

Q4059

FINAL REPORT OF THE  
NUTRITION POLICY ANALYST  
TO THE

NUTRITION SECTION  
MINISTRY OF PLANNING AND DEVELOPMENT  
GOVERNMENT OF PAKISTAN  
AND THE  
HEALTH, POPULATION AND NUTRITION SECTION  
UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT  
GOVERNMENT OF THE UNITED STATES OF AMERICA

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## LIST OF ACRONYMS

ADDR	Applied Diarrheal Disease Research Project
AJK	Azad Jammu Kashmir
EAD	Economic Affairs Division, GOP
ENHR	Essential National Health Research
FAO	Food and Agriculture Organization
GOP	Government of Pakistan
HPN	Health, Population, and Nutrition Section, USAID
ICN	International Conference on Nutrition
IDD	Iodine Deficiency Disorder
IFPRI	International Food Policy Research Institute
MOH	Ministry of Health
NIH	National Institute of Health
NWFP	North West Frontier Province
PCSP	Pakistan Child Survival Project
PIL	Policy Implementation Letter
PL-480	Public Law 480 of the United States
PMRC	Pakistan Medical Research Council
SOW	Scope of Work
UNICEF	United Nations International Children's Educational Fund
USAID	United States Agency for International Development
USG	Government of the United States of America

## I. Summary

The PL-480/USAID technical assistance to the Nutrition Section, Ministry of Planning and Development, GOP was of limited success. Extensive time delays, resulting from both bureaucratic constraints within both USAID and GOP, severely restricted the efforts of all technical and administrative personnel.

Capital goods, including computers, air conditioners, and a vehicle, were successfully transferred to the Nutrition Section. Technical goods, including an extensive nutrition library, a socio-economic instrument for field research on household determinants of childhood malnutrition, and an IDD monitoring system, were successfully completed and transferred. Finally the Nutrition Section co-sponsored two conferences, the National Breast feeding and Research Symposium and The Essential National Health Research Conference.

All of these activities, however, were completed with no expenditure of Project funds. Two studies were designed, but not implemented. Four workshops were planned and organized, but either were not held or the expenses were assumed by other organizations. The administrative constraints which led to no distribution of rupee funds and limited distribution of dollar

funds are as important a component of the "lessons learned" in the PL-480 Project as the technical assistance provided to the Nutrition Section. The details of both the technical and administrative outcomes of this Project are detailed in this report.

## **II. JOB DESCRIPTION**

The objective of the USAID/PL-480 assistance to the Nutrition Section was to strengthen the analytic capabilities of the Nutrition Section through the provision of technical resources and some limited commodities. Program/project funds were to be made available for priority activities of the Nutrition Section. A Nutrition Policy Analyst was hired with PL-480 Project funds to work within the Nutrition Section, as a USAID contractor. As the Policy Analyst, I collaborated with the Nutrition Section personnel to identify, design, monitor, and evaluate nutrition programs and projects; to design and implement nutrition and food policy studies using Nutrition Section personnel, or through short-term consultants, to assist in preparing presentation materials for meetings of the Nutrition Syndicate; to identify short term training programs for the Nutrition Section's staff; and to monitor the proper utilization of USAID funds for these activities.

The specific technical responsibilities included, but were not limited to,

- \* data analysis,
- \* computerization,
- \* research studies/design,
- \* research studies/implementation, and
- \* planning conferences.

The Policy Analyst was also responsible to advise on several on-going activities of the Nutrition Section. These included,

- \* proposed GOP - World Bank nutrition program,
- \* FAO/ICN National Plan of Action,
- \* personnel training opportunities, and
- \* preparation of materials for meetings and conferences.

In the first three months of the Project (March-May 1993), specific activities were identified and planned. A PL-480 Project activity schedule and budget for Project funds was finalized in June of 1993. The activities were broken down into the following categories:

- \* research studies,
- \* conferences/workshops,
- \* training/travel,
- \* commodities/procurement,
- \* policy papers, and
- \* administration/on-going activities.

Each category will be addressed separately.

#### A. Research Studies

Three areas of nutrition and food policy research were identified as key to nutrition planning in Pakistan and as areas where additional information was needed; food security, weaning foods, and IDD. The food security study was

to be conducted in-house, with Nutrition Section and HPN personnel. The study, Household Determinants of Childhood Malnutrition in Pakistan, was based on the observation that childhood malnutrition rates had not changed over fifteen years, despite growth in national income and an apparent decline in percentage of people below the poverty line. Field work was to be conducted using a socio-economic survey instrument and multi-variable analyses would be conducted.

The weaning study was expected to examine the different behaviors and beliefs in weaning practices across the dominant cultures in the four provinces of Pakistan. The weaning period is a precarious one for all infants, particularly so in Pakistan where many cultural practices may contribute to malnutrition. These practices include late introduction of weaning foods, inadequate provision of calories, and use of improper weaning foods, such as tea which restricts the bio-availability of iron. This study was conceptualized to determine what specific geographic and social target groups would be served best by nutrition education and other intervention programs.

A national IDD program has been in place since the early 1980's, but there had been no consistent monitoring nor evaluation. A larger, more extensive IDD program was being proposed, yet there was no method for learning from earlier successes or failures, nor a system in place to monitor a

new program. An IDD monitoring and evaluation system was required to improve the efficiency of any new and/or expanded program. The system was to provide facilities to evaluate the current and recently completed programs, as well as to be adaptable to the proposed new programs.

#### B. Conferences

Conferences were planned to provide additional information for several different areas of ongoing research, proposed new research, and proposed programs. The Nutrition Trainer's Symposium was designed to review systematically all current education programs with a nutrition component. Key personnel from each program would be invited to participate. The goal was to facilitate communication between these groups to reduce overlapping efforts and to identify areas still needing attention.

The Food Security Workshop was intended to draw together personnel from complementary, but independent, national and international nutrition, agriculture, and economic planning and implementing organizations in order to facilitate future communications between them. The "food policy" efforts from various institutions were far too segmented and vertical; greater multi-sectoral communication and program design and implementation were needed to improve Pakistan's food policies.

The Weaning Study Conference was to bring together nutrition researchers from all four provinces. A primary goal of the conference was to present what information is already available on breast feeding and weaning practices and to identify areas for the future research. Based on this review, the conference hoped to identify a study consensus study design and the key researchers for a nation-wide weaning study.

The GOP - World Bank Nutrition Program meeting was an opportunity for the Nutrition Section to present the proposed Nutrition Program to national policy makers and program implementors. The goal was to obtain feedback in order to finalize the government's final project proposal document.

The IDD workshop was to be held in conjunction with the IDD monitoring and evaluation study. The workshop was expected to provide an opportunity to train appropriate personnel in the recently completed monitoring system, thus immediately putting the results into action.

### C. International Training and Travel

Training opportunities for Nutrition Section personnel were to be identified. Travel opportunities to expand the Nutrition Section's available contacts and reference personnel were also to be considered.

#### D. Commodity Procurement

The Nutrition Section needed to be computerized, requiring purchase of computers, software, and printers, as well as training the Nutrition Section's personnel in the use of computers - from basic word processing to advanced data management and analyses. A vehicle was to be purchased as well as two air conditioners, to facilitate all activities. Office equipment was required to establish my office within the Nutrition Section, including tables, chairs, and file cabinets.

#### E. Policy Papers

I was requested to be available, as required by the Nutrition Section Chief, to assist in preparation of materials for national meetings and documents requesting third party funding.

#### F. Administration and On-Going Activities

The PL-480 Project administration was my responsibility, both within the Nutrition Section and in all communication with the Project Officer at HPN. I was also requested to provide the Nutrition Section Chief with assistance on the on-going activities to design the proposed GOP - World Bank Nutrition Program.

### III. ACCOMPLISHMENTS

In order to understand the outcome of each activity, the Project's major failure must first be highlighted and explained. The "accomplishments" of each of the identified activities can only be comprehended in light of this. Our activities were severely constrained due to our inability to mobilize Project funds. As a result, none of the planned activities were independently successful. The bureaucracies of both USAID and GOP were to fault, as well as the final inability of the Project personnel, including myself, the Nutrition Section Chief, and the USAID Project Officers, to devise a method to mobilize Project funds.

Upon being hired in January 1993, I requested USAID to establish a mechanism for the disbursement of Project funds prior to my start of work in March 1993. In January, the mechanism for my own contract was completed, which included not only my salary, but also line items for my own travel and office expenditures; mechanisms for the dollar expenditures (PIO/T or PIO/C) were also established. These did not include a mechanism for Project rupee expenditures. It was not until June 1993, that a PIL mechanism was suggested by the third USAID Project Officer. By September 1993, the mechanism was arranged between USAID and EAD and a check was received by the GOP in October for the first set of activities. By this time, the expected date for

several of these activities had already lapsed.

The Nutrition Section had expected a simple and relatively quick procedure would be required to access the funds. This did not turn out to be the case. The funds were not put in place until May 1994. Even at this time, when Project personnel attempted to utilize these funds for the few remaining on-going activities, GOP financial and administrative regulations were presented as barriers to any expenditures. As a result no Project funds were expended under the PIL. Any completed activities were funded either from outside resources or by myself personally.

#### A. Research Studies

##### i. Household Food Security Study

This study was designed within the Nutrition Section. The study goals were designed and finalized after a comprehensive literature review and numerous meetings with associated researchers were completed. The survey instrument, Appendix V, was designed after extensive field work for questionnaire design, using focus group and in-depth interview techniques. The field work was to be conducted in collaboration with IFPRI, in the Punjab sites (Attock and Faisalabad Districts) of their panel data set. The results could then be used in addition to the extensive, existing data set. The final implementation of field work and analyses were held up due to the inability to

access the Project funds. Fortunately, IFPRI was conducting their own Round 15 of their data collection and the instrument is being implemented as an additional module to their 15th round. As a result of their efforts, our year long efforts in design have not been wasted. The data results are public and can be used by the Nutrition Section or any other organization. The data collection is still on-going. Our participation, as advisors from the Nutrition Section, ceased as of May 31, 1994, however.

#### ii. Weaning Food Study

As a result of the Weaning Food Conference, to be described later, future research on weaning foods was not considered as important a priority. It was discovered that much of the data needs already existed. Efforts to transfer this funding to a newly identified priority area, maternal nutrition and micro-nutrient deficiencies, met with GOP bureaucratic obstacles and time simply ran out.

