for 100 meters/yards (length of a football field) does give the respondent a good idea of the distance of interest. Asking about 100 meters/yards first followed by the question on 500

meters/yards gives an indicator of relative size that the respondent can use in forming an answer. This said, the use of country specific examples to facilitate the understanding of the actual distance is strongly advised.

Self-Care Domain: This domain identifies children who have difficulty taking care of themselves as the result of functional difficulties in other areas such as cognition. Such difficulty could also be the result of problems with the coordination of small muscle movements in the upper body.

This question assesses whether the child has difficulty performing self-care tasks. The question specifies feeding and dressing because these represent tasks that occur on a daily basis and are considered basic activities across cultures. There is a great deal of normal variation in the ability of young children to perform self-care tasks and the expectations may vary significantly by culture so there are no questions in the domain of self-care for children 2-4 years of age.

Communication/Comprehension Domain: The purpose of this domain is to identify children who have difficulty exchanging information or ideas with others at home, school or in the community through the use of spoken language. If a child does not have spoken language and does not have an available accommodation it will be very difficult for him or her to communicate, particularly outside of the immediate family.

There are two important aspects of communication that are measured in the module: understanding others (receptive communication) and being understood by others (expressive communication).

The questions for children 5-17 focus only on expressive communication because the receptive communication questions picked up different constructs (i.e., emotions, point of view) in cognitive testing and it was determined this skill was being captured in the hearing and cognition domains.

For children ages 5-17, the survey addresses first if the child's speech can be understood by people inside the household and second, whether it can be understood by people outside the household. Children who are non-verbal or have difficulties with speech may be able to communicate with household members who are attuned to the child's gestures or the idiosyncrasies of their speech but may have difficulty being understood by people with whom they are less familiar. The survey makes this distinction because difficulty communicating with people outside the family can have a significant impact on the child's ability to participate in his/her community.

Learning Domain: The question in this domain identifies children with cognitive difficulties that make it difficult to learn. All aspects of learning are included. The information or skills learned could be used for school or for play or any other activity.

While the question for children aged 2-4 is designed to capture the progress of the child through the early stages of learning —the ability to learn, the additional question for school age children 5-17 is associated with storing facts learned in school and being able to remember and retrieve them when needed.

Remembering Domain: the question refers to the use of memory to recall incidents or events and identifies children with cognitive difficulties. Remembering should not be equated with memorizing.

Attention and Concentrating Domain: The purpose of this question is to identify children with attention difficulties that limit their ability to learn, interact with others and participate in their community.

Children with difficulties in attention cannot concentrate on a task, often make careless mistakes, lose interest very quickly, do not listen, and may be disorganized, forgetful and easily distracted. This kind of difficulty is often associated with attention deficit, hyperactivity or learning difficulties and presents in school as an inability to read, calculate or learn new things.

Toddlers and younger pre-schoolers typically do not have the ability to stay focused for more than a few minutes. As a result, this domain is not measured for children 2-4 years of age.

Coping with Change Domain: The purpose of this question is to identify children with cognitive or emotional difficulties that make them very resistant to change.

This question is intended to identify those who have significant problems transitioning from one activity to another on a consistent basis and have difficulty with changes to their routine to the extent that it undermines their ability to participate in standard childhood activities. For example, it should capture children who are on the autism spectrum—a disorder that is often characterized by inflexible routines and rituals. This question is not intended to identify children who at times can be stubborn.

For toddlers and younger pre-schoolers difficulty understanding and responding to change is part of normal development. As a result, this domain is not measured for children 2-4 years of age.

Controlling Behaviour Domain: The purpose of this question is to identify children with behavioural difficulties that limit their ability to interact with other people in an appropriate manner. This can include telling lies, fighting, bullying, running away from home, or skipping school/playing truant.

The question designed to measure the behaviour domain for young children differs from the question for older children because the inability to exhibit self-control is a normal behaviour for young children.

Relationships Domain: This domain identifies children who have difficulty socializing with other children to an extent that it impacts their ability to participate in standard childhood activities.

The ability to form relationships is an important indicator of normal development. Difficulties in this domain may also reflect other functional limitations because the inability to get along may be the result of emotional, behavioural, communication, or cognitive difficulties.

Toddlers and younger pre-schoolers typically have not formed relationships outside of those with their caregivers and immediate family. As a result, this domain is not measured for children 2-4 years of age.

Emotions Domain: This question attempts to identify children having difficulties expressing and managing emotions. All children have some worries and may feel sad, but when these worries result in the child being restless, tired, inattentive, irritable, tense, and having sleep problems, they may interfere with the child's schooling and social development.

Young children may deal with many of the same emotions as older children but they often do not have a way to share these feelings with others through either words or actions. As a result, any attempt to ask caregivers about the emotions of toddlers and young children would yield unreliable results. Therefore, this set of questions is not included in the questionnaire for 2-4 year olds.

Emotional difficulties may be manifested by worry, sadness, or anxiety or they may be episodic in nature, but frequent enough and significant enough to place the child at a higher risk of dropping out of school, not participating in family or community life, or harming themselves.

This question is not meant to capture the response to a transitory event such as the anxiety of taking a school entrance exam or the normal grieving process such as one that accompanies the death of a parent, although such an event could be a trigger of a more pronounced problem with worry or sadness.

The response categories for this domain are different from the previous, reflecting the frequency of the emotional difficulty rather than the intensity.

The module starts with the questions to learn if the child is wearing glasses or contact lenses, using a hearing aid, and using any equipment or receiving assistance for walking.

FCF1. I would like to ask you some questions about difficulties (*name*) may have. Does (*name*) wear glasses or contact lenses?
FCF2. **Does (*name*) use a hearing aid?**
FCF3. Does (name) use any equipment or receive assistance for walking?

Then, the next question prepares the respondent for the pre-coded response categories.

FCF4. In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that (*name*) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all.

> After reading the question, repeat the categories during the individual questions whenever the respondent does not use an answer category: **Remember the four possible answers: Would you say that (*name*) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all?**

FCF5. *Check FCF1: Child wears glasses?*
> If the child is wearing glasses, you will be asking FCF6A. If the child is not wearing glasses, question FCF6B will be asked.

FCF6A. When wearing (his/her) glasses, does (*name*) have difficulty seeing?
FCF6B. Does (*name*) have difficulty seeing?

FCF7. *Check FCF2: Child uses a hearing aid?*
> If the child is using a hearing aid, you will be asking FCF8A. If the child is not using a hearing aid, question FCF8B will be asked.

FCF8A. **When using his/her hearing aid, does (*name*) have difficulty hearing sounds like peoples' voices or music?**
FCF8B. **Does (*name*) have difficulty hearing sounds like peoples' voices or music?**

FCF9. *Check FCF3: Child uses equipment or receives assistance for walking?*
> If the child uses equipment or receives assistance for walking, you will continue with next question. If the child is not using equipment or receiving assistance for walking, you will skip to FCF14.

FCF10. **Without (his/her) equipment or assistance, does (*name*) have difficulty walking 100 meters on level ground?**

Probe if necessary: **That would be about the length of 1 football field.**

Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.

FCF11. **Without (his/her) equipment or assistance, does (*name*) have difficulty walking 500 meters on level ground?**

Probe if necessary: **That would be about the length of 5 football fields.**

Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.

