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**Demographic
and Health
Surveys**

Phase II

Interviewer's Manual

Demographic and Health Surveys – Phase II

**Interviewer's Manual
For Use with
Model "B" Questionnaire for
Low Contraceptive Prevalence Countries**

**DHS-II Basic Documentation
Number 4**

**Institute for Resource Development/Macro International, Inc.
Columbia, Maryland**

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The Demographic and Health Surveys is a nine-year project to assist government and private agencies in developing countries to conduct national sample surveys on population and health. DHS is funded by the U.S. Agency for International Development and administered by the Institute for Resource Development.

The main objectives of the DHS program are: (1) to provide decisionmakers in the survey countries with data and analyses useful for informed policy choices, (2) to expand the international population and health database, (3) to advance survey methodology, (4) to develop in participating countries the skills and resources necessary to conduct demographic and health surveys.

For information about the Demographic and Health Surveys program, write to DHS, IRD/Macro International, Inc., 8850 Stanford Boulevard, Suite 4000, Columbia, MD 21045, USA (Telephone 301-290-2800; Telex 87775; Telefax 301-290-2999).

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I. INTRODUCTION TO THE [COUNTRY]¹ DEMOGRAPHIC AND HEALTH SURVEY

The [Country] Demographic and Health Survey (DHS) is a national sample survey designed to provide information on fertility, family planning, and health in [Country]. The DHS will involve interviewing a randomly selected group of women who are between 15 and 49 years of age. These women will be asked questions about their background, the children they have given birth to, their knowledge and use of family planning methods, the health of their children, and other information which will be helpful to policymakers and administrators in the health and family planning fields.

You are being trained as an interviewer for the DHS. After the training course, which will take about three weeks to complete, selected interviewers will be working in teams, going to different parts of the country to interview women in their houses. This is called fieldwork. Depending on the areas assigned to your team and on how well you perform the tasks given to you, you may be working on the DHS for up to [expected length of fieldwork] months. However, we have recruited more interviewers to participate in the training course than are needed to do the work and at the end of the course, we will be selecting the best qualified among you to work as interviewers. Those not selected may be retained as alternates or data entry staff.

During the training course, you will be listening to lectures about how to fill in the questionnaires correctly. You will also be conducting practice interviews with other trainees and with strangers. You will be given periodic tests, and the questionnaires that you complete will be edited to check for completeness and accuracy.

You should study this manual and learn its contents since this will reduce the amount of time needed for training and will improve your chances of being selected as an interviewer.

¹ Text in [] is to be modified on a country-specific basis. This manual was written assuming fieldwork will be conducted in 1990; appropriate changes will have to be made when fieldwork is to be conducted at a later date.

A. SURVEY OBJECTIVES

The DHS is part of a world-wide survey program. The international DHS program is designed to:

- ▶ collect information on fertility and family planning;
- ▶ find out what type of women are likely to have more or fewer children or to use or not use family planning;
- ▶ collect information on certain health-related matters such as immunizations, breastfeeding and prenatal check-ups;
- ▶ assist countries in conducting surveys periodically to monitor changes in birth rates, health, and the use of family planning;
- ▶ provide an international data base which can be used by researchers investigating topics related to fertility, health, and the use of family planning.

As part of the international DHS program, surveys are being carried out in countries in Africa, Latin America, Asia and the Middle East.

B. THE SAMPLE

There are several ways to gather information about people. One way is to contact every person or nearly every person and ask them questions about the things you need to know. Talking to everyone is called a complete enumeration, and a national census is a good example of this type of information gathering. This is very costly because it takes a lot of people to talk to everyone. However, in cases such as a national census, it is necessary to have a complete enumeration despite the cost.

Another way to collect information is through a sample survey. When it is not necessary to know exact total numbers, the sample survey can collect information about people much more quickly and cheaply. Most often we do not use whole numbers in making our decisions, but instead we think in terms of percentages. For example, hearing that 800 people support a certain candidate in an election means very little to most of us. However, if we read that 75% of the voters support that candidate, we can judge that he will probably win the election. The sample survey provides us with answers that are expressed in averages, proportions, or percentages, such as the proportion of children who are immunized against a certain disease or the proportion of women who do not want to have any more children. The sampling procedure allows us to collect data on a small number of people and draw conclusions which are valid for the whole country. The main reasons for using sample surveys instead of a complete enumeration are to reduce the time and cost of collecting information.

The accuracy of a sample survey depends, among other things, upon the size of the sample. For example, if you only chose a sample of three people from a population of 3000, the results of the sample would probably bear little resemblance to the total. On the other hand, a scientific sample of 400 would yield very accurate results. Therefore, the size of a sample is determined by how accurately the results must reflect the whole population being studied. This is determined by statistical methods which we will not try to discuss in this training session. What you should know, however, is that the sample size is predetermined by the survey organizers according to the level of accuracy they need for the results. Consequently, it is critical to a survey that fieldworkers try their hardest to complete all assigned interviews to ensure that the correct number of people are included in the survey.

The accuracy of a sample survey is also dependent upon another major factor, the absence of bias which would affect the proportions found through the sample. To control or prevent bias from creeping into the results, the selection of people included in the sample must be absolutely random. This means that every person in the total population to be studied has the same opportunity to be selected in the sample. This is why it is so important to make callbacks to reach those people who are not at home, since they may be different from people who are at home. For example, it may be that women who have no children are more likely to be working away from the house and if we don't call back to interview them, we may bias the fertility estimates.

Certain households throughout [Country] have been scientifically selected to be included in the DHS sample.² Each and every one of these households will be visited and enumerated using a Household Questionnaire. Women aged 15-49 will be interviewed using an Individual Questionnaire.³ We expect to be interviewing about [expected sample size] women in this survey. Studying the fertility, health, and family planning behavior of these women will provide insights into the behavior of all women in the country.

[Include a brief explanation on the actual sample selection in [Country], including discussion of the number of clusters or segments selected, and whether a household listing and/or mapping operation has been done before the survey.]

C. THE SURVEY QUESTIONNAIRES

There are two questionnaires that will be used in the DHS, the Household Questionnaire and the Individual Questionnaire. Both questionnaires have been carefully designed to

² In this manual, it has been assumed that a household listing will be available for the fieldwork. In some countries, dwellings may be selected instead of households. The description of the sampling process has to be adapted accordingly.

³ In some countries, women must also be ever-married or ever in union to be eligible for the Individual interview; in such cases, this manual would have to be modified accordingly.

provide the information needed by health and family planning program managers and policy makers.

The households which have been scientifically selected to be included in the DHS sample will be visited and enumerated using a Household Questionnaire. The Household Questionnaire consists of a cover sheet to identify the household, and a form on which you will list all the members of the household and visitors. You will also collect some information about each person, such as name, sex, age and education. This information can be used to calculate certain demographic rates such as the birth rate, and to evaluate the quality of the sample implementation. You will use the Household Questionnaire to identify who should be interviewed with the Individual Questionnaire.

After you have correctly listed all members and visitors in the selected household using the Household Questionnaire, you will identify who is eligible (qualified) to be interviewed using the Individual Questionnaire. You will interview those people who are:

1. women
2. aged 15-49.

This means that both members (people who usually live in the household) and visitors (people who do not usually live there but slept there last night) will be eligible for the Individual Interview.

[In countries where the sample is ever-married women, the marital status of women aged 15 to 49 has to be recorded in the Household Questionnaire, and the eligibility criteria for women to be interviewed will include:

3. currently married, no longer living together, divorced, or widowed.]

The Individual Questionnaire is the heart of the DHS. It collects information in the following areas:

- ▶ Background characteristics. Questions on age, marital status, [religion, ethnic group] education, employment status, and place of residence are included in order to provide information on characteristics likely to influence fertility and contraceptive behavior. If a woman has ever been married [or lived with a man], questions are also asked about the husband or partner.
- ▶ Reproductive behavior and intentions. Data are collected on the dates of birth and survival status of births, current pregnancy status and on future childbearing intentions.
- ▶ Knowledge and use of contraception. Questions are designed to determine knowledge and use of specific family planning methods. For women not using

family planning, questions are included about reasons for nonuse and intentions for future use.

- ▶ Availability of family planning. Questions are included to determine where a user obtained her family planning method and whether nonusers know of places to get family planning.
- ▶ Breastfeeding and health. Questions are included on length of breastfeeding, immunizations, and recent occurrences of diarrhea, fever, and cough for all births in the past five years.
- ▶ Height and weight of children aged less than 5 years, and of their mothers. All respondents who have had one or more children who were born since January [1985] and their children born since January [1985] will be measured by [a trained technician and/or the interviewer]. Their children who were born since January [1985] will also be measured. Height and weight measurements will be recorded on the Individual Questionnaire. Instructions for taking these measurements are provided in the Appendix to this manual.

D. SURVEY ORGANIZATION

The DHS is a comprehensive survey involving several agencies and many individuals. [Name of organization] has the major responsibility for conducting the survey. [Describe participation of other organizations or committees that are involved in designing or implementing the DHS.]

[Description of survey organization, naming the project director, deputy director and fieldwork coordinators. Clarification of how interviewers relate to these people and lines of authority.]

Each of you who is selected to work on the survey will work in teams consisting of four [five] interviewers, one supervisor and one field editor. Each team will have its own vehicle. In the central office, [editing clerks,] computer data entry staff and computer programmers will also be assigned to the project.

E. ROLE OF THE INTERVIEWER

The interviewer occupies the central position in the DHS, since she is the one who collects information from respondents. Therefore, the success of the DHS depends on the quality of each interviewer's work.

In general, the responsibilities of an interviewer for the DHS will include:

- ▶ locating the structures and households in the sample which are assigned to her by the supervisor of the team;
- ▶ identifying all eligible women in the households assigned to her and conducting interviews with them;
- ▶ checking completed interviews to be sure that all questions were asked and the responses neatly and legibly recorded;
- ▶ returning to the household to interview women she could not contact during her initial visits.

These tasks will be described in more detail throughout this manual and during your training.

F. TRAINING OF INTERVIEWERS

Although some people are more adept at interviewing than others, one can become a good interviewer through experience. Your training will consist of a combination of classroom training and practical experience. Before each training session you should study this manual carefully along with the questionnaire, writing down any questions you may have. Ask questions you might have at any time in order to avoid mistakes during actual interviews. Interviewers can learn a lot from each other by asking questions and talking about situations encountered in practice and actual interview situations. [A list of training materials each interviewer should have may be included.]

During your training course, you will see and hear demonstration interviews conducted in front of the class by two of the trainers as examples of the interviewing process. During this phase of your training, the questionnaire sections, questions, and instructions will be discussed in detail. You will also have a homework assignment for the evenings of this part of your training. You will practice reading the questionnaire aloud to another person several times so that you may become comfortable with reading the questions aloud. This is a very important assignment to prepare you for the next phase of training.

The next phase of the training will be role playing in which you practice by interviewing another trainee. One person will be the interviewer and one will be the respondent. [Later on, you will be assigned to groups according to language, and will practice interviewing in your language.]

The third phase of training will be field practice interviewing in which you will actually interview household members and eligible women. You will be required to check and edit the questionnaires just as you would do in the actual fieldwork assignments.