#### iii. IDD Monitoring and Evaluation System

This study was partially completed. The system was designed and the Nutrition Section now has a guide map for the future program's monitoring and evaluation. The workshop was not held due to the inability to access the funds. We must rely, therefore, on the GOP to utilize this system and not allow the efforts to become a report which simply sits on an office shelf

somewhere. I am optimistic that, indeed, the system will be put into place. The Nutrition Section Chief and Asst. Chief are actively involved in the ongoing IDD program and UNICEF funds are being put to this sector; their efforts may continue to be complemented by GOP and World Bank funds. I am hopeful that the next few years will see tremendous reduction in IDD in Pakistan.

## B. Conferences and Workshops

### i. Nutrition Trainer's Symposium

The Symposium was designed and planned by myself and representatives from Basic Health Services Cell, MOH, GOP and the PCSP training component Resident Advisor. Two dates were set for the symposium, but both were passed while waiting for the placement of funds. There were no alternative funds available for this symposium.

### ii. Food Security Workshop

The Workshop entered only the initial stages of planning before it became apparent the funds would not be available in time for the window of opportunity for this workshop. The Nutrition Section Chief and I worked in conjunction with officers from IFPRI, USAID, UNICEF, NIH, and Ministries of Agriculture and P & D, during August - October, when we decided to table the idea while awaiting funding availability.

### iii. Weaning Studies Conference

The Conference was planned and implemented in conjunction with the ADDR Project. The ADDR Project funded several nutrition studies, some of which focused on weaning foods. During the conference, it became apparent that much solid research had already been conducted. It was unanimously felt that the results of the research in Pakistan needed wider distribution. Although there is still information which needs to be collected on weaning beliefs vs. practices across different cultures within Pakistan, it is not as impending a priority as had been initially assumed, as strong data already exists. The planned date for the conference arrived with none of the promised funds available. The ADDR Project was forced to assume the full costs of the conference.

### iv. World Bank Meeting

In March the Nutrition Section was ready to present initial results of the GOP Nutrition Project preparation studies. The funds were not available to hold this meeting. The Nutrition Section has continued to prepare their final proposal to the World Bank. It will be evaluated by the World Bank in their final Project Appraisal Mission in summer, 1994.

#### v. IDD Training Workshop

Although the IDD monitoring and evaluation system was designed, the training workshop for implementation was not held due to the inaccessibility of the funds. Extensive effort was not put toward this workshop, as it was not to be held until May 1994, when it was already apparent that the funds would not be in place in time.

#### vi. Essential National Health Research Conference

The Nutrition Section co-sponsored, in name, the ENHR Conference held in April 1994. The conference was organized by a consortium of national and international organizations spearheaded by the PMRC and the ADDR Project. The primary goal of the workshop was to present and critically discuss the policy and program significance of recent research work conducted by national researchers. A selected group of researchers and program/health policy personnel were invited. The effort to increase communication among the researchers as well as between researchers and health policy decision makers is an all important and never ending one. This conference was a strong step towards facilitating improved communications.

#### C. International Training/Travel

Opportunities for international training were identified for the Deputy Chief and the Asst. Chief of the Nutrition Section, as well as one provincial

officer. The training funds were limited as a result of the USAID program reductions as part of the scheduled closure of the Mission. The Nutrition Section was unable to secure GOP approval for one of the proposed training opportunities and the opportunity was wasted. None of the training opportunities were availed.

The Nutrition Section Chief did complete one very successful trip to the United States, where he represented the Nutrition Section in presentations of the proposed World Bank Nutrition Project. PL-480 funds paid for this trip. He met with several leading figures in international nutrition, food policy, and development. It is hoped that the contacts made during this trip will help future activities of the Nutrition Section.

#### D. Commodity Procurement

Discussions with Nutrition Section personnel guided the final procurement of computers, printers, and software. Computer facilities are now adequate for large data processing as well as simple word processing. The funds were not released for computer training, so it is dependent on the GOP to train the Nutrition Section personnel, beyond the two technical staff who are already computer literate, to learn to use and rely on the computers to assist them in completing their assignments. With more computers physically

in the Nutrition Section, I believe the chances are good that more staff members will come to utilize them, although it will be a slow procedure.

A vehicle and two air conditioners were requested for the Nutrition Section and were provided.

#### E. Policy Papers

I was twice requested to assist to the Nutrition Section Chief in preparation of materials for a meeting and a proposal for funding. The first document was for a meeting of the National Nutrition Syndicate. The meeting was to present the progress on the proposed World Bank Nutrition Project. I prepared a brief analysis of the current nutrition situation in Pakistan. The second document was a formal proposal to FAO for funds to complete a National Plan of Action, as recommended to all ICN participating nations. These documents are on file.

#### F. Administration/On-going Activities/Interactions with Staff

The first seven months (March - September 1993) focused extensively on the GOP - World Bank Nutrition Project. Studies were designed and conducted to assist preliminary project design and extensive communications were necessary between the U.S. World Bank personnel, international consultants, and national advisors to the Project. The UNICEF Nutrition

Advisor and I assisted the Nutrition Section Chief in this correspondence and planning, until October 1993, when the World Bank hired a full-time administrator for the Nutrition Project.

The administrative requirements with USAID to procure the commodities and efforts to mobilize the Project funds were time consuming. The first Project Officer was responsible for setting up the Project and hiring me. I worked with the second Project Officer, who later became HPN Chief for the majority of the Project duration, and the third Project Officer on the USAID administration. Despite the inability to mobilize the Project funds, everyone with whom I worked, both in the Nutrition Section and USAID made great efforts towards the mutual goals established in the early days of the Project.

#### IV. Lessons Learned and Conclusions

The research results from the Food Security Study and IDD Monitoring and Evaluation System have potential to be used at the national level. These studies were requested and designed by the policy makers themselves. The food security study, in the initial analyses, is presenting useful data on the household influences on childhood malnutrition, beyond income constraints. Contrary to the initial hypothesis that female education was the primary

influence on childhood growth status, evidence is unfolding that there are underlying factors, resulting from and associated with female education, that influence childhood growth status. The main variable that deserves further focus is the value of the mother's dowry.

The IDD monitoring and evaluation system is ready to be put into place for NWFP; the system is readily adaptable to the Northern Areas and AJK. At this point, the Nutrition Section is awaiting to see what the future program will be after this period of transition from the national program operated from NIH to a provincial program, most likely supported by UNICEF and the World Bank.

There were administrative and management lessons beyond the issue of mobilizing the funds, but that is the issue of overwhelming impact. Future contracts between donors and GOP organizations should clearly delineate the path for expenditure of funds, prior to the onset of the Project period. USAID and the GOP had discussed and organized this Project since 1989. There should have been an effort during those four years prior to onset of the Project to make the expenditure method clear. I, personally, felt in a tight spot. I had clearly been hired to contribute technically, not administratively, and there was support at USAID for the administrative issues. Being located in the Nutrition Section, outside of the Mission, reduced my and my Project

coordinate with the two bureaucratic systems of USAID and GOP. The personnel interacted well and learned from each other. Even with all the difficulties associated with being outside the Mission, I still believe and recommend that projects should place technical personnel within government offices. This is a better method for producing a useful "development product". It is necessary, however, that for any future projects, all administrative issues of expenditures and procurement methods be clearly delineated prior to project onset.

## APPENDIX i - PERSONNEL

Nutrition Policy Analyst	Kirsten S. Russell
Nutrition Section/GOP	
Chief	Mushtaq A. Khan
Deputy Chief	Habibullah
Asst. Chief	Mohammed Ayub
Asst. Chief	Beddar Abbas
HPN/USAID	
Chief (first)	Anne Aarnes
Chief (second)	Lois Bradshaw
Chief (third)	Rushna Ravji
Chief (fourth)	Barbar Hussain
Project Officer (first)	Lois Bradshaw
Project Officer (second)	Rushna Ravji
Project Officer (third)	Ahmed Kassim
Administrative Assistant	Eric Samuels
Household Food Security Study	
Consultant	Marian Zeitlin
IDD Monitoring Study	
Consultant	Jonathan Gorstein

**A.ii BUDGET**

USAID/Dollar Expenditures	Allocated
Long Term Consultant	90,000
Position Advertisements	3,500
Computers and supplementary equipment	25,000
Air Conditioners	2,500
Vehicle	12,000
Consultancies	
Household Food Security Study	12,000
IDD Monitoring System	18,000
Training/International Travel	30,000

PIL #9 Rupee Expenditures - Budgeted in US Dollars

Estimated Budget for PL/480 activities to be undertaken by the GOP Nutrition Section:

PIL No. 391-0470

Conferences and Workshops

Nutrition Trainers Symposium	10,000.00
Food Security Workshop	4,000.00
Weaning Study Conference	3,000.00
Final WB Proposal Conference	4,700.00
IDD Monitoring System Training Workshop	10,000.00

Sub-total 31,700.00

In-Country Computer Training 1,500.00

Local Travel for Monitoring Activities 3,500.00

Photocopying and Printing 2,000.00

Food Security Study

Field Work	11,000.00
Printing Questionnaires and Reports	3,000.00
Office Supplies (Diskettes, etc.)	2,000.00
Shipping Literature References from U.S.	1,000.00
Purchase of Literature/References	1,000.00
Telephone and Fax	2,000.00

Sub-total 20,000.00

Weaning Study

Field Work (@4000 each province) 16,000.00

Print Questionnaires 4,000.00

Sub-total 20,000.00

Working Total 78,700.00

Overhead (~ 5%) 3,300.00

Grand Total 82,000.00

**APPENDIX III. HOUSEHOLD FOOD SECURITY STUDY**  
**QUESTIONNAIRES**

**MOTHER'S QUESTIONNAIRE**

*In joint households, now separate the mother and mother-in-law. Find a quiet, private place where you can interview the mother alone, keeping any additional on-lookers with the mother-in-law. Index child is the youngest child over the age of six months. If mother's children are less than six months or if there are no children in the household, index child is her closest relative (child) greater than six months. If there are more than one mother on the family compound, interview each mother separately with the module. Only one basic questionnaire is necessary. Be sure the basic questionnaire includes, however, information on these family members, including age and anthropometry.*

*In nuclear households, once the basic questionnaire is completed the MIL interviewer should go on to the next NUCLEAR household (check with the field administrator for the location of the next nuclear HH) and begin the basic questionnaire. Wait there for your partner to complete this module questionnaire and join you.)*

1. Do you have a birth certificate for (index child) > \_\_\_\_ 1=Y, 2=N
2. Can you show it to me? \_\_\_\_ 1=Y, 2=N
3. Child's birthdate confirms with birth certificate? \_\_\_\_ 1 = yes, 2 = no, 99=no birth certificate

*(Record mother's statement of birthdate. Now match this with the local events calendar and estimate the birthdate from this calendar.)*

4. Local events calendar estimate of birthdate \_\_\_\_\_  

Event	Day	Mo	Year
-------	-----	----	------
5. What is your family's religion? \_\_\_\_ 1=Moslem, 2=Christian, 3=Other \_\_\_\_
6. Type of household \_\_\_\_ 1 = joint, 2 = nuclear, 3 = mother headed, 4=mother daily headed, father abroad
7. Was there a school available in your community when you were a child? \_\_\_\_  
1=Y, 2=N
8. Was it a single sex school or mixed? \_\_\_\_ 1=mixed, 2=single, 3=no school available

### II. Main Sources of Household Financial Support

9. Number of Wives of Child's Father \_\_\_\_ number
10. Do other wives live here \_\_\_\_ 1 = yes, 2 = no, 3 = NA
11. Mother's rank among father's wives \_\_\_\_ 1=first wife, 2=second wife, etc. 99=only one wife
12. Does father have any physical disabilities \_\_\_\_ 1 = yes, 2 = no
13. If Child's Father doesn't always live at home, how often does he remit money? \_\_\_\_  
1 = weekly, 2= monthly, 3 = annually, 4 = intermittently, 5 = never, 99=always lives here.