FCF12. **With (his/her) equipment or assistance, does (*name*) have difficulty walking 100 meters on level ground?**

Probe if necessary: **That would be about the length of 1 football field.**

FCF13. **With (his/her) equipment or assistance, does (*name*) have difficulty walking 500 meters on level ground?**

Probe if necessary: **That would be about the length of 5 football fields.**

FCF14. **Compared with children of the same age, does (*name*) have difficulty walking 100 meters on level ground?**

Probe if necessary: **That would be about the length of 1 football field.**

FCF15. **Compared with children of the same age, does (*name*) have difficulty walking 500 meters on level ground?**

Probe if necessary: **That would be about the length of 5 football fields.**

FCF16. **Does (*name*) have difficulty with self-care such as feeding or dressing (himself/herself)?**

FCF17. **When (*name*) speaks, does (he/she) have difficulty being understood by people inside of this household?**

FCF18. When (*name*) speaks, does (he/she) have difficulty being understood by people outside of this household?

FCF19. Compared with children of the same age, does (*name*) have difficulty learning things?

FCF20. Compared with children of the same age, does (*name*) have difficulty remembering things?

FCF21. Does (*name*) have difficulty concentrating on an activity that (he/she) enjoys doing?

FCF22. Does (*name*) have difficulty accepting changes in (his/her) routine?

FCF23. Compared with children of the same age, does (*name*) have difficulty controlling (his/her) behaviour?

FCF24. Does (*name*) have difficulty making friends?

FCF25. The next questions have different options for answers. I am going to read these to you after each question. I would like to know how often (*name*) seems very anxious, nervous or worried. Would you say: daily, weekly, monthly, a few times a year or never?

FCF26. I would also like to know how often (name) seems very sad or depressed. Would you say: daily, weekly, monthly, a few times a year or never?

PARENTAL INVOLVEMENT MODULE

The purpose of this and the next module is to collect information on the acquisition of early reading and number skills amongst children in the 7-14 years age group with related information on their family's support for the development of these skills and their implication in school.

Like the rest of the questionnaire for children age 5-17 years, the Parental Involvement (PR) module is administered to the mother or primary caretaker of the selected child while the Foundational learning skills (FL) module is administered directly to the child which is new in MICS. You will thus need to obtain verbal permission from the mother or caretaker before interviewing the selected child at the beginning of the PR module. A specific chapter of this manual is thus to some basics you should know for interviewing children.

Questions of these two modules will only focus on a sub-set of children selected for the questionnaire for children 5-17 years, as it will only target children between 7 and 14 years old among the initial selected children age 5-17 years.

The i) Parental involvement and ii) Foundational learning skills modules are administered only if the selected child is 7 to 14 years old. The parental involvement module thus starts by checking if the child selected at the beginning of the questionnaire is or not eligible for these two modules (this filter will thus apply to both modules, the parental involvement and the foundational learning skills modules).

PR1. *Check CB3: Child's age*
> The parental involvement module only applies to 7-14 years old children. If the selected child is in the 5-6 or 15-17 years old category ('1' or '3'), there is no more question for the mother/caretaker, the interview (for this questionnaire) is completed.

If the selected child is eligible, and before starting the Parental Involvement module, it is important to tell the mother / caretaker that you will want to talk to the selected child later and ask if the mother / caretaker can arrange for the child to be present if he/she is not already around or to remain if already present.

PR2. At the end of this interview I will ask you if I can talk to (*name*). If (*name*) is close by could you please ask (him/her) to stay here. If (*name*) is not with you at the moment could I ask that you arrange now for (him/her) to return? If that is not possible, we will discuss later a convenient time for me to call back.

Then, continue with saying: **Now I would like to ask you about children books you have at home.**

PR3. Excluding school text books and holy books, how many books do you have for (*name*) to read at home?
> This question asks specifically about children's books or picture books for the selected child. This includes e-books for children but excludes schoolbooks and textbooks (even if appropriate for the selected child) as well as books for other children and adults that are present in the household.

You should exclude religious holy books such as the Bible and the Quran but children's story books that may have a religious theme e.g. the life of a saint, should be counted.

Record the number of books. 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 10 or more such books. If yes, record '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' for 'None'.

The following questions of the parental involvement module only apply to children attending schools. There is thus a filter to check if it is the case of the selected child.

PR4. *Check CB7: Did the child attend any school? Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.*

If the child is currently attending school (CB7/ED9=1), the following questions starting by PR5 should be asked to the mother/caregiver. Otherwise, the parental involvement module is completed, and the next question is FL1, the 1st question of the child foundational learning module which comes next.

PR5. Does (*name*) ever have homework?

PR5 and PR6 are about homework. If the child has homework record 'Yes' as the answer to PR5 and then ask PR6. If the child does not get homework, record 'No' or if mother/caretaker do not know record '8'and skip to PR7.

PR6. Does anyone help (*name*) with homework?

This question refers to any help (within or outside the household) the child can have with their homework e.g. by helping the child to complete their homework when he/she is stuck or by explaining something to the child that he/she might not have understood in the homework. If the answer is 'Yes' record '1', if 'No' record 2, if the respondent doesn't know record '8'.

PR7. Does (name)'s school have a school governing body in which parents can participate (such as parent teacher association or school management committee or local terms)?

A "School governing body" is a generic term for school committees in which parents are invited to participate to be involved in the life of the school, and be part in some discussions related to the school.

Usually, schools have a Parent Teacher Association (PTA) and/or a School Management Committee (SMC) and those are considered as school governing bodies. A school can have a PTA and a SMC, or only one of the two, or even more committees.

If there is no school governing body (no PTA, no SMC or other) or the respondent does not know whether there is one or not at the school, record the appropriate answer and skip PR8 and PR9 to go directly to PR10.

PR8. In the last 12 months, have you or any other adult from your household attended a meeting called by this school governing body?

If the respondent has attended a meeting called by the PTA or SMC or another school committee in the last 12 months record '1'. This includes any general meetings which are organised, convened or called by the PTA or SMC as well as meetings which are exclusively for the elected officials of these organisations.

PR9. During any of these meetings, was any of the following discussed:
[A] A plan for addressing key education issues faced by (*name*)'s school?
[B] School budget or use of funds received by (*name*)'s school?

This question asks about the participation of the respondent or of any other adult in the household in the school governing body's meetings during which some particular topics would have been discussed:

The first part of the question is about a plan addressing key education issues faced by the school. This type of plan is called "school improvement plan" in some countries and includes statements of the school's areas of greatest need for improvement and says how these improvements are to be achieved (e.g. by buying textbooks etc.); in other cases, it is not a "formal" document, but discussions take place during the school governing body meeting to identify what could be improved within the school.

The second part of the question is about budget or use of funds received by the school. It can be funds collected through the PTA/SMC, received from the village council, or from the ministry of education, in kind or in cash, earmarked (to be used only to pay for some specific expenditure) or not, that the school is benefitting from.

PR10. In the last 12 months, have you or any other adult from your household received a school or student report card for (*name*)?

A School or student report card provides information on how students perform academically. The report card is issued by the school to the student or the student's parents at a frequency that depends on countries, and class or forms. A typical report card uses a grading scale to determine the quality of a student's school work.

PR11. In the last 12 months, have you or any adult from your household gone to (*name*)'s school for any of the following reasons?

[A] A school celebration or a sport event?

[B] To discuss (*name*)'s progress with (his/her) teachers?

This question asks about the participation of the respondent or of any other adult in the household in a school-related activity in the last 12 months. Read each activity in turn and record the appropriate response before moving on the next activity.