You will be given tests to see how well you are progressing during your formal training period. They will test your familiarity and understanding of the questionnaire and the survey process. At the end of the training course, the interviewers will be selected.

Your training as interviewers does not end when the formal training period is completed. Each time a supervisor meets with you to discuss your work in the field, your training is being continued. The formal training period merely provides you with the basic knowledge and information regarding the survey, questionnaires, etc. Continued observation and supervision during the fieldwork completes the training process. This is particularly important during the first few days of fieldwork. Again, as you run into situations which you did not cover in training, it will be helpful to discuss them with your team. Other interviewers may be running into similar problems, so you can all benefit from each other's experiences.

G. SUPERVISION OF INTERVIEWERS

Training is a continuous process. Observation and supervision throughout the fieldwork are a part of the training and data collection process. Your team supervisor and field editor will play very important roles in continuing your training and in ensuring the quality of DHS data. They will:

- ▶ observe some of your interviews to ensure that you are conducting yourself well, asking the questions in the right manner, and interpreting the answers correctly;
- ▶ spot check some of the addresses selected for interviewing to be sure you interviewed the right household;
- ▶ spot check some of the addresses selected for interviewing to be sure you correctly identified the eligible women and interviewed them;
- ▶ review each questionnaire to be sure it is complete and is internally consistent;
- ▶ meet with each member of the team on a daily basis to discuss performance and give out future work assignments;
- ▶ help you to solve any problems that you might have with finding the assigned households, understanding the concepts in the questionnaire or with difficult respondents.

The survey director may release from service any interviewer who is not performing at the level necessary to produce the high quality data required to make the DHS a success.

H. DHS REGULATIONS

During the next few weeks, your presence, interest, participation, and cooperation are absolutely vital. We will try to do all that we can during this time to provide you with the necessary information, training, tools, and support for you to accomplish this very important task. In order for the workload to be equally divided and the support equally shared, the following survey regulations have been established and will be strictly enforced.

1. Every position on the survey staff is vital to the success of the survey. If you are chosen to be on a team and accept the position, your presence is required for each day of fieldwork.
2. Except for illnesses, any person who is absent from duty during any part of the training or any part of the fieldwork (whether it is a whole day or part of a day) without prior approval from her supervisor may be dismissed from the survey.
3. There is a great deal of work to be done over the next few weeks and tardiness in attending the training sessions or arriving late at an assigned work site will not be tolerated.
4. The selection of the survey team members is competitive; it is based on performance, ability, and testing results during the training. Therefore any person found offering assistance to or receiving assistance from another person during tests will be dismissed from the survey.
5. Throughout the survey training and the fieldwork period, you are representing [Name of survey organization]. Your conduct must be professional and your behavior must be congenial in dealing with the public. We must always be aware of the fact that we are only able to do our work with the goodwill and cooperation of the people we interview. Therefore, any team member who is consistently overly aggressive, abrupt, or disrespectful to the people in the field may be dismissed from the survey team.
6. For the survey to succeed, each team must work closely together sharing in the difficulties and cooperating and supporting each other. We will attempt to make team assignments in a way that enhances the cooperation and good will of the team. However, any team member who, in the judgement of the Project Director, creates a disruptive influence on the team may be asked to transfer to another team or may be dismissed from the survey.
7. It is critical that the data gathered during the fieldwork be both accurate and valid. To control for inaccurate or invalid data, spot checks will be conducted. Interviewers may be dismissed at any time during the fieldwork if their performance is not considered adequate for the high quality this survey demands.

8. Vehicles and gasoline are provided for the survey for official use only. Any person using the vehicle for an unauthorized personal reason will be dismissed from the survey.
9. DHS data are confidential. They should not be discussed with anyone, including your fellow interviewers. Under no circumstances should confidential information be passed on to third parties. Persons breaking these rules, and therefore, the confidence placed in them by the respondent, will be dismissed.

II. CONDUCTING AN INTERVIEW

Successful interviewing is an art and should not be treated as a mechanical process. Each interview is a new source of information, so make it interesting and pleasant. The art of interviewing develops with practice but there are certain basic principles which are followed by every successful interviewer.

In this section you will find a number of general guidelines on how to build rapport with a respondent and conduct a successful interview. Parts IV through VII provide more detailed instructions on using the DHS questionnaire.

A. BUILDING RAPPORT WITH THE RESPONDENT

Your first contact with a selected household will be to administer the Household Questionnaire. Your respondent may be any capable adult member of the household (it may or may not be a woman aged 15 to 49). You will list all the members and visitors to the household. If there are eligible respondents, you will next conduct the Individual Interview (for which your respondent will be a woman aged 15 to 49). This section on building rapport with the respondent is talking about the Individual interview, but applies to the Household interview as well.

The interviewer and the respondent are strangers to each other and one of the main tasks of an interviewer is to establish rapport. The respondent's first impression of you will influence her willingness to cooperate with the survey. Be sure that your appearance is neat and your manner friendly as you introduce yourself. [Of course, before you start to work in an area, your supervisor will have informed the local leaders, who will in turn, inform the women in the area that you will be coming to interview them.] You will also be given a letter [identification card] that states that you are working with the [Name of survey organization].

1. Make a good first impression.

When first approaching the respondent, do your best to make her feel at ease. With a few well chosen words you can put the respondent in the right frame of mind for the interview. Open the interview with a smile and salutation such as "Good Afternoon" and then proceed with your introduction.

A good introduction might be:

"My name is _____. I am a representative of [Name of organization]. We are conducting a survey about family life and health and we are interviewing women throughout the country. I would like to talk to you and ask you some questions."

2. Always have a positive approach.

Never adopt an apologetic manner, and do not use words such as "Are you too busy?", "Would you spare a few minutes?" or "Would you mind answering some questions?" Such questions invite refusal before you start. Rather, tell the respondent, "I would like to ask you a few questions" or "I would like to talk with you for a few moments."

3. Stress confidentiality of responses when necessary.

If the respondent is hesitant about responding to the interview or asks what the data will be used for, explain that the information you collect will remain confidential, no individual names will be used for any purpose and that all information will be pooled to write a report. Also, you should never mention other interviews or show completed questionnaires to other interviewers or supervisors in front of a respondent or any other person.

4. Answer any questions from the respondent frankly.

Before agreeing to be interviewed, the respondent may ask you some questions about the survey or how she was selected to be interviewed. Be direct and pleasant when you answer. However if she asks questions about family planning methods or medicines, tell her that you will try to answer her questions after you have finished the interview.

The respondent may also be concerned about the length of the interview. If she asks, tell her that the interview usually takes about 45 minutes. Indicate your willingness to return at another time if it is inconvenient for her to answer questions then.

5. Interview the respondent alone.

The presence of a third person during an interview can keep you from getting frank, honest answers from a respondent. It is therefore very important that the individual interview be conducted privately and that all questions are answered by the respondent herself.

If other people are present as you begin an interview, explain to the respondent that some of the questions are private and ask where is the best place you can talk with her alone. If the others do not "take a hint" and leave you and the respondent alone, you will have to use tact and ingenuity to "get rid" of them.

If it is impossible to get privacy, you may have to carry out the interview with the other people present. However, try to separate yourself and the respondent from the others as much as possible. Make an extra effort to gain privacy if the other person is a man, particularly the husband. If there is more than one eligible woman in the household, you must not interview one in the presence of the other.

B. TIPS IN CONDUCTING THE INTERVIEW

1. Be neutral throughout the interview.

Most people are polite and will tend to give answers that they think you want to hear. It is therefore very important that you remain absolutely neutral as you ask the questions. Never, either by the expression on your face or by the tone of your voice, allow the respondent to think that she has given the "right" or "wrong" answer to the question. Never appear to approve or disapprove of any of the respondent's replies.

A respondent may ask you questions during the interview, for example, about certain contraceptive methods or treatments for diseases. Or she may ask you whether you use family planning or what you think the ideal family size is. Tell her that we are interested in her opinions and that you cannot answer her questions because otherwise you would slow down the pace of the work.

The questions are all carefully worded to be neutral. They do not suggest that one answer is more likely or preferable to another answer. If you fail to read the complete question, you may destroy that neutrality. For example, the following is a question in the DHS: "Would you like to have another child or would you prefer not to have any more children?". It is a neutral question. However, if you only ask the first part--"would you like to have another child?", you are more likely to get a YES answer. This is what we call a "leading question". That is why it is important to read the whole question as it is written.

If the respondent gives an ambiguous answer, try to probe in a neutral way, asking questions such as:

"Can you explain a little more?"

"I did not quite hear you, could you please tell me again?"

"There is no hurry. Take a moment to think about it."

2. Never suggest answers to the respondent.

If a respondent's answer is not relevant to a question, do not prompt her by saying something like "I suppose you mean that..... Is that right?" In many cases, she will agree with your interpretation of her answer, even when that is not what she meant. Rather, you should probe in such a manner that the respondent herself comes up with the relevant answer. You should never read out the list of coded answers to the respondent, even if she has trouble in answering.

3. Do not change the wording or sequence of questions.

The wording of the questions and their sequence in the questionnaire must be maintained. If the respondent has misunderstood the question, you should repeat the question slowly and clearly. If she still does not understand, you may reword the question, being careful not to alter the meaning of the original question. Provide only the minimum information required to get an appropriate response.

4. Handle hesitant respondents tactfully.

There will be situations where the respondent simply says "I don't know", gives an irrelevant answer, acts very bored or detached, contradicts something she has already said, or refuses to answer the question. In these cases you must try to re-interest her in the conversation. For example, if you sense that she is shy or afraid, try to remove her shyness or fear before asking the next question. Spend a few moments talking about things unrelated to the interview (for example, her town or village, the weather, her daily activities, etc.).

If the woman is giving irrelevant or elaborate answers, do not stop her abruptly or rudely, but listen to what she has to say. Then try to steer her gently back to the original question. A good atmosphere must be maintained throughout the interview. The best atmosphere for an interview is one in which the respondent sees the interviewer as a friendly, sympathetic and responsive person who does not intimidate her, and to whom she can say anything without feeling shy or embarrassed. As indicated earlier, the major problem in controlling the interview may be one of privacy. This problem can be prevented if you are able to obtain a private area in which to conduct the interview.

If the respondent is reluctant or unwilling to answer a question, try to overcome her reluctance, explaining once again that the same question is being asked of women all over the country and that the answers will all be merged together. If she still refuses, simply write REFUSED next to the question and proceed as if nothing had happened. If you have successfully completed the interview, you may try to obtain the missing information at the end, but do not push too hard for an answer. Remember, the respondent cannot be forced to give an answer.

5. Do not form expectations.

You must not form expectations as to the ability and knowledge of the respondent. Do not assume women from rural areas or those who are less educated or illiterate do not know about family planning or various family planning methods.

On the other hand, remember that differences between you and the respondent can influence the interview. The respondent, believing that you are different from her, may be afraid or mistrustful. You should always behave and speak in such a way that she is put at ease and is comfortable talking to you.