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14. If Child's Father lives elsewhere and remits money, who does he send it to? \_\_\_\_\_  
 0 = Doesn't remit, 1=Child's Mother, 2=MIL, 3=FIL, 4=BIL, 5=other,  
 99=always lives here
15. Who provide financial support for your family? \_\_\_\_\_  
 1 = Child's Mother, 2= Child's Father, 3 = MIL, 4 = FIL, 5 = BIL, 6 = other,  
 explain \_\_\_\_\_
16. Does anyone give the money to you for keeping or spending \_\_\_\_\_ 1=Y, 2=N
17. Do other people who live elsewhere remit money to the household? \_\_\_\_ 1=Y, 2=N
18. Who? \_\_\_\_\_
19. To whom does this money go? \_\_\_\_\_ 1=Child's Mother, 2= Child's Father,  
 3=MIL, 4=FIL, 5=BIL, 6=other, \_\_\_\_\_, 99=NA

**III. Reproductive History, Attitudes Toward Schooling and Aspirations for Children**

20. What do you think is the best number of children to have (for the ideal family)? \_\_\_\_\_  
 99=up to Allah
21. How many boys? \_\_\_\_\_ 21b. How many girls? \_\_\_\_\_
22. How many live births have you had? \_\_\_\_\_
23. How many children are living now? \_\_\_\_\_
24. Were your children born at convenient times for your family? \_\_\_\_\_ 1 = Y, 2 = N,  
 3=not all
25. Do you think girls should go to school? \_\_\_\_\_ 1=Y, 2=N
26. Why or why not? \_\_\_\_\_
- 
27. Does (index child)'s father think girls should attend school? \_\_\_\_\_ 1=Y, 2=N
28. Why or why not? \_\_\_\_\_
- 
29. If you could have studied (longer), how many years of school do you wish you had? \_
30. Will/do your daughters go to school? \_\_\_\_ 1=Y, 2=N, 3=Some, 4=Do not know
31. If yes, how many years do you expect they will study? \_\_\_\_\_ 0=daughters will not  
 go to school, 99= no daughters

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32. If any of your children are no longer in school, why ? \_\_\_\_\_ 1=too old, 2=too young, 3=no school available, 4=no single sex school available, 5=none did or will go to school, 99=still in school
33. Who decides whether or not your daughters go to school? \_\_\_\_\_ 1=mother, 2=father, 3=mil, 4=fil, 5=mother and father, 6=other \_\_\_\_\_
34. Would you like your daughters to work outside the house? \_\_\_\_\_ 1=Y, 2=N
35. What kind of jobs should they have? \_\_\_\_\_ 99=none
36. Should they work after they are married? \_\_\_\_\_ 1=Y 2=Before is okay, but not after 3=Not work before or after marriage
37. How many years would you like your sons to study? \_\_\_\_\_ yrs
38. What jobs would you like your sons to have? \_\_\_\_\_  
\_\_\_\_\_
39. At what age would you like your children to get married ? \_\_\_\_\_ boys \_\_\_\_\_ girls
40. If money is scarce which is a more important -- to spend money on a girl's education(=1) or to save for her dowry (=2)? \_\_\_\_\_ Why? \_\_\_\_\_
41. When you were married, what was the value of your dowry ? \_\_\_\_\_ Rs. 0=no dowry
- 42.. What goods did your dowry include ? \_\_\_\_\_  
\_\_\_\_\_ 0=no dowry, 88=dowry was cash
43. Will your daughters have a dowry ? \_\_\_\_\_ 1=Y, 2=N, 3=don't know, 99=no daughters
44. What do you expect the value of your first born daughter's dowry to be ? \_\_\_\_\_ Rs 0=no dowry, 1=don't know, 2=no daughters
45. In your family who decides whether money will be saved? \_\_\_\_\_ 1=mother, 2=father, 3=mil, 4=fil, 5= mother and father, 6=other \_\_\_\_\_
46. If a woman is more educated, will she have more influence with her MIL? \_\_\_\_\_ 1=Y, 2=N
47. With her sisters-in-law? \_\_\_\_\_ 1=Y, 2=N
48. With her husband? \_\_\_\_\_ 1=Y, 2=N

49. If a woman works outside the house, will she have more influence with her MIL? \_\_\_\_\_ 1=Y, 2=N
50. With her sisters-in-law ? \_\_\_\_\_ 1=Y, 2=N
51. With her husband ? \_\_\_\_\_ 1=Y, 2=N
52. If you had more influence to choose how the family money is spent, would you spend money differently than the way it is spent now? \_\_\_\_\_ 1=Y, 2=N
53. What would you spend more money on? \_\_\_\_\_ 1=Food, 2=Education, 3=Savings, 4=Housing, 5=Jewelry, 6=Other \_\_\_\_\_ 99=don't know
54. What would you spend less money on? \_\_\_\_\_ 1=Food, 2=Education, 3=Savings, 4=Housing, 5=Jewelry, 6=Other \_\_\_\_\_ 99=don't know
55. If you had Rs 5,000, how would you spend it? \_\_\_\_\_
- 
- 

**IV. Mother's Paid Employment, Received Remittances, and Expenditures**

56. If you do not work now, did you work in the past? \_\_\_ 1=Y 2=N, 99=currently working
57. How many \_\_\_\_\_ yrs \_\_\_\_\_ mo ago? 99=currently working
58. If you do not work for pay, would you like to? \_\_\_\_\_ 1=Y, 2=N, 99 = working
59. What kind of job would you like to do? \_\_\_\_\_  
88=do not want to work, 99=currently working

*(Q.60-68 For Women Who Work for Pay or Payment in Kind. If Mother Never Works for Pay or Payment in Kind, go to Q, 104)*

60. Do you wish you did not work (for pay or payment in kind)? \_\_\_\_\_
61. If yes, why? \_\_\_\_\_ 99=NA
62. Are you able to keep the money you earn? \_\_\_\_\_ 1=All, 2=Some, 3=None
63. Are you able to sell in-kind payment? \_\_\_\_\_ 1=All, 2=Some, 3=None, 4=Don't want to, 99=do not earn in-kind payment
64. If you sell in-kind payment, do you keep the money? \_\_\_\_\_ 1=All, 2=Some, 3=None, 4=Don't sell, 99=do not earn in-kind payment

65. If you don't keep all of the money, to whom do you give the money to? \_\_\_\_\_  
1=Father of child, 2=MIL, 3=FIL, Other \_\_\_\_\_
66. Who decides that you may work outside the house? \_\_\_\_\_ 1= mother of index child,  
2= father of index child, 3=MIL, 4= FIL, 5=other \_\_\_\_\_

(67. Note if there are others in the room, or within earshot while you are asking questions 60-66. \_\_\_\_\_ 1=Y, 2=N.

68. Does the mother appear nervous or look towards the other people while you asked these questions? \_\_\_\_\_ 1=Y, 2=N.

Comments \_\_\_\_\_

69. How many of your children work for pay? \_\_\_\_\_
70. To whom do they give their earnings? \_\_\_\_\_ 1=Mother, 2=Father, 3=MIL,  
4=Fil, 5=Keep it themselves, 6=Other \_\_\_\_\_ 99=do  
not work
71. Are there any other people from whom you receive money? \_\_\_\_\_ 1=Y, 2=N
72. If yes, who? \_\_\_\_\_ 1=Father of Child, 2=MIL, 3=FIL, 4=BIL, 5=Own Mother,  
6=Other \_\_\_\_\_ 99 = no other  
remittances
73. What do you purchase with the money you manage? \_\_\_\_\_  
\_\_\_\_\_  
1=food, 2=savings, 3=children's clothing, 4=mother's clothing, 5=other (explain)  
99=manages none of the HH money

#### V. Mother's Time Use

74. How many times do you go to the market each week? \_\_\_\_\_ 1=Doesn't go,  
2=Daily, 3=Several times each day, 4=Random, but less than every day
75. How much time do you spend with your children per day? \_\_\_\_\_ hrs
76. What do you usually do with your children during this time? \_\_\_\_\_  
\_\_\_\_\_
77. How often do you prepare the family food? \_\_\_\_\_ 1=every meal, 2=one meal per  
day, 3=infrequently, 4=never
78. Are your children with you while you cook? \_\_\_\_\_ 1=Y, 2=N

79. Are your children with you when you clean the compound? \_\_\_\_\_ 1=Y, 2=N
80. How often do your children eat during the day? \_\_\_\_\_
81. Do you help them to eat? \_\_\_\_\_ 1=Y, 2=N
82. Do you use cow dung for cooking fuel? \_\_\_\_\_
83. Who prepares this? \_\_\_\_\_ 1=Mother, 2=MIL, 3=SIL, 4=Other \_\_\_\_\_

#### VI. Children's Caretakers and Locations

84. When you go (for work or other purposes) outside the compound, does (index child) come with you? \_\_\_\_\_ 1=Y, 2=N, 3=Usually, 4=Rarely, 5=Does not go outside
85. If child goes with you outside the compound, does anyone help you to care for the child at that place? \_\_\_\_\_ 1=No, 2=MIL, 3=SIL, 4=Own Mother, 4=Own Sister, 5=Older Child, 6=Other
86. If child stays in the compound when you have to go out, who helps to take care of the child? (A response of more than one person is okay) \_\_\_\_\_ 1=MIL, 2=SIL, 3=Older Daughter, 4=Older Son, 5=Father of Child, 6=Other \_\_\_\_\_  
99=Never Go out (*If "never goes out" probe about "special occasions"*).
87. When you work inside the house, who helps you to look after (index child)? \_\_\_\_\_  
1=No one, mother cares alone, 2=MIL, 3=SIL, 4=Father of Child, 5=Older Daughter, 6=Older Son, 7=Other \_\_\_\_\_