A school celebration, performance or sports event would include an opening of a new building or classroom, a play, singing or musical performance, a sports day or competition against another school.

The discussion on the child's progress with teacher can be organised at the initiative of the school/teacher and gather all parents or only some of them or it can be done though separate individual meetings. It can just also be an informal face-to-face discussion between the mother/caretaker and the child's teacher taking place in the school premises at the initiative of the caretaker.

PR12. In the last 12 months, has (*name*)'s school been closed on a school day due to any of the following reasons:

> **[A] Natural disasters, such as flood, cyclone, epidemics or similar?**
>
> **[B] Man-made disasters, such as fire, building collapse, riots or similar?**
>
> **[C] Teacher strike?**
>
> **[X] Other?**

Should only be considered those days that the school was closed when it should have been open – do not include official school holidays.

PR13. In the last 12 months, was (*name*) unable to attend class due to (his/her) teacher being absent?

This question only refers to school days when the teacher(s) was away when they should have been at school – this does not include official school holidays. If the respondent knows that the teacher has been away when they should have been at school record '1' for 'Yes' in PR13.

PR14. *Check PR12[C] and PR13: Any 'yes' recorded?*

> If the child has not been able to attend school because the school was closed due to a teacher strike (PR12[C] = 1) or because the teacher was absent (PR13=1), then go to question PR15; otherwise, go to question FL1.

PR15. When (*teacher strike / teacher absence*) happened did you or any other adult member of your household contact any school officials or school governing body representatives?

If the respondent or another adult household member contacted the head teacher, or any other education official (like a representative of the SMC, PTA, or else) to discuss with him/them about the cancelled classes for reasons of teacher strike or absence, record '1' in PR15. If the respondent mentions multiple occasions in the last year, record '1' even if the respondent or another adult member only made contact a single time.

FOUNDATIONAL LEARNING SKILLS MODULE

FL0. *Check CB3: Child's age*

This module only applies to 7-14 years old children. If the selected child is in the 5-6 or 15-17 years old category ('1' or '3'), there is no more question for the mother/caretaker, the interview (for this questionnaire) is completed.

Interviewing Children

Ethics & Consent

Data collection exercises, such as surveys, carried out by national statistical authorities will follow a set of ethical procedures and guidelines, reflecting international and national statistical standards. These may be enshrined in a national Statistics Act and / or in a Service Charter and include, for example, the subject matter which can be covered, the right or not to refuse to participate, guarantees of confidentiality, professionalism and integrity. However there are additional ethical issues which arise when children are the respondents. In particular to administer the Child Learning Module you must first obtain verbal permission from the mother or main caretaker to talk to the child. Then you will need to obtain the verbal consent of the child to participate in the interview. In obtaining this consent you will usually provide all the relevant details about the interview process, the topics to be covered and what participation will entail. Some very young children may not fully understand this detailed information but at the very least they must understand that they can refuse to participate without any adverse consequences, they do not have to give a reason for not answering specific questions and they can withdraw from the interview at any point.

As far as possible child respondents should be given the same degree of protection regarding confidentiality, anonymity and data protection as adult participants. However, when it comes to matters of child protection there is a clear duty to ensure the safety of the child over any responsibility to guarantee confidentiality. If any information does arise that suggests that a child's safety or welfare is threatened, you have a duty to take appropriate action.

For your own protection, as well as that of the child, it is important that a parent or an adult known to the child is in the vicinity but not too close to where the interview is taking place – within view or calling distance, but not able to overhear what is being said. However, if a child wants their mother, father or caretaker to be present you should agree to this.

We also have a duty to avoid or minimise any distress that the interview process may cause to the child. This involves being mindful of possible effects on the child throughout the interview, for instance a child may begin to cry if they struggle with the reading task. It is not expected that you should be able to deal with every situation on your own but seek the assistance of other household members and your team members (and you should maintain your professional boundary and recognise the limits of your own expertise).

If a child asks for a break or if he/she'd like to go to the toilets, ask for water or is hungry, you will need to interrupt the interview immediately and attend to the child's need before resuming the interview. Here as well, ask for the assistance of the child's caretaker or household member.

Techniques to help you manage the new experience of interviewing children are given below but if at any time during training or during the field test you begin to feel uncomfortable with the interview process, contact and talk to a member of the field test team immediately.

Privacy and choosing a space

You may not have much choice about where to hold the interview. But the most important thing to think about is the need to put the child at ease. Try to choose a place that isn't too threatening – children may not feel relaxed in a public building such as a church or community centre. Smaller friendlier rooms with a choice of seating can help. Sit outdoors if the weather allows.

Try to find a place that is private – it is very difficult for both the child and you if other people are listening or keep walking past – but make sure you are visible to others. Avoid an isolated spot; if you are indoors, you could keep a door open. If you are outdoors, sitting under a tree away from other people but in view of them is more appropriate than taking a child to a secluded spot. Remember there are safety issues and a duty to protect children.

If possible, let the child choose. But make sure the place meets your needs too. Explain to the child what is important from your point of view e.g. lack of background noise.

Try to sit on the same level as the child to allow eye level contact. If the child is sitting on the floor or the ground, sit on the floor as well. Children will be more comfortable sitting and reading at a desk / table. Do not sit behind the desk or table; it is better to sit together with the child. Give the most comfortable seat you can find to the child and don't take the biggest and best chair for yourself.

Sit close to the child but not too close – do not enter the child's 'territory'. Think carefully about your body language, smile frequently and ask the child how he/she is feeling from time to time. This will help put him/her at ease and it will also help you check on the child's well-being and comfort during the test. Make eye contact (unless that is not culturally acceptable).

Building rapport

In some cultures, children are expected to behave in particular ways with adults – often rather formally and to show respect. Be sensitive to these norms to avoid making the child feel uncomfortable (or offending his/her parents). However interviews generally work better if children feel valued and equal and this can be difficult if they may not speak without permission or if they have to look up to you. Great the child by his/her name. Be open and friendly. Introduce yourself to the child. Explain clearly and simply who you are, tell them something fun about you, what you are doing and why.

Ask the child to introduce him/herself – it may help to boost the child's confidence if they get an early chance to say something about themselves. To help them open up, ask them a question about their favourite game after school for example. Being interviewed can be quite daunting for most children, so they will usually be nervous at first – you may want to reassure the child by telling him/ her the whereabouts of his/her parents.

The best way to help children relax is to get to know them and to let them get to know you. You can gauge whether a child is comfortable if he/she talks to you and answers back to your questions. That is why a good icebreaker may involve playing a short game together or getting the child to draw a small picture and talk about it. If you feel unsure what to do or say, try to ask them an interesting question. Don't forget your own experience interacting with your own children or children in your family record. Draw on this valuable experience to find topics and activities children will enjoy. Think about: what topics do children like to talk about? What song or games do they like? What's their favourite super hero? Rely on your own experience and intuition to make the child feel at ease and speak to you.

Interview Techniques with Children

It is important to let the child know what is happening. The consent form explains in simple words to the child how you want to work and what you want them to do. Answer the child's questions to ensure that there are no misunderstandings. Ask if they have any questions for you or if anything is unclear. Smile often and make eye contact while you explain. Sometimes children will ask you something quite unexpected or which may seem irrelevant to you. Answer his/her questions sincerely even if it is not related to the topic of the interview.