6. Do not hurry the interview.

Ask the questions slowly to ensure the respondent understands what she is being asked. After you have asked a question, pause and give her time to think. If the respondent feels hurried or is not allowed to formulate her own opinion she may respond with "I don't know" or give an inaccurate answer. If you feel the respondent is answering without thinking, just to speed up the interview, say to the respondent, "There is no hurry. Your opinion is very important so consider your answers very carefully."

[C. LANGUAGE OF THE INTERVIEW (only for multi-lingual surveys)]

[The questionnaires for the DHS have been translated into all the major languages in which interviewing will take place. However, there may be times when you will have to use an interpreter or modify the wording of the questions to fit local dialects and culture. It is very important not to change the meaning of the question when you rephrase it or interpret it into another language. We will be practicing interviews in the local languages during training.

Of course, one of the first things you will do when you approach a household to do an interview is to establish the language or languages that are spoken there. We will be arranging the field teams in such a way that you will be working in an area in which your language is spoken, so there should be few cases in which respondents do not speak your language. In such cases you might be able to find another language that both of you speak and you will be able to conduct the interview in that language.

However, in some cases, it will not be possible for you to find a language which both you and the respondent speak. In this case, try to find out if the respondent speaks a language which another member of your team or the team supervisor speaks. If so, tell your supervisor so that he or she can arrange for that person to conduct the interview.

If the respondent does not speak a language which any of your team members speak, you will need to rely on a third person to translate for you. Since the interview involves some sensitive topics, it is best if you can find another woman to act as an interpreter. Try to avoid using the respondent's husband as an interpreter. Children are also unsuitable interpreters. Remember, try to avoid using interpreters if at all possible since this not only jeopardizes the quality of the interview but also will mean that the interview will take nearly twice as long to conduct.]

III. FIELD PROCEDURES

Fieldwork for the DHS will proceed according to a time schedule, and the survey will be successful only if each member of the interviewing team understands and follows correct field procedures. In the following sections, these procedures are reviewed in detail and a number of the problems which are likely to be encountered in the field are discussed. As an interviewer for the DHS it is important that you become familiar with DHS field procedures, and that you know how to handle various problems you may experience during the fieldwork.

A. PREPARATORY ACTIVITIES

1. Receiving work assignments and completing Interviewer's Assignment Sheet.

Each morning your supervisor will brief you on your day's work. He or she will explain how to locate your household. When your supervisor assigns households to you, write the identification information on your Interviewer's Assignment Sheet (see next page). The identifying information: household number, address, name of the head of the household, and date of assignment all should be written in Columns (1)-(4) on your sheet.

Columns (5)-(10) of the Interviewer's Assignment Sheet serve as a summary of the results of your work in the field for each household; at the end of the day, you will be responsible for recording in these columns the final outcomes for all household visits and individual interviews you have conducted. (To complete Columns (5)-(10), see Sections III.B, V.A and V.B in this manual.)

When you receive your work assignment you should quickly review it and ask any questions you might have; remember that your supervisor will not always be available to answer questions once the work begins. You should be sure that:

- ▶ Your Interviewer's Assignment Sheet is complete and that it contains all the information you will need to identify the selected households;
- ▶ You have sufficient materials (maps, written directions, etc.) to locate your work area;
- ▶ You understand any special instructions from your supervisor about contacting the households you are assigned.

INTERVIEWER'S ASSIGNMENT SHEET

INTERVIEWER NAME: Ravta

CLUSTER NUMBER: 412

NAME OF LOCALITY: Cross River

HOUSE-HOLD NUMBER (1)	ADDRESS (2)	NAME OF HOUSEHOLD HEAD (3)	DATE ASSIGNED (4)	HOUSEHOLD INTERVIEW		INDIVIDUAL INTERVIEW			DATE RETURN HHOLD AND INDIV ONN. (10)
				FINAL RESULT (5)	NO. OF ELIG. Rs. (6)	LINE NO. ELIG Rs. (7)	FINAL RESULT (8)	DATE COMPLETED (9)	
12	21 Eleke Crescent	Abu Ahmad	12/7/90	1	1	02	1	12/7	12/7
14	27 Eleke Crescent	Monday Salawu	12/7/90	1	2	02 07	1 2	12/7 15/7	15/7
18	35 Eleke Crescent	George Okediji	12/7/90	1	1	05	5	15/7	15/7
23	121 Garden Rd.	Hamid Siddiqu	13/7	1	1	04	1	13/7	13/7
27	128 Garden Rd.	Zahid Mir	13/7	1	1	02	1	13/7	13/7
32	133 Garden Rd.	Ambreen Zafar	13/7	1	2	02 06	1 1	14/7	14/7

CODES FOR COLUMN 5:

- 1 COMPLETED
- 2 HOUSEHOLD PRESENT BUT NO COMPETENT RESP. AT HOME
- 3 HOUSEHOLD ABSENT
- 4 POSTPONED
- 5 REFUSED
- 6 DWELLING VACANT/ADDRESS NOT A DWELLING

- 7 DWELLING DESTROYED
- 8 DWELLING NOT FOUND
- 9 OTHER _____

CODES FOR COLUMN 8:

- 1 COMPLETED
- 2 NOT AT HOME
- 3 POSTPONED
- 4 REFUSED
- 5 PARTLY COMPLETED
- 6 OTHER _____

2. Scheduling callbacks

Because each household has been carefully selected, you must make every effort to conduct interviews with the households assigned to you, and with the eligible women you identify. Sometimes a household member will not be available at the time you first visit. You need to make at least 3 different visits to a household or respondent to try to obtain an interview. Before leaving for the field, you should examine the cover sheets of the questionnaires to see if you made any appointments for revisiting a household or eligible respondent. If no appointments were made, make your callbacks to a household or respondent at a different time than the earlier visits; for example, if the initial visits were made in the early afternoon, you should try to arrange your schedule so you make the callback in the morning or late afternoon. Scheduling callbacks at different times is important in reducing the rate of nonresponse (i.e., the number of cases in which you fail to contact a household or complete an interview).

3. Obtaining supplies required for fieldwork.

Before leaving for the field, you should make sure you have adequate supplies for the day's work. These supplies include:

- A sufficient supply of questionnaires
- Interviewer's Assignment Sheets
- Your copy of the Interviewer's Manual
- Your identification documents
- A clipboard
- Blue ballpoint pens
- A briefcase or bag in which to carry the questionnaires
- Any personal items which will be required for you to be comfortable, given the circumstances and the area in which you are working.

B. CONTACT PROCEDURES

[Note: Each country has a specific method of numbering the structures/households such that each structure/household has a unique number within the selected cluster. The instructions here assume a sample design that includes the assignment of unique numbers on all structures within sampling units, and a listing of households, identified by name of the head of the household. Each household is then assigned a number and selection of the sample is done on households. In countries where the sample is drawn on the basis of dwellings rather than households, the contact procedures will need to be modified.]

1. Locating sample households

Several months ago, teams visited each of the selected sample areas and 1) prepared up-to-date maps of the area, 2) wrote numbers on structures that do not have addresses (for example, many rural areas do not have street names or numbers on structures), and 3) made a list of the names of the heads of all the households living in the structures.

A structure is a free-standing building that can have one or more rooms in which people live; it may be an apartment building, a house, or a thatched hut, for instance. Within a structure, there may be one or more dwelling (or housing) units. For instance, there would be one dwelling unit in a thatched hut, but there may be 50 dwelling units in an apartment building or 5 dwelling units in a compound. A dwelling unit is a room or group of rooms occupied by one or more households. It may be distinguished from the next dwelling unit by a separate entrance. Within a dwelling, there may be one or more households. (See Chapter V, Part B [on page 31] for definition of household). For example, a compound may have 5 households living there, and each household may live in its own dwelling unit.

Specific households have been selected to be interviewed and you should not have any trouble in locating the households assigned to you if you use the structure number and the name of the head of the household to guide you. The structure number is usually written above the door of the house but sometimes it may be on the wall. [It is preceded by DHS, for example, DHS-003 or DHS-032.] The numbers may have come off or been painted over on some of the structures, in which case, you will have to rely on the names to find households. Although the supervisor of your team will accompany you to the field, particularly during the early stages of fieldwork, it is important that you know how to locate the structures in the sample.

2. Problems in contacting a household

In some cases you will have problems in locating the households that were selected because the people may have moved, or the listing teams may have made an error. Here are examples of some problems you may find and how to solve them:

- a) The selected household has moved away and the dwelling is vacant. If a household has moved out of the dwelling where it was listed and no one is living in the dwelling, you should consider the dwelling vacant and record Code '06' in Column (5) on your Interviewer's Assignment Sheet and on the cover sheet of the Household Questionnaire.
- b) The household has moved away and a new one is now living in the dwelling. In this case, interview the new household.
- c) The structure number and name of household head do not match with what you find in the field. Say, for example, that you have been assigned a household

headed by Jeremiah Jenkins, who is listed as living in structure number DHS-003. But when you go to DHS-003, the household living there is headed by Susan Smith. Consider whichever household is living in DHS-003 as the selected household. You would interview the household headed by Susan Smith.

- d) The household selected does not live in the structure that was listed. If, for example, you are assigned a household headed by Jeremiah Jenkins in DHS-003, and you find that Jeremiah Jenkins actually lives in DHS-028, interview the household living in DHS-003. In other words, if there is a discrepancy between the structure number and the name of the household head, interview whomever is living in the structure assigned to you. Tell your supervisor about any such situations you find.
- e) The listing shows only one household in the dwelling but two households are living there now. In this case, interview both households, and make a note on your Interviewer's Assignment Sheet next to the household that was not on the listing. Your supervisor will assign this household a number, which you should enter on the questionnaire and the assignment sheet. However, if the listing shows two households, only one of which was selected, and you find three households there now, only interview the one which had been selected and ignore the new one. In either case, inform your supervisor of the situation.
- f) The head of the household has changed. In some cases, the person who is listed as the household head may have moved away or died since the listing. Interview the household that is living there.
- g) The house is all closed up and the neighbors say the people are on the farm (or away visiting, etc.) and will be back in several days or weeks. Enter Code '03' (HOUSEHOLD ABSENT).
- h) The house is all closed up and the neighbors say that no one lives there; the household has moved away permanently. Enter Code '06' (DWELLING VACANT OR ADDRESS NOT A DWELLING).
- i) A structure assigned to you is actually a shop and no one lives there. Check very carefully to see if anyone is living there. If not, enter Code '06' (DWELLING VACANT OR ADDRESS NOT A DWELLING).
- j) A selected structure is not found in the cluster, and residents tell you it was destroyed in a recent fire. Enter Code '07' (DWELLING DESTROYED).
- k) No one is home and neighbors tell you the family has gone to the market. Enter Code '03' (HOUSEHOLD ABSENT) and return to the household at a time when the family will be back (later that day, or the next day).

Remember that the usefulness of the DHS sample in representing the entire country depends on the interviewers locating and visiting all the households they are assigned.

3. Identifying eligible respondents

To be "eligible" means to "qualify" for something. An eligible respondent is someone who is qualified to be included in our survey. You will use the Household Questionnaire to identify who is eligible to be interviewed with the Individual Questionnaire.