#### VII. Quality of Child Care and Health Treatment (Adapted from Caldwell)

88. When you are working at home, does (index child) usually stay where you can see him/her or go away to play with others? \_\_\_\_\_ 1=usually in sight, 2=either, 3=usually goes away
89. Can you show me (index child's) toys? \_\_\_\_\_ 1=5 or more toys are in visible or shown to you, 2=less than five toys are visible or shown, but more than one, 3= one toy, 4=no toys
90. In general, does (index child) obey you well? \_\_\_\_\_ 1=Y, 2=N
91. About how often would you say you have to punish him/her? \_\_\_\_\_ 1=never/rarely, 2=more than once a week, but less than every day, 3=every day
92. Have you ever taken (index child) to a health center or doctor for a check-up or well-baby visit, when he/she was not sick? \_\_\_\_\_ 1=Y, 2=N
93. How many times? \_\_\_\_\_

### VIII. Mother's Exposure to Outside Influences

94. Do you attend community meetings? \_\_\_\_\_ 1=Y, 2=N
95. Where do your parents live? \_\_\_\_\_ 1=in this village, 2=in this district, 3=in this province, 4=in another province, 5=deceased
96. How often do you visit your parents? \_\_\_\_\_ 1=daily, 2=weekly, 3=monthly, 4=yearly/rarely, 5= never, 99=deceased
97. For how long do you usually stay at your parents' house? \_\_\_\_\_ number of days
98. How often do you visit other relatives/friends? \_\_\_\_\_ 1=daily, 2=weekly, 3=rarely/never
99. Aside from your home village, what other places have you travelled to in Pakistan? 1=none, 2=Islamabad, 3=Karachi, 4=international, 5=Other \_\_\_\_\_
100. Do you know the names of some big cities in Pakistan? \_\_\_\_\_  
\_\_\_\_\_ Number listed.
101. Do you know the names of some other countries near Pakistan? \_\_\_\_\_  
\_\_\_\_\_ Number listed
102. How strictly do you observe purdah? \_\_\_\_\_ 1=burkah, do not go out of compound, 2=burkah, go out of compound, 3=chaddar, 4=dupatta, 5=not at all
103. Whose idea is it to observe purdah? \_\_\_\_\_ 1=Mother, 2=Father of Child, 3=MIL
104. If you go to the shop and pay 12 Rs for sugar, 6 Rs for tea, and 40 Rs for atta, how much is the total amount of Rs needed? \_\_\_\_\_ (answer 58 RS) 1=correct answer 2=some other answer
105. If you give the shopkeeper 100 Rs. how much change should he give me? \_\_\_\_\_ (answer 42 Rs) 1= Correct answer, 2=Some other answer

### X. Family Functioning

208. Does the father of (index child) do any activities to help in the household? \_\_\_\_\_
209. What kind of activities? \_\_\_\_\_
210. Does the father of (index child) play with him/her? \_\_\_\_\_ 1=Y, 2=N
211. What kind of a temperament does father of (index child) have? \_\_\_\_\_
212. Does he like to talk things over with the family before he takes action? \_\_\_\_\_ 1=Y, 2=N
213. Does he have a good memory for things you ask him to buy? \_\_\_\_\_ 1=Y, 2=N
- (At this point in the interview, the mother's facial expressions are: (mark all that apply)
214. \_\_\_\_\_ lively, \_\_\_\_\_ smiling, \_\_\_\_\_ laughing, \_\_\_\_\_ flat/factual, \_\_\_\_\_ flat/apathetic, \_\_\_\_\_ afraid, \_\_\_\_\_ angry, \_\_\_\_\_ guarded/distrusting, \_\_\_\_\_ tired-looking, \_\_\_\_\_ sad, \_\_\_\_\_ tearful)
215. People say that the happiest times in the life of a woman are in the home of her parents., more than in her husbands' home. Where were your happiest times?  
\_\_\_\_\_ 1=parents' home, 2=husband's home, 3=both

### XI. Weaning and Child Feeding KAP

216. Do you boil the milk before feeding it to the child? \_\_\_\_\_ 1=Y, 2=N
217. If yes, for how long? \_\_\_\_\_ 1= until it rises and foams, 2=longer, 3=do not boil
- 218-229 Did you give the following foods to (index child) (read list) ? If yes, how old was he/she when you started?
- |                    |                                 |                           |
|--------------------|---------------------------------|---------------------------|
| 218. banana _____  | mos, 99 = do not give this food | 224. custard, kheer _____ |
| 219. biscuit _____ |                                 | 225. rice _____           |
| 220. choori _____  |                                 | 226. roti to hold _____   |
| 221. halva _____   |                                 | 227. egg _____            |
| 222. suji _____    |                                 | 228. cerelac _____        |
| 223. dalya _____   |                                 | 229. farex _____          |
230. Has (index child) started to eat roti and salan? \_\_\_\_\_ 1=Y, 2=N
231. Has (index child) started to eat roti and spicy foods? \_\_\_\_\_ 1=Y, 2=N
232. When did/will (index child) start to eat these? \_\_\_\_\_ years \_\_\_\_\_ mos
233. Has (index child) started to eat together with the family? \_\_\_\_\_ 1=Y, 2=N (Roti shooti khani shooru ki)

234. (Fill in the following chart for all of mother's children, of the five youngest.)  
Code: 66=still taking breast or bottle, 77=doesn't use bottles, 88=has not started soft or family food, yet

Child	Age	Sex	Stopped Breast (mos)	Started Bottle (mos)	Stopped Bottle (mos)	Started Soft Food (mos)	Started Family Food
index							
2							
3							
4							
5							

235. What signs indicated to you that your children were ready for roti and salan? \_\_\_\_\_

(Probe now. Read the list and check those she confirms as signs. Probe for other signs.)

236. teeth \_\_\_\_\_ 1=Y, 2=N
237. walks \_\_\_\_\_
238. talks \_\_\_\_\_
239. asks for food \_\_\_\_\_
240. reaches for food \_\_\_\_\_
241. cries for food \_\_\_\_\_
242. mother's milk is less \_\_\_\_\_
243. other \_\_\_\_\_
244. Is there any problem with feeding family foods/spicy foods to the child before he/she reaches for food (or other indicator mentioned)? \_\_\_\_\_ 1=Y, 2=N
245. What problems might this cause? \_\_\_\_\_ 1=stomach problems, 2=can't digest, 3=loose stool, 4=hard stomach, 5=other \_\_\_\_\_
246. Do you breastfeed boys (=1) or girls (=2) longer? \_\_\_\_\_ 3=same
247. Why? \_\_\_\_\_
248. Who can eat all family food earlier, boys (=1) or girls (=2)? \_\_\_\_\_ 3=same
249. Why? \_\_\_\_\_

250. In this village, who feed their children the family food earlier, the richer families (=1) or the poorer families (=2) ? \_\_\_\_\_ Why ? \_\_\_\_\_
- 
251. *(The mother mentioned: The poor can't afford to buy special foods for the child"*  
? \_\_\_\_\_ 1=Y, 2=N)
252. *(The mother mentioned: "The have to give roti and every kind of food." ?* \_\_\_\_\_  
1=Y, 2=N)
253. In a very rich family, at what age does the family give the child all family foods?  
\_\_\_\_\_ years \_\_\_\_\_ mos
254. In a very poor family, at what age does the family give the child all family foods?  
\_\_\_\_\_ years \_\_\_\_\_ mos
255. Have you ever heard that babies can start to eat all foods at six months, if they are  
fed in a careful and clean way? \_\_\_\_\_ 1 = heard, 2=never heard
256. Do you believe this ? \_\_\_\_\_ 1=Y, 2=N
257. If a child who has not yet started family food doesn't want to eat, what do you do?  
\_\_\_\_\_ 1 = let the child be, 2 = coax him/her to eat
258. If a child who has already started family food doesn't want to eat, what do you do?  
\_\_\_\_\_ 1 = let the child be, 2 = coax the child to eat
259. How do you know when a child is full ? \_\_\_\_\_
- 
260. Does (index child) eat well/enough ? \_\_\_\_\_ 1=usually, 2=sometimes, 3=no, not  
usually
261. How is the child growing in relation to the other children ? \_\_\_\_\_
- 
262. Is (index child) a healthy child ? \_\_\_\_\_ 1=Y, 2=N
263. Do you think (index child) needs to eat more food ? \_\_\_\_\_ 1=Y, 2=N
264. Do you think (index child) needs to eat better foods ? \_\_\_\_\_ 1=Y, 2=N
265. In the morning, do you feed the children food that was cooked the night before ?  
\_\_\_\_\_ 1=never, 2=sometimes, 3=usually

## XII. Morbidity

266-280. Has the child ever had any of the following illnesses? (*If yes, ask if the child still has this illness now.*) 0=never had, 1=had in the past, 2=still has it now

- 266. whooping cough \_\_\_\_\_
- 267. pneumonia \_\_\_\_\_
- 268. malaria \_\_\_\_\_
- 269. high fever \_\_\_\_\_
- 270. severe diarrhea or dysentery \_\_\_\_\_
- 271. dehydration, sunken fontanel \_\_\_\_\_
- 272. frequent passing of worms \_\_\_\_\_
- 273. measles \_\_\_\_\_
- 274. swellings \_\_\_\_\_
- 275. marasmus, or become thin and malnourished \_\_\_\_\_
- 276. afflicted by "shadow" \_\_\_\_\_
- 277. indigestion, hard stomach \_\_\_\_\_
- 278. convulsions that are repeated when child is sick \_\_\_\_\_
- 279. severe infection of the skin or body \_\_\_\_\_
- 280. other \_\_\_\_\_

281. (*Observe: Does the child have any apparent maladies ?* \_\_\_\_\_ 1=skin sores, 2=sores around lips, 3=discolored hair, 99= none, 4=other \_\_\_\_\_)

282. When (index child) is sick, who decides if he/she should be taken out for treatment? 1=Mother, 2=father, 3=MIL, 4=FIL, 5=Other \_\_\_\_\_

283. Who takes the child outside for health treatment ? \_\_\_\_\_ (*Code from above*)

284. Are you in good health now ? \_\_\_\_\_ 1=Y, 2=N

285. If no, what are your health problems ? \_\_\_\_\_  
\_\_\_\_\_ 99=no problems

286. If no, how long have you been ill ? \_\_\_\_\_ years \_\_\_\_\_ mos, 99=not ill

287. Have you gone for health treatment outside the house for this problem ? \_\_\_\_\_ 1=Y, 2=N, 9=not sick

## XIII. Hygiene

288. Where do you get your drinking water ? \_\_\_\_\_ 1=river, 2=ringwell, 3=tubewell, 3=tap, 4=other \_\_\_\_\_

289. Is the water source inside (1) or outside (2) your compound ? \_\_\_\_\_
290. Do you boil the water ? For how long ? \_\_\_\_\_ mins 99=don't boil,
291. What kind of fuel is used in the kitchen ? \_\_\_\_\_ 1=firewood, 2=cowdung, 3=gas, 4=electric, 5=coal, 6=charcoal, 7=other \_\_\_\_\_
292. Where do you cook in the winter ? \_\_\_\_\_ 1=outside, 2=inside, with ventilation, 3=inside, without ventilation
293. What kind of toilet facility is used by household members ? \_\_\_\_\_ 1=latrine in compound, 2=latrine outside of compound, 3=flush toilet in compound, 4=field, 5=other

## XIV. Observation

Please let me review this and check to make sure we have covered everything.