Try to suit your language to the child. If you are not certain what is appropriate for a 7 year old or a 14 year old, listen carefully to the child's speech and language and adapt your language and vocabulary. Watch for signs that the child has understood you. If the child has misunderstood you, try repeating the question but you may need to find another way of explaining what you want.

Children are asked questions all the time by adults – particularly teachers and parents. Adults are almost always looking for a correct answer so child become used to finding the answer that adults want – the 'right' answer. At first children may feel uncomfortable. You will see them searching for the 'right' answer to your questions. It is important to help them relax and to realise that your questions are not to catch them out.

If a child does not respond to your ice breaker and/or if he/she does not answer any of your questions, this means that the child does not want to participate. Remember that children generally love to talk with people particularly when they are nice and offering them to play a game. Therefore, we need to take any sign that a child is reluctant to participate very seriously. If you have done your best to encourage a child to participate and the interview is not going well, interrupt gently the interview and thank the child for his/her help.

Remember to smile throughout the interview. It will help you control your reactions and your tone of voice throughout the interview. This is very important as children might become worried if they sense that you are evaluating their performance. If you are asked by the child or the

mother/caretaker how well the child has done, praise the child for effort but do not comment on how well the child is doing at the test. Remind them that you are not trained to assess children's performance and you are here only to collect the data.

You cannot help children answer test items or interview questions and you must follow the instructions.

If you are having an issue with a child, consider asking whether the child is tired (take a short break), or whether he/she needs to go to the toilet/ is hungry / thirsty for example. Consider whether the child is discouraged and encourage the child by telling him /her that he / she is doing a good job and trying his/her best. Discuss with your colleagues about difficulties in interviewing children and exchange tips. Ask each other for support and advice and feel free to exchange tips and games that were successful with children.

DO
- Listen and answer children's questions.
- Treat children as equals.
- Have fun and be fun.
- Take your time.
- Explain fully and in child friendly words what will happen during the interview.
- Explain that the child can stop the interview at any time.
- Smile a lot
- Check on the child's well-being frequently.

DON'T
- Patronise or lecture.
- Sit or stand at a higher level than the child.
- Put words in their mouth or let other adults do so.
- Interrupt.
- Talk too much about yourself (unless asked).

Continue with the interview if a child gets upset (stop and take a break, ask if its OK to go on).

The questions in this module are to be answered by the selected child. **However on no account should you start to interview the child without verbal permission from the child's mother / caretaker.**

Ask the mother / caretaker

FL1. Now I would like to talk to (*name*). I will ask (him/her) a few questions about (himself/herself) and about reading, and then ask (him/her) to complete a few reading and number activities.

These are not school tests and the results will not be shared with anyone, including other parents or the school.

You will not benefit directly from participating and I am not trained to tell you how well (*name*) has performed.

The activities are to help us find out how well children in this country are learning to read and to use numbers so that improvements can be made.

This will take about 20 minutes. Again, all the information we obtain will remain strictly confidential and anonymous.

If permission is given, record the answer and then make arrangements to interview the child. If the mother / caretaker does not agree to the child being interviewed go to FL28 and thank her/him. Discuss the refusal with the Supervisor. Depending on the reasons for the refusal, you or another person from the team may attempt to get permission from the mother / caretaker for a second time. However, remember that all participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

If the selected child is not available for interview or not at home (e.g. at school) try to find out when he / she will be available and return to the household later. If the selected child will not be available or will not be home at a time when it is feasible to call-back, report this to the Supervisor.

When the child is available, start the interview.

FL2. *Record the time*
The time of the day you start the interview will appear here.

First find a convenient location away from any loud noise or other family members or neighbours so that the child is not distracted and can concentrate.

- Often family members and neighbours gather together to watch how the child is performing. This can make the child nervous. You should make sure this does not happen. For example one of your team could talk to the adults or interview adults using one of the other questionnaires, while another member of the team interviews the child.
- In particular you may find that you need to return to interview a number of children from neighbouring households after they return from school. While it may be convenient to arrange to return to interview these children at the same time, you must ensure that each interview is conducted privately and cannot be overheard by other children.
- You should make sure that the child has a reasonable degree of privacy. If practical it will be better to sit with the child in a quiet place away from other family members, neighbours and other children, so that the child is not embarrassed while carrying out the tasks. This will also stop other children, who may be interviewed later, from overhearing the tasks and the answers.

- However you should not be alone with a child unless they are at least visible to an adult known to the child.

Second it is very important to establish a relaxed atmosphere before beginning the interview as children will not be used to being interviewed at their home. Establish a relaxed environment by having a friendly conversation with the child before you start interviewing the child.
Start by greeting the child and saying

FL3. My name is (*your name*). I would like to tell you a bit about myself. [*I am from _____ / number and ages of children / hobbies etc.]*

Could you tell me a little bit about yourself?

If you could not contact the child after repeated visits, record '2' for 'Not asked' and proceed to FL28 to fill the corresponding result code.

If the child is reluctant to speak, you may want to continue by using an Icebreaker – respond to the child's answers by giving your own responses to create a conversation. Good icebreakers depend on a child's age. Examples of suitable Icebreakers would be
Children aged 7 to 9 years:
- What is your favourite game after school? Who is your favourite super hero?
- What are the names of your brothers and sisters? What games do you play with them?
- What are the names of your friends?
- Do you have any pets or other animals at home? Does it have a name?

Children aged 10 to 14:
- What is the meaning of your name?
- What is the one favourite thing you do every day?
- If you wanted one wish to be granted, what would it be?
- What do you want to be when you grow up?
- If you could choose anything to learn what would it be?

During the training, we will come up with original and fun questions to break the ice. Create ice breakers yourself and don't hesitate to share those that worked well with other interviewers.

If a child doesn't speak, try drawing something on a small piece of paper and describe and show it to the child. Then ask the child to draw something for you next to it. If the child is unresponsive, ask him to draw something specific on the piece of paper. For example: could you draw the sun on my picture? My smiley face is missing a nose, could you help me and add a nose to my smiley face? Compliment the child's effort and invite him/her to tell you something about it.

It might be easier for a child if you start with yes/no questions for example: "Do you think that the smiley face is a girl (or boy) like you"? The child might simply nod which is good progress. Then say: "I would like to add some curly hair on this smiley face, watch me" and then ask the child: "Show me what you'd like to add" and once the child is finished drawing, ask: "Wonderful, could you tell me what this is?"

If you find it difficult to hear the child's responses you can, at this time, play another game. Ask the child to stand up and jump as he/she say his/her name very softly (so that no one can hear). Then ask the child to say his/her name a little louder each time they jump until they reach a level that can be heard comfortably. You can clap each time to encourage the child. You can also do the same while sitting (with or without clapping). It is an effective way to give the child an idea of how loudly he/she should speak and younger children will find it fun.

When the child is comfortable continue with the verbal consent.

Begin the verbal consent by saying to the child:

Let me tell you why I am here today. I am from Kiribati National Statistical Office. I am part of a team trying to find out how children are learning to read and to use numbers. We are also talking to some of the children about this and asking them to do some reading and number activities. (Your mother/*Name of caretaker*) has said that you can decide if you want to help us. If you wish to help us, I will ask you some questions and give you some activities to do. I will explain each activity, and you can ask me questions any time. You do not have to do anything that you do not want to do. After we begin, if you do not want to answer a question or you do not want to continue that is alright.