All women aged 15-49 years who are either members of the household or visitors are considered eligible in the DHS, even if they do not usually live in that dwelling. It is very important that you do not miss an eligible respondent when you fill in the Household Questionnaire. In certain cases, you may find it difficult to decide whether or not a woman is eligible. Use these examples as a guide:

- ▶ A visitor who spent the previous night in the house and is now helping on the farm. She is eligible, and you should make repeated attempts to interview her. See "Eligible respondent not available" below.
- ▶ A usual resident who spent the previous night at her sister's house. She should be counted as a member of the household on the household schedule, and she is eligible for the Individual interview.
- ▶ A usual resident who did not sleep in the household the previous night. She is eligible and should be interviewed.

You should also complete the cover sheet of the Individual Questionnaire for each eligible respondent you identify before you begin interviewing. If you cannot complete an interview with a respondent for any reason, indicate the reason on the cover sheet. Be sure that you also note any information that would be helpful in recontacting the respondent in the future.

The following are examples of the kinds of problems you may experience in identifying eligible respondents and obtaining an interview:

- ▶ No eligible respondents. In some dwellings, there will be no eligible respondents (i.e., there will be no women between the ages of 15 and 49). For these households, the entire Individual Questionnaire will be completely blank, including the cover sheet. [In countries where the Household and Individual Questionnaires are physically separate documents, you would have a completed Household Questionnaire with no accompanying Individual Questionnaire].
- ▶ Eligible respondent not available. If the eligible respondent is not at home when you visit, enter Code '02' (NOT AT HOME) as the result for the visit on the cover sheet and ask a neighbor or family member when the respondent will

return. You should plan to contact the respondent at least three times, trying to make each visit at a different time of day. Under no circumstances is it acceptable to conduct all three visits on the same day and then stop attempting to contact the respondent.

- ▶ Respondent refuses to be interviewed. The respondent's availability and willingness to be interviewed will depend in large part on the initial impression you make when you meet her. Introduce yourself, explain the purpose of the visit, and tell her the interview will take only a short time. If necessary, impress upon her that the information is confidential. If the respondent is still unwilling to be interviewed, it may be that the present time is inconvenient. Ask if another time would be more convenient and make an appointment. If the woman still refuses to be interviewed, enter Code '04' (REFUSED) as the result for the visit on the cover sheet and report it to your supervisor. The supervisor will make the decision on what action to take.
- ▶ Interview not completed. A respondent may be called away during the interview or she may not want to answer all the questions at the time you visit her. If an interview is incomplete for any reason, you should try to arrange an appointment to see the respondent again as soon as possible to obtain the missing information. Be sure that you record Code '05' (PARTLY COMPLETED) on the cover sheet of the questionnaire and indicate the time you agreed on for a revisit; you should also report the problem to your supervisor.

The outcome of the final attempt to contact an eligible respondent should also be noted in Column (8) of your Interviewer's Assignment Sheet. It is very important that you keep the visit record on the Interviewer's Assignment Sheet accurately as this form provides a summary of survey activities in each household in the DHS sample. These forms will be returned to the central office for review following completion of interviewing, and will be used to calculate response rates.

C. CHECKING COMPLETED QUESTIONNAIRES

It is the responsibility of the interviewer to review each questionnaire when the interview is finished. This review should be done before you leave the household so that you can be sure every appropriate question was asked, that all answers are clear and reasonable, and that your handwriting is legible.

Also check that you have followed the skip instructions correctly. You can make minor corrections which are obvious misrecordings of the response, but any serious error should be clarified by the respondent. Apologize, explain that you made an error and ask the question again.

Do not recopy questionnaires. As long as the answers are clear and readable, it is not necessary that the questionnaire itself be neat. Every time you copy the answers to a new questionnaire, you increase the chance of an error. For this reason you are not allowed to use work sheets to collect information. Record the information on the questionnaires you have been provided. If you need to make calculations, you may write in the margins or use the back of the questionnaires. Also, we encourage you to explain anything out of the ordinary either in the margins near the relevant question, or in the comments section at the end. These comments are very helpful to the supervisor and field editor in checking questionnaires.

D. RETURNING WORK ASSIGNMENTS

At the end of fieldwork each day, check that you have filled out a cover sheet of a Household Questionnaire for each household assigned to you, whether or not you managed to complete an interview and that you have filled out an Individual Questionnaire cover sheet for each eligible woman you identified, whether or not you were able to interview her. For all interviews that you have completed, fill in the final result on your Interviewer's Assignment Sheet. When you have completed all the Individual interviews for a given household, give them to your supervisor and record the date in Column 10 of your Assignment Sheet.

You should inform your supervisor about any problems you experienced in locating an address/household or in completing an interview with an eligible respondent. Generally, your supervisor will instruct you to keep the Interviewer's Assignment Sheet and pending questionnaires as you will be responsible for revisiting those households or respondents during the next day's fieldwork. You may be asked to return those documents, however, if he/she decides to assign another member of your team to handle all callbacks the following day. At least 3 visits will be made to a household or a respondent in an effort to obtain a completed interview.

IV. GENERAL PROCEDURES FOR COMPLETING THE QUESTIONNAIRE

To collect effectively the information needed by the DHS, you must understand how to ask each question, what information the question is attempting to collect and how to handle problems which might arise during the interview. You must also know how to correctly record the answers the respondent gives and how to follow special instructions in the questionnaire. This part of the training manual is designed to familiarize you with the DHS questionnaire.

A. ASKING THE QUESTIONS

It is very important that you ask each question exactly as it is written in the questionnaire. When asking a question, be sure to speak slowly and clearly so that the woman you are interviewing will have no difficulty in hearing or understanding the question. At times you may need to repeat the question in order to be sure the respondent understands it. In those cases, do not paraphrase the question but repeat it exactly as it is written.

If, after you have repeated a question, the respondent still does not understand it, you may have to restate the question. Be very careful when you change the wording, however, that you do not alter the meaning of the original question.

In some cases, you may have to ask additional questions (we call this probing), to obtain a complete answer from a respondent. If you do this, you must be careful that your probes are "neutral" and that they do not suggest an answer to the respondent. Probing requires both tact and skill and it will be one of the most challenging aspects of your work as a DHS interviewer.

B. RECORDING THE RESPONSES

In the DHS, all interviewers will use pens with blue ink to complete all questionnaires. Supervisors and field editors will do all their work using pens with red ink. There are three types of questions in the DHS questionnaire: (1) questions with precoded responses (2) questions which do not have precoded responses, these are open-ended, and (3) filters.

1. Questions with precoded responses

For some questions, we can predict the types of responses a respondent will give. The responses to these questions are listed in the questionnaire. To record a respondent's answer you merely circle the number (code) which corresponds to her reply. Be careful that each circle surrounds only a single number.

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP TO
501	Have you ever been married or lived with a man?	YES.....① NO.....2	512

In some cases, precoded responses will include an "other" category. The "other" code should be circled when the respondent's answer is different from any of the precoded responses listed for the question. When you circle the code "other" for a particular question you must always write the respondent's answer in the space provided. If you need more room, use the margins or the comments section at the end, and write: "see note in comments section."

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP TO
228	During which times of the monthly cycle does a woman have the greatest chance of becoming pregnant?	DURING HER PERIOD.....1 RIGHT AFTER HER PERIOD HAS ENDED.....2 IN THE MIDDLE OF THE CYCLE.....3 JUST BEFORE HER PERIOD BEGINS...4 OTHER <u>DEPENDS ON GOD</u> ⑤ (SPECIFY) DK.....8	

2. Recording responses which are not precoded

The answers to some questions are not precoded; in entering the response for these questions you must write the respondent's answer in the space provided. Usually you will record a number or date in the boxes provided. There are two ways this is done:

(a) For some questions, you will have to choose which are the correct boxes in which to record the response, and only fill in one row.

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP TO						
220	How old was he/she when he/she died?	DAYS.....1 MONTHS.....② YEARS.....3	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;">0</td><td style="width: 20px; height: 20px;">9</td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table>			0	9		
0	9								

Whenever the boxes are preceded by codes, you must circle the code which identifies the row you have chosen, and then fill in the response for that row. If the respondent said her child died at the age of 9 months, you would circle Code '2' for MONTHS and write the response in the boxes next to MONTHS.

(b) For other questions, you fill in all the boxes provided.

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP TO				
215	In what month and year was (NAME) born?	MONTH..... YEAR.....	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td style="width: 20px; height: 20px;">0</td><td style="width: 20px; height: 20px;">2</td></tr> <tr><td style="width: 20px; height: 20px;">8</td><td style="width: 20px; height: 20px;">8</td></tr> </table>	0	2	8	8
0	2						
8	8						

Whenever boxes are provided without having codes in front of them, you provide the information for all the rows. As in the example above for a child born in February 1988, you record the month and year.

Notice that if the response has fewer digits than the number of boxes provided, you fill in leading zeroes. For example, a response of '9' is recorded '09' in two boxes, or if three boxes had been provided, you would record '009'.

There are other cases, however, where you must write down the response a woman gives in her own words. Try to record those answers exactly as they are given; if you need to shorten a lengthy description, be careful to keep the meaning accurate, and if necessary, write a note on the bottom or side of the page to explain.

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP TO
710	What is your occupation, that is, what kind of work do you do?	<u>SELLING HOME-</u> <u>MADE FOOD AT</u> <u>THE MARKET.</u>	<input type="checkbox"/>

3. Marking Filters

Filters require you to look back to the answer to a previous response and then mark an "X" in a box [X]. (See section D.2 for description of filters)

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP TO
110	CHECK 108:	PRIMARY <input checked="" type="checkbox"/>	112
	SECONDARY OR HIGHER <input type="checkbox"/>		

C. CORRECTING MISTAKES

It is very important that you record all answers neatly. For precoded responses, be sure that you circle the code for the correct response carefully, so there is no confusion as to what the respondent's answer is. For open-ended responses, the reply should be written legibly so that it can be easily read. If you made a mistake in entering a respondent's answer or she changes her reply, be sure that you cross out the incorrect response and enter the right answer. Do not try to erase an answer. Just put two lines through the incorrect response. Remember that if there are two responses for a particular question, it may not be possible later, when the data are being coded, to determine which is the correct answer. Here is how to correct a mistake:

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP TO
107	Have you ever attended school?	YES..... NO.....	1 2 → 111

D. FOLLOWING INSTRUCTIONS

1. Skip instructions

It is very important not to ask a respondent questions which are not relevant to her situation. For example, a woman who is not pregnant should not be asked for how many months she has been pregnant. In cases where a particular response makes subsequent questions irrelevant, an instruction is written in the questionnaire directing you to skip to the next appropriate question. It is important that you follow skip instructions carefully.

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP TO
502	Are you now married or living with a man, or are you now widowed, divorced, or no longer living together?	MARRIED.....1 LIVING TOGETHER.....2 WIDOWED.....3 DIVORCED.....4 NO LONGER LIVING TOGETHER.....5	4 → 507

Notice that if you circled either Code 3, 4, or 5, you would skip to Question 507. In this case, Question 503 is only asked of women who are currently married or living with a man.