*(Complete the following observations BEFORE leaving the compound, telling the mother you are just reviewing the questionnaire to be sure it is complete.)*

### XIV.A Household/Personal Hygiene Observation

- |   |             |  |   |         |       |       |       |       |       |       |       |  |              |               |  |                    |               |                         |                    |                     |                  |   |                     |                  |   |        |       |       |       |       |       |       |       |       |       |
|---|-------------|--|---|---------|-------|-------|-------|-------|-------|-------|-------|--|--------------|---------------|--|--------------------|---------------|-------------------------|--------------------|---------------------|------------------|---|---------------------|------------------|---|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1.  | Do you see: | <table border="0" style="width: 100%;"> <tr> <td style="width: 30%; vertical-align: top;"> <table border="0" style="width: 100%;"> <tr><td style="width: 100%;">Outside</td></tr> <tr><td>_____</td></tr> </table> </td> <td style="width: 60%; vertical-align: top;"> <table border="0" style="width: 100%;"> <tr><td>animal feces</td></tr> <tr><td>trash/garbage</td></tr> <tr><td>sharp/dangerous objects</td></tr> <tr><td>pesticides/poisons</td></tr> <tr><td>spoiled food</td></tr> <tr><td>human feces</td></tr> <tr><td>water and mud</td></tr> <tr><td>child's potty chair</td></tr> <tr><td>smoke from stove</td></tr> </table> </td> <td style="width: 10%; vertical-align: top;"> <table border="0" style="width: 100%;"> <tr><td>Inside</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> </table> </td> </tr> </table> | <table border="0" style="width: 100%;"> <tr><td style="width: 100%;">Outside</td></tr> <tr><td>_____</td></tr> </table> | Outside | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____  | _____        | _____         | <table border="0" style="width: 100%;"> <tr><td>animal feces</td></tr> <tr><td>trash/garbage</td></tr> <tr><td>sharp/dangerous objects</td></tr> <tr><td>pesticides/poisons</td></tr> <tr><td>spoiled food</td></tr> <tr><td>human feces</td></tr> <tr><td>water and mud</td></tr> <tr><td>child's potty chair</td></tr> <tr><td>smoke from stove</td></tr> </table> | animal feces       | trash/garbage | sharp/dangerous objects | pesticides/poisons | spoiled food        | human feces      | water and mud   | child's potty chair | smoke from stove | <table border="0" style="width: 100%;"> <tr><td>Inside</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> <tr><td>_____</td></tr> </table> | Inside | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ | _____ |
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| animal feces  |             |  |   |         |       |       |       |       |       |       |       |  |              |               |  |                    |               |                         |                    |                     |                  |   |                     |                  |   |        |       |       |       |       |       |       |       |       |       |
| trash/garbage   |             |  |   |         |       |       |       |       |       |       |       |  |              |               |  |                    |               |                         |                    |                     |                  |   |                     |                  |   |        |       |       |       |       |       |       |       |       |       |
| sharp/dangerous objects   |             |  |   |         |       |       |       |       |       |       |       |  |              |               |  |                    |               |                         |                    |                     |                  |   |                     |                  |   |        |       |       |       |       |       |       |       |       |       |
| pesticides/poisons  |             |  |   |         |       |       |       |       |       |       |       |  |              |               |  |                    |               |                         |                    |                     |                  |   |                     |                  |   |        |       |       |       |       |       |       |       |       |       |
| spoiled food  |             |  |   |         |       |       |       |       |       |       |       |  |              |               |  |                    |               |                         |                    |                     |                  |   |                     |                  |   |        |       |       |       |       |       |       |       |       |       |
| human feces   |             |  |   |         |       |       |       |       |       |       |       |  |              |               |  |                    |               |                         |                    |                     |                  |   |                     |                  |   |        |       |       |       |       |       |       |       |       |       |
| water and mud   |             |  |   |         |       |       |       |       |       |       |       |  |              |               |  |                    |               |                         |                    |                     |                  |   |                     |                  |   |        |       |       |       |       |       |       |       |       |       |
| child's potty chair   |             |  |   |         |       |       |       |       |       |       |       |  |              |               |  |                    |               |                         |                    |                     |                  |   |                     |                  |   |        |       |       |       |       |       |       |       |       |       |
| smoke from stove  |             |  |   |         |       |       |       |       |       |       |       |  |              |               |  |                    |               |                         |                    |                     |                  |   |                     |                  |   |        |       |       |       |       |       |       |       |       |       |
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| _____   |             |  |   |         |       |       |       |       |       |       |       |  |              |               |  |                    |               |                         |                    |                     |                  |   |                     |                  |   |        |       |       |       |       |       |       |       |       |       |
| _____   |             |  |   |         |       |       |       |       |       |       |       |  |              |               |  |                    |               |                         |                    |                     |                  |   |                     |                  |   |        |       |       |       |       |       |       |       |       |       |
2. The indoor flooring is \_\_\_\_\_ ? 1=dirt, 2=pukkah, 3=other \_\_\_\_\_
3. If the household has animals, are they kept \_\_\_\_\_ 1=roam free on compound and in living rooms, 2=separate from indoor rooms, but on compound, 3= off compound, 99=no animals
- 4-9. Observe and note if the child is clean:



- |     |   |                             |   |   |   |   |                           |
|-----|---|-----------------------------|---|---|---|---|---------------------------|
| 25. | Fearfulness:                                    | 0                           | 1 | 2 | 3 | 4 | 5                         |
|     |   | cautious, apprehensive      |   |   |   |   | relaxed, confident        |
| 26. | Hostility, criticism                            | 0                           | 1 | 2 | 3 | 4 | 5                         |
|     |   | frequently expresses        |   |   |   |   | never expresses           |
| 27. | Warmth to child                                 | 0                           | 1 | 2 | 3 | 4 | 5                         |
|     |   | neutral, objective          |   |   |   |   | warm, responsive          |
| 28. | Interactions with MIL                           | 0                           | 1 | 2 | 3 | 4 | 5                         |
|     |   | neutral, distant            |   |   |   |   | warm, close               |
| 29. | Interactions with SIL                           | 0                           | 1 | 2 | 3 | 4 | 5                         |
|     |   | neutral, distant            |   |   |   |   | warm, close               |
| 30. | Clarity of mother's responses during interview  | 0                           | 1 | 2 | 3 | 4 | 5                         |
|     |   | hard to understand          |   |   |   |   | clear                     |
| 31. | Interviewer response to mother                  | 0                           | 1 | 2 | 3 | 4 | 5                         |
|     |   | neutral                     |   |   |   |   | enjoyed interaction       |
| 32. | Interviewer response to mother                  | 0                           | 1 | 2 | 3 | 4 | 5                         |
|     |   | neutral                     |   |   |   |   | felt nurturing toward her |
| 33. | Interviewer response to mother                  | 0                           | 1 | 2 | 3 | 4 | 5                         |
|     |   | disliked, negative reaction |   |   |   |   | no negative reaction      |
| 34. | Interviewer response to atmosphere in household | 0                           | 1 | 2 | 3 | 4 | 5                         |
|     |   | neutral                     |   |   |   |   | warm, appealing           |
| 35. | Interviewer response to atmosphere in household | 0                           | 1 | 2 | 3 | 4 | 5                         |
|     |   | disliked, negative reaction |   |   |   |   | no negative reaction      |

#### XIV.D Feeding Behaviors Observation

(Code: 1=Y, 2=N, 99=NA)

36. Did the mother prepare food for the family or child while you were in the home? \_\_\_\_\_
37. If yes, what? \_\_\_\_\_

**MOTHER-IN-LAW'S QUESTIONNAIRE**

FINAL REPORT OF THE  
NUTRITION POLICY ANALYST  
TO THE

NUTRITION SECTION  
MINISTRY OF PLANNING AND DEVELOPMENT  
GOVERNMENT OF PAKISTAN  
AND THE  
HEALTH, POPULATION AND NUTRITION SECTION  
UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT  
GOVERNMENT OF THE UNITED STATES OF AMERICA

FUNDED BY  
PL-480 SELF-HELP MEASURES  
GOVERNMENT OF THE UNITED STATES OF AMERICA

PERIOD OF CONTRACT  
MARCH 1993 - MAY 1994

**MODULE FOR THE STUDY OF  
HOUSEHOLD DETERMINANTS OF CHILDHOOD MALNUTRITION IN PAKISTAN  
MOTHER-in-LAW'S QUESTIONNAIRE**

*In joint households, now separate the mother and mother-in-law. Find a quiet, private place where you can interview the mother alone, keeping any additional on-lookers with the mother-in-law. Index child is the youngest child over the age of six months. If mother's children are less than six months or if there are no children in the household, index child is her closest relative (child) greater than six months. If there are more than one mother on the family compound, interview each mother separately with the module. Only one basic questionnaire is necessary. Be sure the basic questionnaire includes, however, information on these family members, including age and anthropometry.*

*In nuclear households, once the basic questionnaire is completed the MIL interviewer should go on to the next NUCLEAR household (check with the field administrator for the location of the next nuclear III) and begin the basic questionnaire. Wait there for your partner to join you to assist with the anthropometry.)*

### I. Household and Interviewer Identification

1. HH ID #. \_\_\_\_\_
2. Village \_\_\_\_\_
3. Interviewer \_\_\_\_\_
4. Female Partner \_\_\_\_\_
5. Index Child \_\_\_\_\_
6. Date \_\_\_\_\_
7. Time Started \_\_\_\_\_
8. Time Finished \_\_\_\_\_
9. Was there a school available in your community when you were a child ? \_\_\_\_\_  
1=Y, 2=N
10. Was it a single sex school or mixed ? \_\_\_\_\_ 1=mixed, 2=single, 3=no school available
11. Did you go to school when you were a child ? \_\_\_\_\_ 1=Y, 2=N