If consent is given, record the answer and begin to interview the child. If the child does not agree to being interviewed talk to the mother / caretaker to see if they can help. Remember that we will always interpret silence as a sign the child does not want to participate. If the child stays silent or does not agree to participate, complete FL28 accordingly (result of interview with selected child), thank the child and discuss the refusal with the field test team. Remember that the child's participation in the survey must be on a voluntary basis, and potential child respondents must never be forced to participate.

Now ensure that the child is sat comfortably, able to use the Reading and Numbers Book without difficulty while you can see which page is open. Remember that children will be more comfortable if they can read and complete the test on a desk or a table if it is available.

FL4. *Before you start with the reading and number activities, tick each box to show that:*

> *You are not alone with the child unless they are at least visible to an adult known to the child.*
>
> *You have engaged the child in conversation and built rapport, e.g. using an Icebreaker.*
>
> *The child is sat comfortably, able to use the READING & NUMBERS Book without difficulty while you can see which page is open.*

When the child is ready say.

FL5. Remember you can ask me a question at any time if there is something you don't understand. You can ask me to stop at any time.

FL6. First we are going to talk about reading.

> **[A] Do you read books at home?**
>
> **[B] Does someone read to you at home?**

FL7. Which language do you speak most of the time at home?
> This question asks the child for the main language he/she uses when speaking to other members of the household. Select the most appropriate languages from the list and include these in the question to the child.

FL8. *Check CB7: In the current school year, did the child attend school or any early childhood education programme? Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.*

FL8A. *Check CB4: Did the child ever attend school or any early childhood education programmes? Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB4 was not asked.*

FL8B. *Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?*

FL9A. What language do your teachers use most of the time when teaching you in class?

FL9B. When you were in school, what language did your teachers use most of the time when teaching you in class?

> The question asks the child for the main language his/her teacher(s) use, or used if the child did not attend school or an early childhood education programme in the current school year but attended earlier, when teaching in class. Select the most appropriate languages from the list and include these in the question to the child.
>
> Probe if necessary and name the listed languages.

FL10A. Now I am going to give you a short story to read in (*Language recorded in FL9A/B***). Would you like to start reading the story?**

FL10B. Now I am going to give you a short story to read in (*Language recorded in FL7***). Would you like to start reading the story?**

> First tell the child that you are going to ask him / her to read a short story. This question is about the language the child would like to use for the reading activity. If the child responds 'No' do not give the child a short story to read, continue the interview with the number activities (go to FL23) and report the response to the field test team.

FL11. *Check CB3: Child's age*
> If the selected child is age 7-9 years skip to FL13, otherwise continue with the next question.

FL12. *Check CB7: In the current school year, did the child attend school or any early childhood education programme? Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.*

How you present the reading and number tasks to the child is very important. We are not testing or evaluating the child. Our objective is to find out what all children can do comfortably with reading and numbers, so that improvements can be made for all children.

If the child is 7-9 years or if the child is out of school you will need to go through the practise task with the child.

FL13. *Give the child the READING & NUMBERS Book. Open the page showing the reading practice item and say:* **Now we are going to do some reading.** *Point to the sentence.* **I would like you to read this aloud. Then I may ask you a question.**

Betero is a boy. Joane is a girl. Betero is 5. Joane is 6.

FL14. *Did the child read every word in the practice correctly?*

> Record '1' if 'Yes', and continue to the next question. If 'No', record '2' and skip to FL23.

FL15. *Once the reading is done, ask: How old is Betero?*

> Record '1' if correct answer, and skip to FL17. In case of other answers or no answer after 5 second, continue with FL16.

FL16. *Say: Betero* **is 5 years old.** *and go to FL23.*

FL17. **Here is another question: Who is older:** *Betero* **or** *Joane***?**

> Record '1' if correct answer, and skip to FL19. In case of other answers or no answer after 5 second, continue with FL18.

FL18. *Say:* **Tina is older than** *Betero***.** *Joane* **is 6 and** *Betero* **is 5.** *and go to FL23.*

FL19. *Turn the page to reveal the reading passage.* **Thank you. Now I want you to try this. Here is a story. I want you to read it aloud as carefully as you can. You will start here** *(point to the first word on the first line)* **and you will read line by line** *(point to the direction for reading each line)*. **When you finish I will ask you some questions about what you have read. If you come to a word you do not know, go onto the next word. Put your finger on the first word. Ready? Begin.**

> Listen as the child reads. Follow along with your pencil and clearly mark on the questionnaire any word that the child misses or misreads with a 'O' around the number underneath the word. If the child corrects a word you have already marked as incorrect, mark a '//' over the number under the word.

> Stay quiet, unless the child hesitates for 3 seconds, in which case provide the word, point to the next word and say '**Please go on'.** Mark the number under any word you provide to the child as incorrect**.**

> Put a ']' just after the final word that the child attempts.

> **STOP RULE 1**: If the child does not read any word correctly on the first line, say '**Thank you that is ok. We will move on'** and stop the task. Mark all the words in the first line as unread or misread and put a ']' after the number of the last word on this line.

> **STOP RULE 2**: Stop the reading task after 3 minutes to avoid keeping the child under undue stress. Say '**Thank you that is ok. We will move on'** and mark a ']' after the number of the last word attempted.

FL20. *Results of the child's reading.*

Record the total number of words attempted (the number just before the ']').

FL21. *How well did the child read the story?*

Count and record the number of missed or incorrectly read words (count the numbers of 'O's around a number underneath a word.

If the child did not read any word correctly or did not try to read the story, skip to FL23.

FL22. Now I am going to ask you a few questions about what you have read.

If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark 'No response' and say: Thank you. That is ok. We will move on.

Make sure the child can still see the passage and ask:

    [A]   What class is Tooki in?

            If the child answers 'Moses is in class two' or 'in class two' record the answer as 'Correct'.

    [B]   What did Tooki see on the way home?

            If the child answers 'He saw some flowers' record the answer as 'Correct'.

    [C]   Why did Tooki start crying?

            If the child answers 'Because he fell ill' record the answer as 'Correct'.

    [D]   Where did Tooki fall (down)?

            If the child answers 'Moses fell down near a banana tree' or 'near a banana tree' record the answer as 'Correct'.

    [E]   Why was Tooki happy?

            If the child answers 'Because the farmer gave him many flowers' or 'Because he had flowers to give to his mother' record the answer as 'Correct'.

For all the comprehension questions if the child provides a different answer to those above, record the answer as 'Incorrect'. If the child does not provide a response after 5 seconds repeat the question. If the child still does not respond within 10 seconds or says 'I don't know', mark 'No response' and say "**Thank you. That is ok. We will move on**."

FL23. *Turn the page in the READING & NUMBERS Book so the child is looking at the list of numbers. Make sure the child is looking at this page.* **Now here are some numbers. I want you to point to each number and tell me what the number is.** *Point to the first number and say:* **Start here**. *If a child stops on a number for a while, tell the child what the number is, mark the number as 'No Attempt', point to the next number and say:* **What is this number***?*

Mark any incorrect or missed number with an 'O' around the same number on the questionnaire.

If the child correctly identifies a number you have already marked as incorrect, mark a '//' over it.

If the child stops on a number for more than 10 seconds, tell the child what the number is, mark the number as missed, point to the next number and say, '**What is this?**'

STOP RULE: If the child does not attempt to read 2 consecutive numbers, say:

"**Thank you. That is ok.**"

FL23A. *Check FL23: Did the child correctly identify two of the first three numbers (9, 12 and 30)?*

If the child correctly identified two of the first three numbers record '1' and continue with the next question, otherwise skip to FL28.