2. Filters

In order to ensure the proper flow of the questionnaire you will sometimes be directed to check a respondent's answer to an earlier question, indicate what the response was by marking a box, and then follow various skip instructions. Questions of this type are called "filters"; they are used to prevent a respondent from being asked irrelevant, and perhaps embarrassing, or upsetting questions. In filter questions it is important that you follow the instructions which ask you to check back to an earlier question. Do not rely on your memory. Remember that you do not need to ask the respondent the same question a second time. Check back and mark an "X" in the appropriate box in the filter; then, follow the skip instructions.

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP TO
701	<p>CHECK 501:</p> <p>EVER MARRIED OR LIVED TOGETHER <input type="checkbox"/></p> <p>NEVER MARRIED/ NEVER LIVED TOGETHER <input checked="" type="checkbox"/></p> <p>ASK QUESTIONS ABOUT CURRENT OR MOST RECENT HUSBAND/PARTNER.</p>		708

Note that all instructions for the interviewer are printed in CAPITAL LETTERS whereas questions to be asked of the respondent are printed in small letters.

E. CHECKING COMPLETED QUESTIONNAIRES

After you have completed an interview, you must review the questionnaire by carefully checking the answer to each question. It is important to check that you have followed all the appropriate skip patterns and that you have not omitted any sections. If necessary, you may correct your handwriting or clarify answers. You should review the questionnaire BEFORE you leave the household, so that if you need to question the respondent further, she will still be available. You should write any comments about the interview that you feel would clarify the answers you recorded or that would be of interest to your supervisor. If you have any doubts about how to record an answer, feel free to write a note on the questionnaire, and then check with your supervisor. She/he is there to help you.

V. THE HOUSEHOLD QUESTIONNAIRE

The purpose of the Household Questionnaire is to provide information on general characteristics of the population and their households. You will use it to identify women who are eligible (qualified) to be interviewed with the Individual Questionnaire.

The Household Questionnaire is a short schedule that includes a number of relatively simple questions. It is preceded by a cover page for entering data about the location of the household, the date and outcome of the interview.

A. IDENTIFICATION OF HOUSEHOLD ON THE COVER PAGE

Before you begin an interview, fill in the identification information in the box at the top of the cover page. The identification information is obtained from the sample household listing and will be given to you by your supervisor. Write the name of the place in which you are working on the line marked: PLACE NAME. Also write the name of the head of the household which you are to interview. Record the cluster number, the household number, and the region in the boxes to the right of those lines. Then record whether the place is urban or rural by placing a '1' or '2' in the box to the right of the line marked: URBAN/RURAL. Then record whether this place is in a large or small city, a town, or the countryside by placing a '1', '2', '3' or '4' in the box to the right of the line marked LARGE CITY/SMALL CITY/TOWN/COUNTRYSIDE. All this information will be given to you by your supervisor.

The rest of the cover page is filled in after you have conducted the interview so it is described in Section C. under the heading RETURN TO COVER PAGE.

B. COMPLETING THE HOUSEHOLD QUESTIONNAIRE

In order to complete the Household Questionnaire you will need to find a suitable respondent. Any adult member of the household who is capable of providing information needed to fill in the Household Questionnaire can serve as the respondent. You must speak with a member of the household. If an adult is not available, do not interview a young child, but instead, go on to the next household, and call back at the first household later. Once you have introduced yourself and explained the purpose of your visit, you are ready to begin the interview. Be sure to read the introductory sentence at the top of the page before continuing with the question in Column 2.

COLUMN 1: LINE NUMBER

This is the Line Number used to identify each person listed in the schedule. Column 15 also lists the Line Numbers.

COLUMN 2: MEMBERS AND VISITORS

The first step in completing the Household Questionnaire is to get a complete list of all persons who usually live in the household and any visitors. You will always list the head of the household first. In order to get a correct listing you will have to know what we mean by a member of the household, and what we mean by a visitor.

Member of the household:

A household is a person or group of persons that usually lives and eats together. This is not the same as a family. A family only includes people who are related; but a household includes any people who live together, whether they are related or unrelated. For example, three unrelated men who live and cook meals together would not be considered as one family, but they would be considered as one household.

A member of the household is any person who usually lives in the household.

Visitor:

A visitor is someone who is not a member of the household, but did sleep in the household the night before the day you are conducting the interview. So even though a visitor does not qualify to be a respondent for the Household Interview, if she slept there the previous night she should be listed on the schedule (and will qualify for the Individual Interview if she is aged 15 - 49).

Sometimes it is not easy to know who to include in the household and who to leave out. Here are some examples:

- ▶ A man has two wives who live in different places and he stays with each of them. Ask where he stays most of the time and consider him as being a member of that household.
- ▶ Sometimes people eat in one household and sleep in another. Consider the person to be a member of the household where he sleeps.
- ▶ A person living alone. He/she is a household.
- ▶ A servant. He is a member of the household if he usually lives in the household.
- ▶ A woman lists her husband as head of the household, but he lives somewhere else. If he does not usually live in the household you are interviewing, and he did not sleep there the previous night, he should not be included in the listing.

Anyone included in the household listing has to be either a usual resident of that household (Column 4 is YES) or has to have slept in the household the previous night (Column 5 is YES).

As your respondent lists the names, write them down, one on each row in Column (2) of the table. Begin with the head of the household, i.e., the person who is considered responsible for the household. This person may be appointed 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 respondent to define who is the head. There generally should not be a problem with this.

Since there is not much room on the form, you may not be able to write the full names for each person, so, if the last name is the same for several people, you can use ditto marks:

01 Alfred Johnson
02 Miriam "
03 Sarah "

When you have written all the names, you want to be certain you have included everyone that should be listed before continuing with the rest of the questionnaire. To do this, ask the three questions at the bottom of the page. If the answer to any is YES, add those persons' names to the list.

After you obtain a complete list of names, start with the person listed on Line 01 (who will always be the head of the household) and ask each appropriate question, moving across the page. When you have completed the information for the person on Line 01, move to the person listed on Line 02, etc.

COLUMN 3: RELATIONSHIP

Record the relationship of the person listed to the head of the household. Use the codes at the bottom of the page. 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 (OTHER RELATIVE), not 08 (BROTHER OR SISTER) because Sola is a brother-in-law of 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 (OTHER RELATIVE). Where polygamous unions are common, the senior wife may be listed as the head of the household if her husband does not usually reside there, or has died. You would code the relationship of persons to the senior wife. Junior wives are (CO-WIVES) [this code needs to be added to the questionnaire]. The children of co-wives are (OTHER RELATIVES).

COLUMNS 4 and 5: RESIDENCE

If the person usually lives in the household, circle '1' for YES in Column 4. We call someone who usually lives there a member of the household. Someone who does not usually live in the household, but did sleep there last night, is called a visitor. If the person slept in the household the night before you are conducting the interview, circle '1' for YES in Column 5. A usual member of the household (Column 4 is YES) may or may not have slept in the household last night.

If after asking these residence questions you learn that the person does not usually live there (Column 4 is NO), and did not sleep there last night (Column 5 is also NO), you will have to delete this person from the listing because he is neither a member nor a visitor. For example: imagine you had listed Mary Worth as Line Number 04 and then learned that she does not usually live there, and she did not sleep there last night. You would draw a line through Row 04, cancelling Mary from the household listing. Then you would have to renumber the subsequent Line Numbers to make them correct (in Columns 1 and 15 change Line 05 to 04, Line 06 to 05, etc.). Whenever you make a correction to the Line Numbers, you must check Columns 12 and 14 and make appropriate corrections to the Line Numbers there also.

COLUMN 6: SEX

Simply circle '1' for males and '2' for females.

COLUMN 7: AGE

If you have difficulty in obtaining the ages of household members, use the methods described in Chapter VI [on page 43] to probe for the correct age. Note that we want to obtain each person's age in completed years that is, the age at the time of the last birthday.

COLUMNS 8-10: EDUCATION

Questions on education are only to be asked for people who are 6 years or older. For anyone less than 6 years old, simply leave Columns (8), (9) and (10) blank.

For everyone aged 6 or older, ask the question in Column (8). Circle '1' for persons who have ever been to school, and '2' for those who never went to school. If the person never attended school, you will leave Column (9) and (10) blank.

If the person has been to school, you will record their education in Column (9). Do this by using the codes at the bottom of the page. You will first record the level of schooling by recording the highest level they ever attended, even if they did not finish that level. Then you will record how many grades they completed at that level. For example, a man who completed all grades of primary school would be LEVEL 1, GRADE 06. A child who is

currently in the third year of primary school would be LEVEL 1, GRADE 02 (she has not yet completed the third year). A man who left during his first year of secondary school would be LEVEL 2, GRADE 00 (because the highest level he attended was secondary, but he did not finish any grade at that level). Now suppose the respondent knows his son went to primary school, but he does not know what grade he reached. You would record LEVEL 1, GRADE 98 (DON'T KNOW). If the respondent does not even know the highest level his son attended, you would record LEVEL 8 (DON'T KNOW) and leave the grade blank.

Column (10) is for anyone aged less than 25 who has been to school. Ask whether he/she is still in school and circle '1' or '2' for YES or NO.

COLUMNS 11-14: SURVIVORSHIP AND RESIDENCE OF PARENTS

For all children who are less than 15 years old, we will learn if either of their own (natural) parents live in the dwelling. Columns 11, 12, 13 and 14 will be left blank for everyone aged 15 years and more. First ask if the child's natural mother is alive. By "natural" we mean the biological mother. In many cultures people consider other peoples' children that they are raising as their own, especially children of their husbands or sisters, etc. So you should be certain that the respondent understands that you are asking about the woman who gave birth to the child. Record whether or not the child's natural mother is still alive by circling 1 or 2 in Column 11. If the respondent does not know whether the natural mother is still alive, circle 8 for Don't Know. If you found in Column 11 that the mother is not alive or the respondent does not know, (Column 11 is 2 or 8) you would skip to Column 13 (leave Column 12 blank) and ask about the father.

If the mother is still alive, we want to know if she lives in the household. Ask the question in Column 12 and if the mother does live in the household, ask who she is (she should be listed on the schedule if she lives in the household) and record her line number in Column 12. Her line number is printed in Column 1 and this will identify who the mother is. If the mother is not a member of the household, record '00' in Column 12. Follow the same procedure for the child's natural father (Columns 13 and 14) as you do for the natural mother.

Remember, if you found it necessary to cross someone off the Household Schedule, you are to renumber the Line Numbers and you will also have to make appropriate corrections to the Line Numbers here in Columns 12 and 14.

COLUMN 15: ELIGIBILITY FOR INDIVIDUAL INTERVIEW

Finally, look at Columns (6) and (7) and circle the line number in Column (15) for all women who are between 15 and 49 years of age (this includes those who are aged 15 and 49). These are "eligible women" (eligible means to qualify) and these women qualify for an interview using the Individual Questionnaire. Remember, the woman may be a usual resident of the household or only a visitor.

TOTAL ELIGIBLE WOMEN

The total number of eligible women should be recorded in the boxes at the bottom of Column 15. (This total should also be recorded on the cover page of the Household Questionnaire and in Column 6 of your Interviewer's Assignment Sheet.)