### II. Main Sources of Household Financial Support

12. If Child's Father doesn't always live at home, how often does he remit money ? \_\_\_\_\_  
1 = weekly, 2 = monthly, 3 = annually, 4 = intermittently, 5 = never, 99 = always lives here.
13. If Child's Father lives elsewhere and remits money, who does he send it to? \_\_\_\_\_  
0 = Doesn't remit, 1 = Child's Mother, 2 = MIL, 3 = FIL, 4 = BIL, 5 = other, 99 = always lives here
14. Who are the main persons who provide financial support for your family? \_\_\_\_\_  
1 = Child's Mother, 2 = Child's Father, 3 = MIL, 4 = FIL, 5 = BIL, 6 = other, explain \_\_\_\_\_
15. Does anyone give the money to you for keeping or spending \_\_\_\_\_ 1=Y, 2=N
16. Does anyone give the money to Child's mother for keeping or spending \_\_\_\_\_  
1=Y, 2=N

### III. Reproductive History, Attitudes Toward Schooling and Aspirations for Children

17. Do you think girls should go to school? \_\_\_\_\_ 1=Y, 2=N
  18. Why or why not? \_\_\_\_\_
-

19. Does (index child)'s father (MIL's son) think girls should attend school? \_\_\_\_ 1=Y, 2=N

20. Why or why not? \_\_\_\_\_

21. What are the ages and gender of your children? Which ones attended school? (If there is not enough space, write on the back of page.)

Name	Age --Yrs --Mos	Gender M/F	Goes to School Y/N

22. If you could have studied (longer), how many years of school do you wish you had? \_\_\_\_ years

23. What is the highest level any of your daughters has reached in school? \_\_\_\_ 0=none attended school, 99=no daughters

24. If any of your children did not go to school, why? \_\_\_\_\_  
99=all went to school,

25. Who decided whether or not your daughters went to school? \_\_\_\_ 1=MIL, 2=FIL, 3=mil of MIL, 4=fil of MIL, 5=MIL and FIL, 6=other \_\_\_\_\_

26. Who decides whether or not your granddaughters will/do go to school? \_\_\_\_  
1=Mother, 2=Father, 3=MIL, 4=FIL, 5=themselves, 88=not yet decided if they will go to school, 99=no granddaughters

27. Would you like your daughters to work outside the house? \_\_\_\_ 1=Y, 2=N

28. What kind of jobs should they have? \_\_\_\_\_ 99=none

29. Should they work after they are married? \_\_\_\_ 1=Y 2=Not after 3=Not before, either

30. Would you like your granddaughters to work outside the house? \_\_\_\_ 1=Y, 2=N

31. What kind of jobs should they have? \_\_\_\_\_ 99=none
32. Should they work after they are married? \_\_\_ 1=Y 2=Not after 3=Not before,either
33. How many years would you like your sons to study? \_\_\_\_\_ yrs
34. What jobs would you like your sons to have? \_\_\_\_\_  
\_\_\_\_\_
35. How many years would you like your grandsons to study? \_\_\_\_\_ yrs
36. What jobs would you like your grandsons to have? \_\_\_\_\_  
\_\_\_\_\_
37. At what age would you like your children to get married ? \_\_\_\_\_ boys \_\_\_\_\_ girls
38. At what age would you like your grandchildren to get married ? \_\_\_\_\_ boys \_\_\_\_\_ girls
39. Who decides when your grandchildren will marry? \_\_\_\_\_ 1=Mother, 2=Father, 3=MIL, 4=FIL, 5=themselves, 6=Other \_\_\_\_\_
40. If money is scarce which is a more important -- to spend money on a girl's education(=1) or to save for her dowry (=2)? \_\_\_\_\_ Why? \_\_\_\_\_
41. When you were married, what was the value of your dowry ? \_\_\_\_\_ Rs. 0=no dowry
42. What goods did your dowry include ? \_\_\_\_\_  
\_\_\_\_\_ 0=no dowry, 88=dowry was cash
43. In your family who decides whether money will be saved? \_\_\_\_\_ 1=mother, 2=father, 3=mil, 4=fil, 5= mother and father, 6=other \_\_\_\_\_
44. If a woman is more educated, will she have more influence with her MIL? \_\_\_\_\_
45. With her sisters-in law? \_\_\_\_\_ 1=Y, 2=N
46. With her husband? \_\_\_\_\_ 1=Y, 2=N
47. If a woman works outside the house, will she have more influence with her MIL? \_\_\_\_\_ 1=Y, 2=N
48. With her SIL ? \_\_\_\_\_ 1=Y, 2=N
49. With her husband ? \_\_\_\_\_ 1=Y, 2=N

50. If you had more influence to choose how the family money is spent, would you spend money differently than the way it is spent now? \_\_\_\_\_ 1=Y, 2=N
51. What would you spend more money on? \_\_\_\_\_ 1=Food, 2=Education, 3=Savings, 4=Housing, 5=Jewelry, 6=Other \_\_\_\_\_ 99=don't know
52. What would you spend less money on? \_\_\_\_\_ 1=Food, 2=Education, 3=Savings, 4=Housing, 5=Jewelry, 6=Other \_\_\_\_\_ 99=don't know
53. If you had Rs 5,000, how would you spend it? \_\_\_\_\_
- 
- 

**IV. MIL's Paid Employment, Received Remittances, and Expenditures**

54. Do you do any work for pay? \_\_\_\_\_ 1=Y, 2=N
55. If not now, did you work in the past? \_\_\_ 1=Y 2=N,99=currently working
56. How many \_\_\_yrs \_\_\_mo ago? 99=currently working
57. What kind of job(s) do/did you do? (Read list) \_\_\_\_\_  
(Embroidery, quilting, field work, office work, hospital, cleaning, brick, factory)
58. If you do not work for pay, would you like to? \_\_\_\_\_ 1=Y, 2=N, 99 = working
59. What kind of job would you like to do? \_\_\_\_\_  
99=currently working

*(Q.60-66 For Women Who Work for Pay or Payment in Kind. If Mother Never Works for Pay or Payment in Kind, go to Q, 67-)*

60. Do you wish you did not work (for pay or payment in kind)? \_\_\_\_\_
61. If yes, why? \_\_\_\_\_ 99=NA
62. Are you able to keep the money you earn? \_\_\_\_\_ 1=All, 2=Some, 3=None
63. Are you able to sell in-kind payment? \_\_\_\_\_ 1=All, 2=Some, 3=None, 4=Don't want to, 99=do not earn in-kind payment
64. If you sell in-kind payment, do you keep the money? \_\_\_\_\_ 1=All, 2=Some, 3=None, 4=Don't sell, 99=do not earn in-kind payment

65. If you don't keep all of the money, to whom do you give the money to? \_\_\_\_\_  
1 = Father of child, 2 = Mother, 3 = FIL, Other \_\_\_\_\_
66. Who decides that you may work outside the house? \_\_\_\_\_ 1 = mother of index child,  
2 = father of index child, 3 = MIL, 4 = FIL, 5 = other \_\_\_\_\_
67. How many of your children work for pay? \_\_\_\_\_
68. To whom do they give their earnings? \_\_\_\_\_ 1 = Mother, 2 = Father, 3 = MIL,  
4 = Fil, 5 = Keep it themselves, 6 = Other \_\_\_\_\_
69. Are there any other people from whom you receive money? \_\_\_\_\_ 1 = Y, 2 = N
70. If yes, who? \_\_\_\_\_ 1 = Father of Child, 2 = MIL, 3 = FIL, 4 = BIL, 5 = Own Mother,  
6 = Other \_\_\_\_\_
71. What do you purchase with the money you manage? \_\_\_\_\_  
\_\_\_\_\_  
1 = food, 2 = savings, 3 = children's clothing, 4 = mother's clothing, 5 = other (explain)  
99 = manages none of the HH money
72. Do you use cow dung for cooking fuel? \_\_\_\_\_
73. Who prepares this? \_\_\_\_\_ 1 = Mother, 2 = MIL, 3 = SIL, 4 = Other \_\_\_\_\_
- VII. Quality of Child Care and Health Treatment (Adapted from Caldwell)**
74. In general, does (index child) obey you well? \_\_\_\_\_ 1 = Y, 2 = N
75. About how often would you say you have to punish him/her? \_\_\_\_\_ 1 = never/rarely,  
2 = more than once a week, but less than every day, 3 = every day
76. Have you ever taken (index child) to a health center or doctor for a check-up or  
well-baby visit, when he/she was not sick? \_\_\_\_\_ 1 = Y, 2 = N
77. How many times? \_\_\_\_\_
78. When (index child) has a fever, do you usually take care of him/her at home or take  
him/her outside for treatment? \_\_\_\_\_ 1 = home, 2 = outside
79. What kind of treatment do you rely on most for your family? \_\_\_\_\_ 1 = private  
doctor, 2 = hospital, 3 = chemist, 4 = LHV, 5 = Other \_\_\_\_\_
80. How many of your children, if any, were born in a hospital or clinic? \_\_\_\_\_ number

81. How many of your grandchildren, if any, were born in a hospital or clinic? \_\_\_\_\_ number

**VIII. MIL's Exposure to Outside Influences**

82. Do you attend community meetings? \_\_\_\_\_ 1=Y, 2=N
83. Are your parents still living? \_\_\_\_\_ 1=Y, 2=N
84. Where do your parents live? \_\_\_\_\_ 1=in this village, 2=in this district, 3=in this province, 4=in another province, 5=deceased
85. How often do you visit your parents? \_\_\_\_\_ 1=daily, 2=weekly, 3=monthly, 4=yearly/rarely, 5= never, 99=deceased
86. For how long do you usually stay at your parents' house? \_\_\_\_\_ number of days
84. How often do you visit other relatives/friends? \_\_\_\_\_ 1=daily, 2=weekly, 3=rarely/never
88. Aside from your home village, what other places have you travelled to in Pakistan? 1=none, 2=Islamabad, 3=Karachi, 4=international, 5=Other \_\_\_\_\_
89. Do you know the names of some big cities in Pakistan? \_\_\_\_\_  
\_\_\_\_\_ Number listed.
90. Do you know the names of some other countries near Pakistan? \_\_\_\_\_  
\_\_\_\_\_ Number listed
91. How strictly do you observe purdah? \_\_\_\_\_ 1=burkah, do not go out of compound, 2=burkah, go out of compound, 3=chaddar, 4=dupatta, 5=not at all
92. Whose idea is it for you to observe purdah? \_\_\_\_\_ 1=Mother, 2=Father of Child, 3=MIL, 4=FIL
93. If you go to the shop and pay 12 Rs for sugar, 6 Rs for tea, and 40 Rs for atta, how much is the total amount of Rs needed? \_\_\_\_\_ (answer 58 RS) 1=correct answer, 2=some other answer
94. If you give the shopkeeper 100 Rs. how much change should he give me? \_\_\_\_\_ (answer 42 Rs) 1= Correct answer, 2=Some other answer