FL24. *Turn the page so the child is looking at the first pair of numbers. Make sure the child is looking at this page. Say:* **Look at these numbers. Tell me which one is bigger.** *Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers. If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark a 'Z' for the answer on the appropriate row on the questionnaire, turn the booklet page and show the child the next pair of numbers.*

If the child does not attempt 2 consecutive pairs, say: "**Thank you. That is ok. We will go to the next activity.**"

FL25. *Give the child a pencil and paper. Turn the page so the child is looking at the first addition. Make sure the child is looking at this page. Say:* **Look at this sum. How much is (***number plus number***)? Tell me the answer. You can use the pencil and paper if it helps you.** *Record the child's answer before turning the page in the book and repeating the question for the next sum.*

If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark a 'Z' for the answer on the appropriate row on the questionnaire, turn the booklet page and show the child the next addition.

If the child does not attempt 2 consecutive pairs, say: "**Thank you. That is ok. We will go to the next activity.**"

FL26. *Turn the page to the practice sheet for missing numbers. Say:* **Here are some numbers. 1, 2, and 4. What number goes here?** *If the child answers* <u>correctly </u>*say:* **That's correct, 3. Let's do another one.** *If the child answers* <u>incorrectly</u>*, do not explain the child how to get the correct answer. Just say:* **The number 3 goes here. Say the numbers with me. (***Point to each number***) 1, 2, 3, 4. 3 goes here. Let's do another one.** *Now turn the page to the next practice sheet. Say:* **Here are some more numbers. 5, 10, 15 and ___. What number goes here?** *If the child answers* <u>correctly </u>*say:*

That's correct, 20. Now I want you to try this on your own. *If the child answers <u>incorrectly</u> say***: The number 20 goes here. Say the numbers with me.** *(Point to each number)* **5, 10, 15, 20. 20 goes here. Now I want you to try this on your own.**

FL27. *Now turn the page in the READING & NUMBERS Book with the first missing number activity. Say***: Here are some more numbers. Tell me what number goes here** (*pointing to the missing number*). *Record the child's answer before turning the page in the book and repeating the question. If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark a 'Z' for the answer on the appropriate row on the questionnaire. If the child does not attempt 2 consecutive activities, say:* **"Thank you. That is ok."**

At this point, the main interview is completed.

FL28. *Result of interview with child*

Complete this once you have concluded the interview with the child. <u>Remember that the code refers to the child 5-17 (Foundational Learning Skills Module)</u>. Record the code corresponding to the results of the interview.

- If the interview with the child is completed, record '01' for 'Completed'.
- If you have not been able to contact the child after repeated visits, record '02' for 'Not at home'.
- If the mother/primary caretaker refuses to be interviewed, record '03' for 'Refused'.
- If the child refuses to be interviewed, record '04' for 'Refused'.
- If you were able to only partly complete the questionnaire, record '05' for 'Partly completed'.
- If the child is incapacitated, record '06'.
- If you have not been able to complete this questionnaire for another reason, you should record '96' for 'Other' and specify the reason.

ENDING THE QUESTIONNAIRE

FS11. *Record the time*

The time of the day you finish the questionnaire for children 5-17 interview will be recorded using the 24-hour system.

FS12. *Language of the Questionnaire.*

Record the language of the questionnaire. If you switched languages on the tablet for some or parts of this questionnaire, record the language you used on the tablet for most of this questionnaire.

FS13. *Language of the Interview.*

Record the language of the interview. If you switched languages when talking to the respondent for some or parts of this interview, record the language you used for most of this interview.

FS14. *Native language of the Respondent.*

Record the native language of the respondent.

FS15. *Was a translator used for any parts of this questionnaire?*

Record if you have used a translator for the entire questionnaire or any parts of this questionnaire. Record '3' if you have not used a translator.

FS16. *Thank the respondent and the child for her/his cooperation. Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56. Make arrangements for the administration of the remaining questionnaire(s) in this household.*

If you are asked by the child or the mother/caretaker how well the child has done, praise the child for effort but do not comment on performance. Say "**I have not been trained to tell you how well your child has performed. The information will go back to the office and be combined with results from other children so that no one will know which results are from which child. But the authorities will know how well all children are performing and be able to use the results to plan for improvements for all children.**"

OBSERVATIONS

The last page of the household questionnaire has been reserved for the interviewers and supervisors to write any notes or observations regarding this particular household interview.

WATER QUALITY TESTING QUESTIONNAIRE

See 'MICS Manual for Water Quality Testing' at http://mics.unicef.org/tools#data-collection for additional information and guidance.

When Water Quality Testing Questionnaire is included, the fieldwork teams are expected to use a printed version of the questionnaire first to collect data and then the interviewer is required to add the completed questionnaire to the household it belongs by using the data entry application.

WQ1. *Cluster number*
> Record the cluster number here.

WQ2. *Household number*
> Record the household number here.

WQ3. *Measurer's name and number*
> Measurer should write his/her name and two-digit identification number.

WQ4. *Interviewer's name and number*
> Interviewer's name and number is written here.

WQ5. *Day/Month/Year:*
> Record the day, month and year.

WQ6. *Check HH10 in the HOUSEHOLD INFORMATION PANEL in the HOUSEHOLD QUESTIONNAIRE: Is the household selected for blank testing?*
> Supervisors will provide measurers with water for the blank test. This will be a bottle of water known to be of high quality or distilled water.
>
> If this household is pre-selected for blank testing, '1' will be recorded, otherwise '2' will be recorded.

WQ7. *Name of the respondent to Water Quality Testing Questionnaire:*
> Write the name of the person responding to this questionnaire. This person is expected to be the same respondent who have answered the household questionnaire for this household.

WQ8. *Check HH44. Is permission given to test water?*
> If you have received permission to test the water while conducting the household questionnaire interview (HH44) with this respondent, record '1' and continue with WQ10. If you have not been given a permission to test the water, record '2'and go to WQ31 to record '02' for the result of the Water Quality Testing Questionnaire.

WQ10. *Record the time.*

Record the time of the day you have started the interview with the respondent.

WQ11. **Could you please provide me with a glass of the water that members of your household usually drink?**

WQ12. *Observe and record whether the water was collected directly from the source or from a separate storage container.*

WQ13. *Label sample H-XXX-YY, where XXX is the cluster number (WQ1) and YY is the household number (WQ2).*

WQ14. **Have you or any other member of this household done anything to this water to make it safer to drink?**

WQ15. **What has been done to the water to make it safer to drink?** *Probe:* **Anything else?** *Record all items mentioned.*

WQ16. **Is this water from the main source of drinking water used by members of your household?**

WQ17. **What source was this water collected from?**

WQ18. **Can you please show me the source of the glass of drinking water so that I can take a sample from there as well?**
    If 'No' probe to find out why this is not possible?

WQ19. *Record whether source water sample collected. Label sample S-XXX-YY, where XXX is the cluster number (WQ1) and YY is the household number (WQ2).*

WQ20. *Check WQ6: Is the household selected for blank testing?*

WQ21. *Take out the sample of sterile/mineral water that you got from your supervisor. Label B-XXX-YY, where XXX is the cluster number (WQ1) and YY is the household number (WQ2). Record whether the sample is available.*

WQ22. *Conduct test within 30 minutes of collecting sample. Record the results following 24-48 hours of incubation.*

WATER QUALITY TESTING RESULTS

Following 24-48 hours of incubation the results from the water quality tests should be recorded.