CONTINUATION SHEET

If you interview a household that has more than 20 members, mark the box at the bottom of the list of household members, take a fresh Household Questionnaire, fill in all the information on the cover page and write "CONTINUATION" on the top. Then on the second Household Questionnaire, change the Line number '01' to '21' and if necessary, change Line '02' to '22', etc. and then write the information for these household members.

OVERVIEW OF QUESTIONS 16-24: HOUSEHOLD AMENITIES

After asking the questions about each member of the household, you will ask Qs.16-24, which ask about the household as a whole. Questions 16-24 ask about amenities most frequently used by the household.

QUESTION 16: HOUSEHOLD WATER

The purpose of this question is to assess the cleanliness of water used for cooking and cleaning, since frequent washing of household utensils and frequent bathing reduces the incidence of infectious diseases.

QUESTION 17: TIME TO GET WATER

This question is not asked if the respondent's source of household water is within the household compound; it is also not asked if the household buys bottled water, or if they use rainwater. Presumably, if households have easy access to water for cleaning, they will be more likely to use it for that purpose. Include the time it takes to get to the source, wait to get water (if necessary), and get back to the house. This is by whatever means of transportation is generally used, whether the person who gets the water walks or rides a bicycle or motor vehicle. Convert the answer to minutes if necessary, and put zeroes in front; for example, "30 minutes" would be '030', and "one hour and a half" would be '090'. If the source of water is on the property, for example a stream that runs through the yard, you would record ON PREMISES, by circling '996'.

QUESTIONS 18 and 19: DRINKING WATER

The purpose of these questions is to assess the cleanliness of household drinking water. If drinking water is obtained from several sources, probe to determine the source from which

the household obtains the majority of its drinking water. If the source varies by season, record the source used at the time of interview.

QUESTION 20: TOILET FACILITIES

As with Questions 16 and 18, the purpose of this question is to obtain a measure of the sanitation level of the household, since water supply and toilet facilities are important for disease control and health improvement. A FLUSH toilet is one in which water carries the waste down pipes, whether the water is piped into the toilet or poured in by buckets. PIT refers to a pit or latrine dug into the earth. If the respondent answers that they use the bush or the fields or a cleared corner of the compound, circle '31' (NO FACILITY/BUSH/FIELD).

QUESTION 21: HOUSEHOLD ITEMS

The answers to these questions on ownership of certain items will be used to determine a rough measure of the socioeconomic status of the household. Read out each item and circle the answer given. If the woman reports that a household item such as a radio is broken, try to find out how long it has been broken, and if it will be fixed. If the item appears to be out of use only temporarily, circle '1' for YES. Otherwise, circle '2' for NO. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

QUESTION 22: NUMBER OF ROOMS USED FOR SLEEPING

This information gives a measure of crowdedness in the house, as well as reflecting the socioeconomic condition of the household. A room in this case refers to a special area with a permanent partition which is used for sleeping. It is not necessarily the number of rooms in the household which are called "bedrooms", but rather how many rooms get used for sleeping on a regular basis.

QUESTION 23: FLOOR MATERIAL

This is not a question that you will have to ask the respondent since you will usually be able to see for yourself what kind of floor her house has. However, ask 'c' you are not sure. If there is more than one kind of flooring material, record the main flooring material.

QUESTION 24: OWNERSHIP OF TRANSPORTATION

As another rough measure of socioeconomic status, we also ask whether any member of the household owns a bicycle, motorcycle or car. Follow the same procedure as in Q.21 in asking about these items. A small child's bicycle is primarily a toy and should not be recorded here.

C. RETURN TO COVER PAGE

After you have finished filling out the household schedule, go back to the cover page of the Household Questionnaire.

INTERVIEWER VISITS

AFTER you have contacted the household, you will need to write in the result of your visit. The spaces under (2) and (3) are for recording the results of any callbacks that you may have to make if you cannot contact the household on your first visit. Remember, you must make at least 3 different visits to try to obtain an interview with the household.

RESULT CODES

The result of your final visit to a household is recorded in two places: on the cover sheet of the Household Questionnaire and Column 5 of your Interviewer Assignment Sheet. You will make every attempt to contact and interview the household, but sometimes it may happen that you make three visits to the household (at different times) and are unable to conduct the interview. In this case, you record the result of the third visit, using the codes given on the cover sheet.

The following are some examples of how to enter result codes on the cover sheet and the Interviewer's Assignment Sheet:

- ▶ No adult at home. You must talk with an adult household member to complete the Household Questionnaire. If the household is occupied but there is no adult present at the time you visit, enter Code '2' (HOUSEHOLD PRESENT BUT NO COMPETENT RESPONDENT AT HOME) as the result of the visit. Try to find out from a neighbor or from the children when an adult will be present and include this information in the visit record.
- ▶ Household not available. If you locate the structure but no one is at home, ask neighbors if anyone lives there. In cases where someone does live in the dwelling but everyone is away temporarily, enter Code '3' (HOUSEHOLD ABSENT) as the result of that visit and try to determine when the inhabitants will return. If they will return while your team is still working in the area, you should return to the house several times in search of the family.
- ▶ Postponed. If the household was contacted, and a callback interview scheduled, Code '4' (POSTPONED) will be entered on the household schedule as a result code for that visit. If there is some extreme circumstance such that the interview is never conducted, you would enter Code '4' for the final result code in Column (5) of your assignment sheet.

- ▶ **Refusal.** The impression you make during your initial contacts with members of a household is very important. Be careful to introduce yourself and explain the purpose of the survey. Stress that the interview takes only a short amount of time and that the information will be confidential. If the individual with whom you first talk is unwilling to cooperate, ask to speak with another member of the household, (e.g., the household head). Suggest that you can return at another time if it would be more convenient. If the individual still refuses to cooperate, enter Code '5' (REFUSED) and report the problem to your supervisor.
- ▶ **Address not a dwelling.** In some cases you may find that a structure number assigned to you is not a residential unit. It is a shop, church, school, workshop, or some other type of facility which is not used as a living area. After making sure there are no residential units in back of or above the premises, enter Code '6' (DWELLING VACANT OR ADDRESS NOT A DWELLING) as the result for the visit. Be sure to report the situation to your supervisor.
- ▶ **Dwelling vacant or demolished.** If the dwelling is empty, enter Code '6' (DWELLING VACANT). If the dwelling burned down or was destroyed in some other manner, enter Code '7' (DWELLING DESTROYED).
- ▶ **Dwelling not found.** You should make a thorough search, asking people in the area if they are familiar with the address or the name of the household head. If you are still unable to locate the structure, you should enter Code '8' (DWELLING NOT FOUND) as the result for the visit to that household.

You will now fill in the boxes under FINAL VISIT. The date on which you completed the Household interview is recorded in the DAY, MONTH, YEAR boxes. Write the day of the month in the DAY boxes. Write '01' for MONTH for interviews conducted in January, '02' for MONTH for interviews conducted in February, etc. Write [90] in the YEAR boxes. For example, the last day in October 1990 would be recorded as DAY 31, MONTH 10, YEAR 90. Write your assigned interviewer number in the boxes labelled NAME. Record '1' in the RESULT box for a completed interview. Add up the number of visits you made for the Household interview and enter the total by TOTAL NUMBER OF VISITS.

TOTALS IN HOUSEHOLD AND ELIGIBLE WOMEN

After you have completed the Household interview, you will record the total number of people listed in the schedule in the boxes labelled TOTAL IN HOUSEHOLD. You will also record (in boxes labelled TOTAL ELIGIBLE WOMEN) the total number of women in this household who are eligible for interview with the Individual Questionnaire. This number is also recorded at the bottom of Column 15 of the schedule and on your Interviewer's Assignment Sheet. And in the boxes labelled LINE NO. OF RESP. TO HOUSEHOLD SCHEDULE record the line number of the person who was your respondent.

BOTTOM OF COVER PAGE

At the bottom of the cover page, the field editor will write her name and the date on which she edited the questionnaire. Office editing and data entry will be done only in the main office, and space is provided for the office editor and data entry person to record their names.

PREPARE INDIVIDUAL QUESTIONNAIRE FOR EACH ELIGIBLE WOMAN

If there is an eligible woman in the household, turn to the cover sheet of the Individual Questionnaire and write in the identification information and the line number of the woman from the Household Questionnaire. Ask if you can interview her. If she is not available for interview, ask when she might be available, and if you can, schedule an appointment and write the date where it says NEXT VISIT.

If there is more than one woman in the household, write the information for the first one on an Individual Questionnaire. Then, fill in the information for the second woman on the second Individual Questionnaire. Keep assigning questionnaires for all the eligible women in that household, so that if there are 4 eligible women in that household, you will have four Individual Questionnaires, and one Household Questionnaire.

COLUMNS 5, 6 and 7: INTERVIEWER'S ASSIGNMENT SHEET

In Column 5 record the result code of the Household Interview (this code is also recorded as the FINAL VISIT on the cover page of the Household Questionnaire). In Column 6 record the number of women in the household who are eligible for the Individual Interview (this is also recorded at the bottom of Column 15 of the Household Questionnaire, and on the cover page). In Column 7 record the Line Numbers of these eligible women (these Line Numbers should be circled in Column 15 of the Household Questionnaire and recorded on the cover page of the Individual Questionnaire for each woman).

VI. THE INDIVIDUAL QUESTIONNAIRE

The Individual Questionnaire consists of 8 sections as follows:

- Section 1. Respondent's Background
- Section 2. Reproduction
- Section 3. Contraception
- Section 4. Health of Children
 - 4A: Pregnancy and Breastfeeding
 - 4B: Immunization and Health
- Section 5. Marriage
- Section 6. Fertility Preferences
- Section 7. Husband's Background and Woman's Work
- Section 8. Height and Weight

The Individual Questionnaire also has a cover page, similar to that of the Household Questionnaire, on which you record identification information and the interview results. There are a few items which you will record differently on this page than you do on the household information cover sheet: a) in the Identification box write the eligible woman's name and the Line Number she was assigned in the Household Questionnaire b) use different Result Codes, these pertain to women and not to households, [and c) record the language of the questionnaire, of the interview, the native language of the woman, and whether a translator was used]. Also, you will have to enter the final result code from the Individual Questionnaire into the Final Result Column of the Interviewer's Assignment Sheet.

A. SECTION 1: RESPONDENT'S BACKGROUND

In this section we obtain some general background information about the respondent, and if she is a visitor, about her household.

QUESTION 101: TIME

Here you record the time of the day you start the individual interview. If the hour or minutes are less than 10, put a zero in the first box. Record the time in hours and minutes, using the 24 hour system. So if it is 1:00 PM or later, you would add 12 to the current hour.

Half past nine in the morning is: HOUR.....

0	9
3	0

MINUTES.....

Half past four in the afternoon is: HOUR.....

1	6
3	0

MINUTES.....

QUESTION 102: CHILDHOOD RESIDENCE

Record the respondent's answer about the type of place she lived in for most of the time as a young girl. Note that we want the type of place, not the name of the place. If she tells you a name, probe by saying: "Was (NAME) a city, a town, or in the countryside?". Also, it may be that she is currently living in the place she grew up in, but that the area has grown from being a town when she was young to a city today. Or, it may have been rural then but is a town now. In either case, circle whatever type of place it was when she was a young girl. Note that we are asking about the place she lived in for most of the time. If she lived in more than one place before the age of 12, ask her in which place did she live the longest.