**IX. Family Functioning**

95. Does the father of (index child) do any activities to help in the household? \_\_\_\_\_
96. What kind of activities? \_\_\_\_\_
97. Does the father of (index child) play with him/her? \_\_\_\_\_ 1=Y, 2=N
98. What kind of a temperament does father of (index child) have? \_\_\_\_\_
99. Does he like to talk things over with the family before he takes action? \_\_\_ 1=Y, 2=N
100. Does he like to talk things over with the Mother of Index Child before he takes action? \_\_\_ 1=Y, 2=N
101. Does he have a good memory for things Mother of Index Child asks him to buy? \_\_\_\_\_ 1=Y, 2=N

*(At this point in the interview, the MIL's facial expressions are: (mark all that apply*

109. \_\_\_ lively, \_\_\_ smiling, \_\_\_ laughing, \_\_\_ flat/factual, \_\_\_ flat/apathetic, \_\_\_ afraid, \_\_\_ angry, \_\_\_ guarded/distrusting, \_\_\_ tired-looking, \_\_\_ sad, \_\_\_ tearful)

102. People say that the happiest times in the life of a woman are in the home of her parents., more than in her husbands' home. Where were your happiest times? \_\_\_\_\_ 1=parents' home, 2=husband's home, 3=both

**X. Control of Resources**

*(Food Consumption Decision Matrix: Fill codes into columns in matrix according to the following codes. Indicate all persons)*

Codes: M=Mother of Index Child BIL=Brother in Law  
 F = Father of Index Child SIL= Sister in Law  
 MIL=Mother-In-Law to M C=Child  
 FIL=Father-in-law to M NA=Not Applicable  
 HP=Home Production

- 103-111. A. Who earns the money for/produces (this food)?
- 112-120 B. Who keeps the money for the family for (this food)?
- 121-129 C. Who decides how much (this food) to buy?
- 130-138. D. Who goes to the market to buy (this food)?
- 139-147. E. Who decides what dishes to cook with (this food)?
- 148-156. F. Who prepares and cooks (this food)?
- 157-165. G. Who decides how much of (this food) to prepare for the day?
- 166-174. H. Who serves (this food) to family members?
- 175-183. I. Who decides if family members can have more of (this food)?
- 184-192. J. Would you like to purchase more of (this food)?
- 193-201. K. Who needs to eat more of (this food)?

Food	A	B	C	D	E	F	G	H	I	J Y/N	K
atta,											
oil/ghee											
meat											
fruit											
biscuits											
special child foods											
rice											
milk											
vegetables											

202. Is there enough food in the household for everyone to eat well? \_\_\_\_\_

203. How would you feed the grandchildren differently, if you could? \_\_\_\_\_

204 Why can't you? \_\_\_\_\_

**XI. Weaning and Child Feeding KAP**

205. Did you breastfeed your children ? \_\_\_ \_\_ 1=Y, 2=N
206. Did you also feed your children with a bottle, while you were breastfeeding? \_\_\_\_\_
207. If yes, what did you feed your children in the bottle? \_\_\_\_\_ 1=cow's milk, 2=buffalo milk, diluted, 3= buffalo milk, whole, 4= commercial formula, 5= other \_\_\_\_\_
208. If yes, how long did you breastfeed your youngest child ? \_\_\_\_\_ mos
209. When will (did) (index child) stop using a bottle? \_\_\_\_\_ years \_\_\_\_\_ mos
210. Do you boil the milk before feeding it to the child? \_\_\_\_\_ 1=Y, 2=N
211. If yes, for how long? \_\_\_\_\_ 1= until it rises and foams, 2=longer, 3=do not boil
212. When did/will (index child) start to eat all the family foods? \_\_\_\_\_ yrs \_\_\_\_\_ mos
213. *(Fill in the following chart for all of MIL's children, of the five youngest.)*  
Code: 66=still taking breast or bottle, 77=doesn't use bottles, 88=has not started soft or family food, yet

Child	Age	Sex	Stopped Breast (mos)	Started Bottle (mos)	Stopped Bottle (mos)	Started Soft Food (mos)	Started Family Food
1							
2							
3							
4							
5							

214. What signs indicate to you that children are ready for roti and salan? \_\_\_\_\_
-

(Probe now. Read the list and check those she confirms as signs. Probe for other signs.)

215. teeth \_\_\_\_\_ 1=Y, 2=N      219. reaches for food \_\_\_\_\_
216. walks \_\_\_\_\_      220. cries for food \_\_\_\_\_
217. talks \_\_\_\_\_      221. mother's milk is less \_\_\_\_\_
218. asks for food \_\_\_\_\_      222. other \_\_\_\_\_
223. Is there any problem with feeding family foods/spicy foods to children before he/she reaches for food (or other indicator mentioned)? \_\_\_\_\_ 1=Y, 2=N
224. What problems might this cause? \_\_\_\_\_ 1=stomach problems, 2=can't digest, 3=loose stool, 4=hard stomach, 5=other \_\_\_\_\_
225. Do you breastfeed boys (=1) or girls (=2) longer? \_\_\_\_\_ Why? \_\_\_\_\_
226. Who can eat all family food earlier, boys (=1) or girls (=2)? \_\_\_\_\_
227. In this village, who feed their children the family food earlier, the richer families (=1) or the poorer families (=2)? \_\_\_\_\_ Why? \_\_\_\_\_
- 
228. (The MIL mentioned: "The poor can't afford to buy special foods for the child" ? \_\_\_\_\_ 1=Y, 2=N)
229. (The MIL mentioned: "The have to give roti and every kind of food." ? \_\_\_\_\_ 1=Y, 2=N)
230. In a very rich family, at what age does the family give the child all family foods? \_\_\_\_\_ years \_\_\_\_\_ mos
231. In a very poor family, at what age does the family give the child all family foods? \_\_\_\_\_ years \_\_\_\_\_ mos
232. Have you ever heard that babies can start to eat all foods at six months, if they are fed in a careful and clean way? \_\_\_\_\_ 1= heard, 2=never heard
233. Do you believe this? \_\_\_\_\_ 1=Y, 2=N
234. If a child who has not yet started family food doesn't want to eat, what do you do? \_\_\_\_\_ 1= let the child be, 2= coax him/her to eat
235. If a child who has already started family food doesn't want to eat, what do you do? \_\_\_\_\_ 1= let the child be, 2= coax the child to eat

236. How do you know when a child is full ? \_\_\_\_\_
- 
237. Does (index child) eat well/enough ? \_\_\_\_\_ 1=usually, 2=sometimes, 3=no, not usually
238. Is the index child healthy ? \_\_\_\_\_ 1=Y, 2=N
239. How is the child growing in relation to the other children ? \_\_\_\_\_
- 
240. In the morning, do you feed the children food that was cooked the night before ? \_\_\_\_\_ 1=never, 2=sometimes, 3=usually
241. When (index child) is sick, who decides if he/she should be taken out for treatment? 1=Mother, 2=father, 3=MIL, 4=FIL, 5=Other \_\_\_\_\_
242. Who takes the child outside for health treatment ? \_\_\_\_\_ (Code from above)

### XIII. Hygiene

243. Do you boil the water ? For how long ? \_\_\_\_\_ mins 99=don't boil,
244. Does your family have any motorized transport (motorbike, car, other)? \_ 1=Y, 2=N

### XIV. Observation

Please let me review this and check to make sure we have covered everything.

*(Complete the following observations BEFORE leaving the compound, telling the mother you are just reviewing the questionnaire to be sure it is complete.)*

#### XIV.A Child Care Quality (Caldwell) Observation

*(Code 17-20: 0=N, 1=Y)*

1. Did the MIL respond verbally to children's verbalizations ? \_\_\_\_\_
2. Did the MIL tell the child the name of an object ? \_\_\_\_\_
3. Did she convey positive feelings toward the child by her tone of voice ? \_\_\_\_\_
4. Did the MIL caress or kiss the child at least once? \_\_\_\_\_

(Code 21-23: 0=Y, 1=N)

5. Did she express annoyance or hostility to the child ? \_\_\_\_\_
6. Did she slap or spank the child ? \_\_\_\_\_
7. Did she scold or criticize the child ? \_\_\_\_\_

**XIV.B Family Functioning, MIL's Psychological State Observation**

*(Scale your impressions of/responses to MIL)*

- |     |   |   |   |   |   |   |                           |
|-----|---|---|---|---|---|---|---------------------------|
| 8.  | Joy, eagerness:                             | 0 | 1 | 2 | 3 | 4 | 5                         |
|     | flat, no spark                              |   |   |   |   |   | Eager, freely joyful      |
| 9.  | Fearfulness:                                | 0 | 1 | 2 | 3 | 4 | 5                         |
|     | cautious, apprehensive                      |   |   |   |   |   | relaxed, confident        |
| 10. | Hostility, criticism                        | 0 | 1 | 2 | 3 | 4 | 5                         |
|     | frequently expresses                        |   |   |   |   |   | never expresses           |
| 11. | Warmth to child                             | 0 | 1 | 2 | 3 | 4 | 5                         |
|     | neutral, objective                          |   |   |   |   |   | warm, responsive          |
| 12. | Interactions with DIL                       | 0 | 1 | 2 | 3 | 4 | 5                         |
|     | neutral, distant                            |   |   |   |   |   | warm, close               |
| 13. | Interactions with SIL                       | 0 | 1 | 2 | 3 | 4 | 5                         |
|     | neutral, distant                            |   |   |   |   |   | warm, close               |
| 14. | Clarity of MIL's responses during interview | 0 | 1 | 2 | 3 | 4 | 5                         |
|     | hard to understand                          |   |   |   |   |   | clear                     |
| 15. | Interviewer response to MIL                 | 0 | 1 | 2 | 3 | 4 | 5                         |
|     | neutral                                     |   |   |   |   |   | enjoyed interaction       |
| 16. | Interviewer response to MIL                 | 0 | 1 | 2 | 3 | 4 | 5                         |
|     | neutral                                     |   |   |   |   |   | felt nurturing toward her |
| 17. | Interviewer response to MIL                 | 0 | 1 | 2 | 3 | 4 | 5                         |
|     | disliked, negative reaction                 |   |   |   |   |   | no negative reaction      |

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35. Did the child demand food during your visit ? \_\_\_\_\_ 1=yes, asked; 2=yes, gestured; 3=yes, cried; 4=helped self; 5=did not demand food
36. Did someone help the child to eat ? \_\_\_\_\_ 1=never/rarely, 2=less than half the time, 3=more than half the time, 4= always, 99=child did not eat during visit
37. Did the child participate in feeding him/herself ? \_\_\_\_\_ 1=never/rarely, 2=less than half time, 3=more than half the time, 4= always, 99=child did not eat during visit
38. Did the child finish the food made available ? \_\_\_\_\_ 1=Y, 2=N,99=food not offered
39. If yes, was more food offered to the child? \_\_\_\_\_ 1=Y, 2=N

## FATHER'S QUESTIONNAIRE

Module for all male interviews. If respondent has children, reference child is the youngest child over six months. If no children older than six months or no children, reference child is closest relative child. If FIL (Grandfather) reference child is youngest grandchild (greater than six months.)