WQ23. *Record the time.*

Record the time of the day you have completed the interview with the respondent.

WQ24. *Day / Month / Year of recording test results:*

WQ25. *Record the time:*

WQ26 – WQ29.

>*Record 3-digit count of colonies.*
>*If 101 or more colonies are counted, record '101'*
>*If it is not possible to read results, record '991'*
>*If the results are lost, record '992'*

WQ26. <u>*Household*</u> *water test (100ml)***:**

WQ26A. *Check WQ19: Was a source water sample collected?*

WQ27. <u>*Source water test (100ml)*</u>**:**

WQ28. *Check WQ21: Was a blank water sample available?*

WQ29. <u>*Blank*</u> *water test (100ml)***:**

WQ31. *Result of Water Quality Testing Questionnaire.*
If you have successfully completed the testing of water for this household, record '01'. If you have not been given permission to test the water in HH44, record '02'. If a permission is given when completing the household questionnaire (HH44) but a glass of water was not given when you asked in this questionnaire, record '03'. If, for some reason, you could not complete this questionnaire or the test of the samples taken, record '04. Record '96' for any other reason and specify.

OBSERVATIONS
The last page of the Water Quality Questionnaire has been reserved for the measurers and supervisors to write any notes or observations regarding this questionnaire as well as the testing of the samples.

APPENDIX A

For emancipated children age 15-17, the following changes will be in effect when administering the Questionnaire for Children Age 15-17:

CB0A. *Check HL20 in HOUSEHOLD QUESTIONNAIRE for the selected child's line number (HL1=FS3).*	HL20≠90 .... 1 HL20=90, EMANCIPATED...................... 2	1⇨*CB1*
CB0B. *Check the respondent's line number (FS3) in 5-17 CHILD INFORMATION PANEL and the respondent to the completed individual questionnaires (WM3 and MWM3) in this household: Have you or another member of your team interviewed this respondent for an individual questionnaire?*	YES, INTERVIEWED.................1 NO, NOT INTERVIEWED 2	1⇨ *CHILD LABOR (EMANCIPATED) Module* 2⇨ *CHILD'S BACKGROUND (EMANCIPATED) Module*

FL28. *Result of interview with child.* *Discuss any result not completed with Supervisor.*	COMPLETED ....01 NOT AT HOME...02 MOTHER / CARETAKER REFUSED..........03 CHILD REFUSED ....04 PARTLY COMPLETED ....05 INCAPACITATED ....06 OTHER (*specify*) _____ 96	01⇨*FS11* 02⇨*FS11* 03⇨*FS11* 04⇨*FS11* 05⇨*FS11* 06⇨*FS11* 96⇨*FS11*

CHILD'S BACKGROUND (EMANCIPATED)	ECB	

ECB2. In what month and year were you born?
 	
Month and year <u>must</u> be recorded.
	DATE OF BIRTH
	  MONTH ....__ __
	
	  YEAR ....__ __ __ __	

ECB3. How old are you? *Probe*: How old were you at your last birthday? *Record age in completed years.* *If responses to CB2 and CB3 are inconsistent, probe further and correct.*	AGE (IN COMPLETED YEARS) ....__ __	
ECB4. Have you ever attended school or any early childhood education programme?	YES ....1 NO 2	2⇨*ECB11*

ECB5. What is the highest level and class or form or year of school you have attended?	EARLY CHILDHOOD EDUCATION........000 PRIMARY.. **1** __ __ LOWER SECONDARY .... **2** __ __ UPPER SECONDARY .... **3** __ __ HIGHER.. **4** __ __	000⇨*ECB7*
ECB6. Did you complete that (class or form/year)?	YES ....1 NO 2	
ECB7. At any time during the current school year did you attend school or any early childhood education programme?	YES ....1 NO 2	2⇨*ECB9*
ECB8. During this current school year, which level and class or form or year are you <u>attending</u>?	EARLY CHILDHOOD EDUCATION.......000 PRIMARY.. **1** __ __ LOWER SECONDARY .... **2** __ __ UPPER SECONDARY .... **3** __ __ HIGHER.. **4** __ __	
ECB9. At any time during the previous school year did you attend school or any early childhood education programme?	YES ....1 NO 2	2⇨*ECB11*
ECB10. During that previous school year, which level and class or form or year did you <u>attend</u>?	EARLY CHILDHOOD EDUCATION.......000 PRIMARY.. **1** __ __ LOWER SECONDARY .... **2** __ __ UPPER SECONDARY .... **3** __ __ HIGHER.. **4** __ __	
ECB11. Are you covered by any health insurance?	YES ....1 NO 2	2⇨*End*

ECB12. What type of health insurance are you covered by?
 	
Record all mentioned.
	MUTUAL HEALTH ORGANIZATION/
	    COMMUNITY-BASED HEALTH
	    INSURANCE ....A
	HEALTH INSURANCE THROUGH
	    EMPLOYER.. B
	SOCIAL SECURITY C
	OTHER PRIVATELY PURCHASED
	    COMMERCIAL
	    HEALTH INSURANCE ....D
	
	OTHER (*specify*) _____ X	

CHILD LABOUR (EMANCIPATED)		ECL
ECL1. Now I would like to ask about any work that you may do. Since last (*day of the week*), did you do any of the following activities, even for only one hour? [A] Did you do any work or help on your own or the household's plot, farm, food garden or looked after animals? For example, growing farm produce, harvesting, or feeding, grazing or milking animals? [B] Did you help in a family business or a relative's business with or without pay, or run your own business? [C] Did you produce or sell articles, handicrafts, clothes, food or agricultural products? [X] Since last (*day of the week*), did you engage in any <u>other</u> activity in return for income in cash or in kind, even for only one hour?	YES NO WORKED ON PLOT, FARM, FOOD GARDEN, LOOKED AFTER ANIMALS .... 1 2 HELPED IN FAMILY / RELATIVE'S BUSINESS / RAN OWN BUSINESS..... 1 2 PRODUCE / SELL ARTICLES / HANDICRAFTS / CLOTHES / FOOD OR AGRICULTURAL PRODUCTS ...... 1 2 ANY OTHER ACTIVITY 1 2	
ECL2. *Check ECL1, [A]-[X]:*	AT LEAST ONE 'YES' .... 1 ALL ANSWERS ARE 'NO' 2	2⇨*ECL7*
ECL3. Since last (*day of the week*) about how many hours did you engage in (this activity/these activities), in total? *If less than one hour, record '00'.*	NUMBER OF HOURS................................. __ __	
ECL4. (Does the activity/Do these activities) require carrying heavy loads?	YES... 1 NO 2	
ECL5. (Does the activity/Do these activities) require working with dangerous tools such as knives and similar or operating heavy machinery?	YES... 1 NO 2	

ECL6. How would you describe your work environment?		
[A] Are you exposed to dust, fumes or gas?	YES.. 1 NO 2	
[B] Are you exposed to extreme cold, heat or humidity?	YES.. 1 NO 2	
[C] Are you exposed to loud noise or vibration?	YES.. 1 NO 2	
[D] Are you required to work at heights?	YES.. 1 NO 2	
[E] Are you required to work with chemicals, such as pesticides, glues and similar, or explosives?	YES.. 1 NO 2	
[X] Are you exposed to other things, processes or conditions bad for your health or safety?	YES.. 1 NO 2	
ECL7. Since last (*day of the week*), did you fetch water for household use?	YES.. 1 NO 2	2 ⇨*ECL9*
ECL8. In total, how many hours did you spend on fetching water for household use, since last (*day of the week*)? *If less than one hour, record '00'.*	NUMBER OF HOURS................................. __ __	
ECL9. Since last (*day of the week*), did you collect firewood for household use?	YES.. 1 NO 2	2 ⇨*ECL11*
ECL10. In total, how many hours did you spend on collecting firewood for household use, since last (*day of the week*)? *If less than one hour, record '00'.*	NUMBER OF HOURS................................. __ __	

ECL11. Since last (*day of the week*), did you do any of the following for this household?
 	