QUESTION 103: LENGTH OF RESIDENCE

This question asks how long the woman has been living in her current place of residence. Here, "living continuously" means without having moved away. For example, if the respondent has been away from her home only on visits, these periods should not count as having lived away. If she has always lived in her current place of residence, (that is, she has never lived in any other place), circle '95'. If she is a visitor and does not usually live in the place where you are interviewing her, circle '96' for VISITOR. If either '95' or '96' is circled, leave the two code boxes blank and skip to Q.105. However, if she has lived in other places, you should ask her to count the years from the time she last moved to this place. Record answers in completed years. If the answer is "three and one-half years", write '03'. If the answer is less than one year, write '00'.

QUESTION 104: TYPE OF PRIOR RESIDENCE

This question is similar to Q.102, except it is for the place the woman lived just before she moved to her current residence. If she has lived in more than one place before, we want to know which type of place was the last one before her current place. That is why we say "just before".

QUESTION 105: MONTH AND YEAR OF BIRTH

Questions 105 and 106 must be asked independently of the information on the Household Questionnaire. Even if you already asked the respondent her age when you were completing the Household Questionnaire, you must ask again for her date of birth on the Individual Questionnaire.

If the respondent knows her date of birth, write it in the appropriate boxes for MONTH and YEAR. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', etc. [If she gives you the name of a Muslim month, such as Ramadan, write the name in the space below the question and ask for the year. Some countries may wish to append a conversion table from a Muslim/local calendar to a Gregorian calendar].

If she does not know her month of birth, circle '98' for DK MONTH and ask her for the year of her birth. If she knows the year, write only the last 2 digits in the boxes for YEAR. Leave off the 19, e.g., 1954 would be written '54'. Try under all circumstances to obtain at least the year of birth. If the respondent is unable to provide this information, ask if she has any identification card or birth or baptismal certificate that might give her date of birth. Only when it is absolutely impossible to even estimate the year of birth should you circle '98' for DK YEAR.

QUESTION 106: AGE

This is one of the most important questions in the interview, since almost all analysis of the data depends on the respondent's age. For example, the two most important results of the survey, fertility rates and the proportion of women who use family planning, are calculated by age of woman.

You must obtain her age in completed years, that is, her age at her last birthday. You must record an age for the woman and you will do this in one of four ways, depending on the type of information you get from the respondent.

a) The woman knows her age.

If the woman tells you her age, simply write it in the space provided.

b) The woman does not know her age, but year of birth is reported in Q.105.
If the woman does not know her age, but she did report a year of birth in Q.105, then you may compute her age as follows. If the woman has had her birthday in the current year, subtract the year of birth from the current year [1990]. If the woman has not had her birthday in the current year, subtract the year of birth from last year [1989]. If the woman does not keep track of the time within a year when her birthday falls, it is sufficient to subtract year of birth from the current year [1990].

c) She does not know her age, and year of birth is not reported in Q.105.
If the woman does not know her age and she could not report a year of birth, you will have to probe to try to estimate her age. Probing for ages is time-consuming and sometimes tedious, however, it is important that you take the time to try to get the best possible information. There are several ways to probe for age:

Ask the respondent how old she was when she got married or had her first child, and then try to estimate how long ago she got married or had her first child. For example, if she says she was 19 years old when she had her first child, and that the child is now 12 years old, she is probably 31 years old.

You might be able to relate her age to that of someone else in the household whose age is more reliably known.

Try to determine how old she was at the time of an important event (war, flood, earthquake, change in political regime) and add her age at that time to the number of years that have elapsed since the event.

d) She does not know her age and probing did not help.
If probing does not help in determining the respondent's age and date of birth was not recorded in Q.105, you will have to estimate her age. Remember, this is a last resort to be used only when all your efforts at probing have failed.

Remember, you MUST fill in an answer to Q.106.

CONSISTENCY CHECK: DATE OF BIRTH AND AGE

You must now check the consistency of the reported year of birth (Q.105) and age (Q.106). The concept underlying the check is that the woman's age plus her year of birth must equal the year in which she last had a birthday. [The examples below are given for interviews conducted in 1990.] There are two methods for checking whether the age and year of birth are consistent - the arithmetic method and the chart method. You may use either method, but do not perform the check until after you have asked Qs.105 and 106.

I. Arithmetic method You will choose the procedure explained in 1a. or 1b. to do the arithmetic, depending on the type of information you have recorded in Q.105. Use the margins of the questionnaire to do the necessary arithmetic.

- 1a. IF BOTH MONTH AND YEAR ARE RECORDED IN Q.105. If the month of birth is before the month of interview (she has had her birthday this year), then her age plus her year of birth should equal [90 (the last two digits of the year of interview)]. If the month of birth is after the month of interview (she has not had her birthday this year), then her age plus her year of birth should equal [89 (the last two digits of the previous year)]. If the month of birth is the same as the month of interview, then a sum of either [89] or [90] is acceptable. If the sum is incorrect, then either the year of birth or the age (or both) are incorrect and need to be corrected. If the sum is off by exactly one year, then it is also possible that the month of birth is incorrect and the other information is accurate. In such cases, the age and the month and year of birth all need to be reviewed to see where the error lies.

EXAMPLE: If a respondent tells you that she was born in January 1948, she is 42 years old, and you are interviewing her in July [1990], you would add 48 to 42. If the information the respondent gave you is consistent, the sum should be [90], since July comes after January. If another respondent tells you that she was born in December 1961 and she is 28 years old the sum should equal [89] since she will not become a full year older until December (July is before December).

- 1b. IF ONLY YEAR OF BIRTH IS RECORDED IN Q.105. Add the year of birth to the respondent's age and accept a sum of either [89] or [90]. For example, if she says she was born in 1963, but she does not know the month, she should be either 26 (since $63 + 26 = 89$) or 27 (since $63 + 27 = 90$). If the sum does not equal either [89] or [90], probe to find out if the year of birth or age is incorrect.
2. HOW TO CORRECT INCONSISTENT ANSWERS. If the age plus the year of birth do not add to [89] or [90] as appropriate, probe to get consistent information. For example, if the sum equals [88] and it should be [89], then you need to add 1 to either the age or the year of birth after checking with the respondent to see which one is wrong. If the sum adds to [92] and it should be [90], you need to subtract 2 from either the age or the year of birth or else subtract 1 from both the age and the year of birth. It is important to understand that either or both the age and year of birth may be incorrect.

II. Chart method Use the Age-Birth Date Consistency Chart to check consistency. You will choose the procedure explained in 1a. or 1b., depending on the type of information you have recorded in Q.105.

- 1a. **IF BOTH MONTH AND YEAR ARE RECORDED IN Q.105.** Enter the chart at the age you recorded in Q.106. If the month of birth is before the month of interview (she has already had her birthday this year), use the right hand column to see what year of birth is consistent with that age. If the month of birth is after the month of interview (she has not yet had her birthday this year), use the left hand column to see what year of birth is consistent with that age. If the year of birth recorded in Q.105 is not the same as the year of birth in the chart, then Q.105 and 106 are inconsistent and you will have to make a correction.
- 1b. **IF ONLY YEAR OF BIRTH IS RECORDED IN Q.105.** Enter the chart at the age you recorded in Q.106. The year of birth listed in either the left or right hand column is consistent with that age. If the year of birth recorded in Q.105 is not the same as one of the two years of birth recorded in the chart, then Q.105 and 106 are inconsistent and you will have to make a correction.
2. **HOW TO CORRECT INCONSISTENT ANSWERS.** If the recorded year of birth (Q.105) does not agree with the year in the chart, you must correct the inconsistency. This is done by further probing and adjustment of either the age information, the date information, or both. It is important to understand that either or both of the two pieces of information may be incorrect. Do not always assume that an inconsistency means, for instance, that the date of birth was given correctly, and that the age is incorrect. It could be that the date or both the age and the date are incorrect.

Finally, before moving on to Q.107, verify that the respondent is indeed eligible. If the woman is younger than 15 years or older than 49, you have to terminate the interview. Terminate the interview tactfully by asking 2 or 3 more questions and then thank the respondent for her cooperation; write "ineligible" on the first page of the questionnaire, and correct the information for this woman on the Household Questionnaire.

Note: The only time you will go back to correct information recorded on the Household Questionnaire will be to correct information which affects the eligibility status of a woman. In that case, you would also have to correct the total number of eligible women reported in three places: at the bottom of Column 15, on the cover page of the Household Questionnaire, and on your Interviewer's Assignment Sheet.

AGE-BIRTH DATE CONSISTENCY CHART FOR SURVEY IN [1990]
 (when both date of birth and current age are given)

Current Age	Year of Birth		Current Age	Year of Birth	
	Has not had birthday in 1990	Has already had birthday in 1990		Has not had birthday in 1990	Has already had birthday in 1990
	Don't Know			Don't Know	
0 ---->	1989	--	30 ---->	1959	1960
1 ---->	1988	1989	31 ---->	1958	1959
2 ---->	1987	1988	32 ---->	1957	1958
3 ---->	1986	1987	33 ---->	1956	1957
4 ---->	1985	1986	34 ---->	1955	1956
5 ---->	1984	1985	35 ---->	1954	1955
6 ---->	1983	1984	36 ---->	1953	1954
7 ---->	1982	1983	37 ---->	1952	1953
8 ---->	1981	1982	38 ---->	1951	1952
9 ---->	1980	1981	39 ---->	1950	1951
10 ---->	1979	1980	40 ---->	1949	1950
11 ---->	1978	1979	41 ---->	1948	1949
12 ---->	1977	1978	42 ---->	1947	1948
13 ---->	1976	1977	43 ---->	1946	1947
14 ---->	1975	1976	44 ---->	1945	1946
15 ---->	1974	1975	45 ---->	1944	1945
16 ---->	1973	1974	46 ---->	1943	1944
17 ---->	1972	1973	47 ---->	1942	1943
18 ---->	1971	1972	48 ---->	1941	1942
19 ---->	1970	1971	49 ---->	1940	1941
20 ---->	1969	1970	50 ---->	1939	1940
21 ---->	1968	1969	51 ---->	1938	1939
22 ---->	1967	1968	52 ---->	1937	1938
23 ---->	1966	1967	53 ---->	1936	1937
24 ---->	1965	1966	54 ---->	1935	1936
25 ---->	1964	1965	55 ---->	1934	1935
26 ---->	1963	1964	56 ---->	1933	1934
27 ---->	1962	1963	57 ---->	1932	1933
28 ---->	1961	1962	58 ---->	1931	1932
29 ---->	1960	1961	59 ---->	1930	1931

[Chart needs to be reconstructed for surveys in later years.]

QUESTION 107: EVER ATTENDED SCHOOL

The term "school" means any kind of formal school, but does not include such things as Bible school or Koranic school, or short courses like typing school or sewing classes. However, it does include technical or vocational training beyond the primary school level, such as long-term courses in mechanics, engineering, secretarial work, etc. [Questions concerning education will need to be adapted to the specific system in each country].