1. If Child's Father doesn't always live at home, how often does he remit money? \_\_\_\_\_  
1 = weekly, 2 = monthly, 3 = annually, 4 = intermittently, 5 = never, 99 = NA
  2. If Child's Father lives elsewhere and remits money, who does he send it to? \_\_\_\_\_  
0 = Doesn't remit, 1 = Child's Mother, 2 = MIL, 3 = FIL, 4 = BIL, 5 = other, 88 = NA
  3. Who keeps the household money? \_\_\_\_\_ 1 = Mother, 2 = Father, 3 = MIL, 4 = FIL, 5 = Other
  4. Do other people who live elsewhere remit money to the household? \_\_\_\_\_ 1 = Y, 2 = N
  5. Who? \_\_\_\_\_
  6. To whom does this money go? \_\_\_\_\_ 1 = Child's Mother, 2 = Child's Father, 3 = MIL, 4 = FIL, 5 = BIL, 6 = other, \_\_\_\_\_, 88 = NA
  7. What do you think is the best number of children to have? \_\_\_\_\_
  8. How many boys? \_\_\_\_\_ 9. How many girls? \_\_\_\_\_
  10. Were your children born at convenient times for your family? \_\_\_\_\_ 1 = Y, 2 = N
  11. Do you think girls should go to school? \_\_\_\_\_ 1 = Y, 2 = N
  12. Why or why not? \_\_\_\_\_
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13. If the Mother of the children could have studied (longer), how many years of school do you wish she had? \_\_\_\_\_
  14. Will the female children go to school? \_\_\_\_\_ 1 = Y, 2 = N, 3 = Some, 4 = Do not know
  15. If yes, how many years will they study? \_\_\_\_\_ 99 = none
  16. What is the highest level the female children who are still in school will reach? \_\_\_\_\_
  17. Who decides whether or not the female children go to school? \_\_\_\_\_ 1 = mother, 2 = father, 3 = mil, 4 = fil, 5 = mother and father, 6 = other \_\_\_\_\_

18. Would you like the female children to work outside the house? \_\_\_\_\_ 1=Y, 2=N
19. Who will decide if they are to work ? \_\_\_\_\_ 1=Mother, 2=Father, 3= MIL, 4=FIL, 5=themselves, 6=other
20. What kind of jobs should they have? \_\_\_\_\_ 99=none
21. Should they work after they are married? \_\_\_ 1=Y 2=Not after 3=Not before,either
22. How many years would you like your sons to study? \_\_\_\_\_ yrs .
23. What jobs would you like your sons to have? \_\_\_\_\_  
\_\_\_\_\_
24. Who will decide what job they are to train for ? \_\_\_\_\_ 1=Mother, 2=Father, 3=MIL, 4=FIL, 5=Themselves, 6=other \_\_\_\_\_
25. If money is scarce which is a more important -- to spend money on a girl's education(=1) or to save for her dowry (=2)? \_\_\_\_\_ Why? \_\_\_\_\_
26. Will your daughter have a dowry ? \_\_\_\_\_ 1=Y, 2=N, 88= don't know, 99=no daughters
27. What was the value of your wife's dowry ? \_\_\_\_\_ Rs. 0=no dowry
28. What goods were included in your wife's dowry ? \_\_\_\_\_  
\_\_\_\_\_ 0=no dowry, 99=all cash
29. In your family who decides whether money will be saved? \_\_\_\_\_ 1=mother, 2=father, 3=mil, 4=fil, 5= mother and father, 6=other \_\_\_\_\_
30. If a woman is more educated, will she have more influence with her MIL? \_\_\_\_\_
31. With her sisters-in law? \_\_\_\_\_ 1=Y, 2=N
32. With her husband? \_\_\_\_\_ 1=Y, 2=N
33. If a woman works outside of the house, will she have more influence with her MIL? \_\_\_\_\_ 1=Y, 2=N
34. With her SIL ? \_\_\_\_\_ 1=Y, 2=N
35. With her husband ? \_\_\_\_\_ 1=Y, 2=N
36. Does your wife have any influence on how the family money is spent ? \_\_\_\_\_ 1=Y,2=N

37. Should your wife have less influence on how the family money is spent? \_\_\_\_\_  
1=Y, 2=N
38. If she had more influence on how the family money was spent, what would she spend money on? \_\_\_\_\_ 1=Food, 2=Education, 3=Savings, 4=Housing, 5=Jewelry, 6=Other \_\_\_\_\_
39. If you had Rs 5,000, how would you spend it? \_\_\_\_\_
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40. Does the Mother do any work for pay? \_\_\_\_\_ 1=Y, 2=N
41. Does she keep the money she earns? \_\_\_\_\_ 1=All, 2=Some, 3=None, 99=does not work
42. Is she able to sell in-kind payment? \_\_\_\_\_ 1=All, 2=Some, 3=None, 4=Doesn't sell, 99=Does not earn in-kind payment
43. If she sells in-kind payment, who keeps the money? \_\_\_\_\_ 1=Mother, 2=Father, 3=MIL, 4=Other, 5=Doesn't sell, 99=Does not earn in-kind payment
44. If she does not work for pay, would you like her to? \_\_\_\_\_ 1=Y, 2=N
45. What kind of job? \_\_\_\_\_
46. How many times do you go to the market each week? \_\_\_\_\_ 1=Doesn't go, 2=Daily, 3=Several times each day, 4=Random, but less than every day
47. How many times does Mother of Child go to the market each week? \_\_\_\_\_ 1=Doesn't go, 2=Daily, 3=Several times each day, 4=Random, but less than every day
48. How often does she go out to visit with friends or relatives? \_\_\_\_\_ 1=daily, 2=weekly, 3=monthly, 4=never, 5=other
49. How much time do you spend with your children per day? \_\_\_\_\_ hrs
50. What do you usually do with your children during this time? \_\_\_\_\_
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51. How strictly does Mother observe purdah? \_\_\_\_\_ 1=burkah, does not go outside compound, 2=burkah, goes outside compound, 3=chaddor, 4=dupatta, 5=not at all
52. Whose idea is it to observe purdah? \_\_\_\_\_ 1=Mother, 2=Father of Child, 3=MIL

53. If I go to the shop and pay 12 Rs for sugar, 6 Rs for tea, and 40 Rs for atta, how much is the total amount of Rs needed? \_\_\_\_\_ (answer 58 RS) 1=correct answer  
2=some other answer
54. If I give the shopkeeper 100 Rs. how much change should he give me? \_\_\_\_\_ (answer 42 Rs) 1 = Correct answer, 2=Some other answer
55. Do you do any activities to help in the household? \_\_\_\_\_
56. What kind of activities? \_\_\_\_\_
57. Do you like to talk things over with the family before taking action? \_\_\_ 1=Y,2=N
58. Is there enough food in the household for everyone to eat well? \_\_\_\_\_
59. How would you feed the children differently, if you could? \_\_\_\_\_  
\_\_\_\_\_
60. Why can't you? \_\_\_\_\_  
\_\_\_\_\_
61. Is there any problem with feeding family foods/spicy foods to the child before he/she reaches for food (*or other indicator mentioned*)? \_\_\_\_\_ 1=Y, 2=N
62. What problems might this cause? \_\_\_\_\_ 1=stomach problems. 2=can't digest.  
3=loose stool, 4=hard stomach, 5=other \_\_\_\_\_
63. Should boys (=1) or girls (=2) be breastfed longer? \_\_\_\_\_ Why? \_\_\_\_\_
64. Which can eat all family food earlier, boys (=1) or girls (=2)? \_\_\_\_\_
65. In this village, who feed their children the family food earlier, the richer families (=1) or the poorer families (=2)? \_\_\_\_\_ Why? \_\_\_\_\_  
\_\_\_\_\_
66. In a very rich family, at what age does the family give the child all family foods?  
\_\_\_\_\_ years \_\_\_\_\_ mos
67. In a very poor family, at what age does the family give the child all family foods?  
\_\_\_\_\_ years \_\_\_\_\_ mos
68. Have you ever heard that babies can start to eat all foods at six months, if they are fed in a careful and clean way? \_\_\_\_\_ 1 = heard, 2=never heard
69. Do you believe this? \_\_\_\_\_ 1=Y, 2=N

70. Does (index child) eat well/enough ? \_\_\_\_\_ 1=usually, 2=sometimes, 3=usually
71. How is the child growing in relation to the other children ? \_\_\_\_\_  
\_\_\_\_\_
72. Is (index child) healthy ? \_\_\_\_\_ 1=Y, 2=N
73. When (index child) is sick, who decides if he/she should be taken out for treatment?  
1=Mother, 2=father, 3=MIL, 4=FIL, 5=Other \_\_\_\_\_
74. Who takes the child outside for health treatment ? \_\_\_\_\_ (Code from above)
75. Are you in good health now ? \_\_\_\_\_ 1=Y, 2=N
76. If no, what are your health problems ? \_\_\_\_\_  
\_\_\_\_\_ 99=no problems
77. If no, how long have you been ill ? \_\_\_\_\_ years \_\_\_\_\_ mos, 99=not ill
78. Is Mother of index child in good health now ? \_\_\_\_\_ 1=Y, 2=N
79. If no, what are her health problems ? \_\_\_\_\_  
\_\_\_\_\_ 99=no problems
80. If no, how long has she been ill ? \_\_\_\_\_ years \_\_\_\_\_ mos, 99=not ill