    [A] Shopping for the household?
 	
    [B] Cooking?
 	
    [C] Washing dishes or cleaning around the house?
 	
    [D] Washing clothes?
 	
    [E] Caring for children?
 	
    [F] Caring for someone old or sick?
 	
    [X] Other household tasks?
	YES NO
	
	SHOPPING FOR HOUSEHOLD................1 2
	
	COOKING..1 2
	
	WASHING DISHES /
	    CLEANING HOUSE...............................1 2
	
	WASHING CLOTHES 1 2
	
	CARING FOR CHILDREN 1 2
	
	CARING FOR OLD / SICK 1 2
	
	OTHER HOUSEHOLD TASKS 1 2	

ECL12. *Check CL11, [A]-[X]:*	AT LEAST ONE 'YES' .... 1 ALL ANSWERS ARE 'NO' 2	2 ⇨*End*
ECL13. Since last (*day of the week*), about how many hours did you engage in (this activity/these activities), in total? *If less than one hour, record '00'*	NUMBER OF HOURS.................................. __ __	

CHILD FUNCTIONING (EMANCIPATED)	**ECF**	
ECF1. I would like to ask you some questions about difficulties you may have. Do you wear glasses or contact lenses?	YES ....1 NO..2	
ECF2. Do you use a hearing aid?	YES ....1 NO..2	
ECF3. Do you use any equipment or receive assistance for walking?	YES .... 1 NO.. 2	

ECF4. In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that you have: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that you cannot at all. *Repeat the categories during the individual questions whenever the respondent does not use an answer category:* Remember the four possible answers: Would you say that you have: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that you cannot at all?		
ECF5. *Check ECF1: Child wears glasses or contact lenses?*	YES, ECF1=1 ....1 NO, ECF1=2 2	1 ⇨*ECF6A* 2 ⇨*ECF6B*
ECF6A. When wearing your glasses or contact lenses, do you have difficulty seeing? **ECF6B**. Do you have difficulty seeing?	NO DIFFICULTY.....................................1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY...................................3 CANNOT SEE AT ALL.....................................4	
ECF7. *Check ECF2: Child uses a hearing aid?*	YES, ECF2=1 ....1 NO, ECF2=2 2	1 ⇨*ECF8A* 2 ⇨*ECF8B*
ECF8A. When using your hearing aid(s), do you have difficulty hearing sounds like peoples' voices or music? **ECF8B**. Do you have difficulty hearing sounds like peoples' voices or music?	NO DIFFICULTY...1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY...................................3 CANNOT HEAR AT ALL 4	
ECF9. *Check ECF3: Child uses equipment or receives assistance for walking?*	YES, ECF3=1 ....1 NO, ECF3=2 2	1 ⇨*ECF10* 2 ⇨*ECF14*
ECF10. Without your equipment or assistance, do you have difficulty walking 100 meters/yard on level ground? *Probe:* That would be about the length of 1 football field. *Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.*	SOME DIFFICULTY ....2 A LOT OF DIFFICULTY...................................3 CANNOT WALK 100 M/Y AT ALL..................4	3 ⇨*ECF12* 4 ⇨*ECF12*

ECF11. Without your equipment or assistance, do you have difficulty walking 500 meters/yards on level ground? *Probe:* That would be about the length of 5 football fields. *Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.*	SOME DIFFICULTY ....2 A LOT OF DIFFICULTY......................................3 CANNOT WALK 500 M/Y AT ALL.................4	
ECF12. With your equipment or assistance, do you have difficulty walking 100 meters/yards on level ground? *Probe:* That would be about the length of 1 football field.	NO DIFFICULTY..1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY......................................3 CANNOT WALK 100 M/Y AT ALL.................4	3⇨*ECF16* 4⇨*ECF16*
ECF13. With your equipment or assistance, do you have difficulty walking 500 meters/yards on level ground? *Probe:* That would be about the length of 5 football fields.	NO DIFFICULTY..1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY......................................3 CANNOT WALK 500 M/Y AT ALL.................4	1⇨*ECF16*
ECF14. Compared with people of your age, do you have difficulty walking 100 meters/yards on level ground? *Probe:* That would be about the length of 1 football field.	NO DIFFICULTY..1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY......................................3 CANNOT WALK 100 M/Y AT ALL.................4	3⇨*ECF16* 4⇨*ECF16*
ECF15. Compared with people of your age, do you have difficulty walking 500 meters/yards on level ground? *Probe:* That would be about the length of 5 football fields.	NO DIFFICULTY..1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY......................................3 CANNOT WALK 500 M/Y AT ALL.................4	
ECF16. Do you have difficulty with self-care such as feeding or dressing yourself?	NO DIFFICULTY..1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY......................................3 CANNOT CARE FOR SELF AT ALL 4	

ECF17. When you speak, do you have difficulty being understood by people inside of this household?	NO DIFFICULTY...1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY...................................3 CANNOT BE UNDERSTOOD AT ALL...........4 LIVING ALONE 7	
ECF18. When you speak, do you have difficulty being understood by people outside of this household?	NO DIFFICULTY...1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY...................................3 CANNOT BE UNDERSTOOD AT ALL...........4	
ECF19. Compared with people of your age, do you have difficulty learning things?	NO DIFFICULTY...1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY...................................3 CANNOT LEARN THINGS AT ALL 4	
ECF20. Compared with people of your age, do you have difficulty remembering things?	NO DIFFICULTY...1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY...................................3 CANNOT REMEMBER THINGS AT ALL 4	
ECF21. Do you have difficulty concentrating on an activity that you enjoy doing?	NO DIFFICULTY...1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY...................................3 CANNOT CONCENTRATE AT ALL................4	
ECF22. Do you have difficulty accepting changes in your routine?	NO DIFFICULTY...1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY...................................3 CANNOT ACCEPT CHANGES AT ALL..........4	
ECF23. Compared with people of your age, do you have difficulty controlling your behaviour?	NO DIFFICULTY...1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY...................................3 CANNOT CONTROL BEHAVIOUR AT ALL..4	

ECF24. Do you have difficulty making friends?	NO DIFFICULTY...1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY...................................3 CANNOT MAKE FRIENDS AT ALL...............4	
ECF25. The next questions have different options for answers. I am going to read these to you after each question. I would like to know how often you are very anxious, nervous or worried. Would you say: daily, weekly, monthly, a few times a year or never?	DAILY ....1 WEEKLY...2 MONTHLY..3 A FEW TIMES A YEAR....................................4 NEVER 5	
ECF26. I would also like to know how often you are very sad or depressed. Would you say: daily, weekly, monthly, a few times a year or never?	DAILY ....1 WEEKLY...2 MONTHLY..3 A FEW TIMES A YEAR....................................4 NEVER 5	