QUESTION 108: HIGHEST LEVEL ATTENDED

Record here the highest level she ever attended, regardless of whether or not the year was completed. For example, if she attended Form 1 of secondary school for only two weeks, circle '2' for SECONDARY.

QUESTION 109: HIGHEST GRADE COMPLETED

In this question, record only the number of years which the respondent successfully completed at that level. For example, if a woman was attending Form 3 of secondary school, and left school before completing that year, the response should be '02'. Although Form 3 was the highest level she attended, she completed two years of secondary school. Note that you will record the number of years completed at the level which was recorded in Q.108. If she attended only two months of Form 1 of secondary school, mark '00' for completed years.

QUESTION 110: EDUCATION FILTER

Look back to Q.108. If her highest level of school is primary, mark the box on the left and ask Q.111. If she attended secondary or higher, mark the box on the right and skip to Q.112.

QUESTION 111: LITERACY

This question is only asked if the woman has not attended secondary school or higher schooling. Be sure to read all of the alternatives mentioned in the question to the woman before accepting her answer. It does not matter in what language she is literate.

QUESTION 112: READING OF NEWSPAPER

The purpose of this question is to find out if 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, or who buys the newspapers or magazines she reads. The question is simply whether she usually reads them at least once a week. It does not matter in what language the newspapers or magazines are printed.

QUESTION 113: RADIO LISTENING

If there is any doubt as to whether she listens once a week, use your judgement. For example, if she says "during the rainy season I listen almost every day, but during the planting season I'm away and I don't listen at all", circle Code 1 for YES, since, on average, she listens at least once a week. It does not matter who owns the radio she may listen to.

QUESTION 114: TELEVISION WATCHING

As with Q.113, the purpose is to get an idea of how much exposure the respondent has to influences outside her place of residence. It does not matter who owns the television she watches.

QUESTIONS 115 and 116: RELIGION AND ETHNICITY

[These questions are country-specific. Simply circle the codes identifying the woman's religion and ethnicity.]

QUESTION 117: FILTER FOR USUAL RESIDENT

Questions 118-128 are only asked of visitors (women who do not usually live in the selected household, but slept there the night before you conducted the Household interview). These women should answer your questions on household amenities (Qs.118-128) by describing their usual place of residence, and not the place they are visiting.

Look back to Column 4 in the Household Questionnaire to see if the woman usually lives in the household. If she does (Column 4 is YES), mark the box on the right and skip to Q.201. If the woman is a visitor who spent the previous night in the household (Column 4 is NO and Column 5 is YES), mark the box on the left and continue with Qs.118-128.

QUESTION 118: TYPE OF USUAL RESIDENCE

Note that we want the type of place, not the name of the place. If she tells you the name, you can probe by asking "Is (NAME) a city, town, or in the countryside?". If she tells you she lives in a city, probe her by asking "In which city do you live?". This is to help you record her answer in the correct category, because if she lives in a city, you need to record whether it is the capital or a large city (Code 1) or some other smaller city (Code 2).

QUESTION 119: LOCATION OF USUAL RESIDENCE

We want to know in what [state or province] the woman usually lives.

QUESTION 120: HOUSEHOLD WATER

The purpose of this question is to assess the cleanliness of water used for cooking and cleaning, since frequent washing of household utensils and frequent bathing reduces the incidence of infectious diseases. Since the respondent is a visitor to the household in which you are interviewing her, she should describe the situation in her own household for Qs.120-128.

QUESTION 121: TIME TO GET WATER

This question is not asked if the respondent's source of household water is within the household compound; it is also not asked if the household buys bottled water, or if they use rainwater. Presumably, if households have easy access to water for cleaning, they will be more likely to use it for that purpose. Include the time it takes to get to the source, wait to get water (if necessary), and get back to the house. This is by whatever means of transportation is generally used, whether the person who gets the water walks or rides a bicycle or motor vehicle. Convert the answer to minutes if necessary, and put zeroes in front; for example, "30 minutes" would be '030', and "one hour and a half" would be '090'. If the source of water is on the property, for example a stream that runs through the yard, you would record ON PREMISES, by circling '996'.

QUESTIONS 122 and 123: DRINKING WATER

The purpose of these questions is to assess the cleanliness of household drinking water. If drinking water is obtained from several sources, probe to determine the source from which the household obtains the majority of its drinking water. If the source varies by season, record the source used at the time of interview.

QUESTION 124: TOILET FACILITIES

As with Qs.120-123, the purpose of this question is to obtain a measure of the sanitation level of the household, since water supply and toilet facilities are important for disease control and health improvement. A FLUSH toilet is one in which water carries the waste down pipes, whether the water is piped into the toilet or poured in by buckets. PIT refers to a pit or latrine dug into the earth. If the respondent answers that they use the bush or the fields or a cleared corner of the compound circle '31' for NO FACILITY/BUSH/FIELD.

QUESTION 125: HOUSEHOLD ITEMS

The answers to these questions on ownership of certain items will be used to determine a rough measure of the socioeconomic status of the household. Read out each item and circle the answer given. If the woman reports that a household item (such as a radio) is broken, try to find out how long it has been broken, and if it will be fixed. If the item appears to

be out of use only temporarily, circle '1' for YES. Otherwise, circle '2' for NO. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

QUESTION 126: NUMBER OF ROOMS USED FOR SLEEPING

This information gives a measure of crowdedness in the house, as well as reflecting the socioeconomic condition of the household. A room in this case refers to a special area with a permanent partition which is regularly used for sleeping. This is not necessarily the number of rooms in the household which are called "bedrooms", but rather how many rooms get used for sleeping on a regular basis. If the number of rooms is less than 10, put a zero in the first box.

QUESTION 127: FLOOR MATERIAL

Ask the respondent to describe the floor of her own home. If there is more than one kind of flooring material, record the main flooring material.

QUESTION 128: OWNERSHIP OF TRANSPORTATION

As another rough measure of socioeconomic status, we also ask whether any member of the woman's household owns a bicycle, motorcycle, or car. Follow the same procedure as in Q.125 in asking about these items. A small child's bicycle is primarily a toy and should not be recorded here.

B. SECTION 2. REPRODUCTION

In this section, information is collected about the births that a woman has had during her life. This is a particularly important section and you need to be especially careful to obtain all the required information. The questions in this section can be divided into five groups:

Questions 201-210: Aggregate information about the total number of sons and daughters that a woman has given birth to.

Questions 211-220: Specific information about each birth that a woman has had (date of birth, age, sex, etc.).

Questions 221-222: Finishing the birth history table.

Questions 223-225: Questions about pregnancy.

Questions 226-228: Questions about menstruation.

GENERAL NOTES ABOUT QUESTIONS 201-210 AND QUESTIONS 211-220

These two groups of questions collect information about all births that the woman has had (no matter who the father is). It is important at the outset of this section that the interviewer understands which events to include. The respondent must report all of her natural births, even if the child no longer stays in the household, and even if the child is no longer alive. Even births that survived only for a few minutes (and showed signs of life by crying, breathing, or moving) should be reported.

It is also important to understand what events the woman should not report. She must not include stillbirths (i.e. giving birth to a dead child), adopted children, or children of her husband to which the respondent did not give birth herself.

QUESTION 201: EVER GIVEN BIRTH

This question serves as a way to introduce the section and to screen out women who have never had any children so as not to ask them the detailed questions that follow. If the answer to this question is NO, circle '2' and skip to Q.206. Otherwise, circle '1' and continue with Q.202.

QUESTION 202: ANY CHILDREN LIVING WITH HER

Read the question slowly. The sons and daughters being considered are those who live with her in her household (which will usually be the household in which the interview is being held, except for women who are visitors).

QUESTION 203: NUMBER OF CHILDREN LIVING WITH HER

If the answer to Q.202 was YES, then you will fill in the number of sons and daughters who live with the respondent. If she has only sons living with her, write '00' in the boxes for daughters, and vice versa. Remember that we are only interested in the respondent's OWN children and not in foster children, children of her husband by another woman, or children of another relative.

QUESTIONS 204 and 205: ANY CHILDREN LIVING ELSEWHERE

This refers to her sons and daughters who are alive but not living with her. For example, they 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. If she has only sons living elsewhere, write '00' in the boxes for daughters, and vice versa. Make sure the respondent is not reporting dead children in this question. If she answers NO in Q.204, skip to Q.206 and leave Q.205 blank.

QUESTIONS 206 and 207: CHILDREN WHO DIED

These questions on children who have died are extremely important and are among the most difficult on which to obtain accurate data. Some respondents may fail to mention children who died very young so if she answers NO, it is important to probe by asking "Any baby who cried or showed any sign of life but only survived a few hours or days?". Some respondents may be reluctant to talk about this subject and may become sad or upset that you are asking such questions. You should be sympathetic and tactful in such situations. Say that you know that the subject is painful but that the information is important.

QUESTION 208: TOTAL BIRTHS

Add up the numbers in Qs.203, 205 and 207, and enter the total in Qs.208 and 209.

QUESTION 209: CHECKING TOTAL WITH RESPONDENT

Ask the respondent if the total is correct. If she says NO, first check your addition, and then go through the list to check with the respondent whether you have obtained the information correctly. For example, starting with Q.203, you would ask "You have two sons and one daughter living with you. Is that correct?". Do the same for Qs.205 and 207 and then enter the correct sum in Qs.208 and 209.

QUESTION 210: FILTER FOR SCREENING WOMEN WITH NO BIRTHS

Check Q.208 to see if she has had at least one birth. Mark the appropriate box and follow the instructions given.

BIRTH HISTORY TABLE: QUESTIONS 211-220

In this table we want a complete list of all the births she has had in the order in which they occurred. Begin the section with Q.211 to inform the respondent we would like to know about all of her births, whether or not they are still alive, from the first to the last. The only births we will not include are stillbirths. Ask the name of each child in Q.212, beginning with the first born, and continuing until the last born. Record all the names in Q.212, one in each row. Then ask the respondent if any of these were multiple births (e.g., twins) and record single or multiple birth status for each child in Q.213. Then go back to the first child and ask Q.214-220 as appropriate. Then ask these same questions for the second child, etc. If the respondent has had two or more births, you must 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. If, after you fill in information for several births, you find that they are not in order, do not erase the information. Instead, correct birth order line numbers and draw arrows to indicate the correct order. Record twins on separate lines.

QUESTION 212: CHILD'S NAME

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

QUESTION 213: SINGLE OR MULTIPLE BIRTHS

Ask the respondent if any of her births were multiple births and record the status of each child. If a child is a multiple birth, be sure to have recorded the twin (or triplet, etc.) on a separate line. Asking about multiple births is a good way to insure that the respondent has told you about all multiple births that did not survive.

QUESTION 214: CHILD'S SEX

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

211 How I would like to talk to you about all of your births, whether still alive or not, starting with the first one you had.

RECORD NAMES OF ALL THE BIRTHS IN 212. RECORD TWINS AND TRIPLETS ON SEPARATE LINES.

212	213	214	215	216	217	218	219	220
What name was given to your (first,next) baby?	RECORD SINGLE OR MULTIPLE BIRTH STATUS.	Is (NAME) a boy or a girl?	In what month and year was (NAME) born? PROBE: What is his/her birthday? OR: In what season was he/she born?	Is (NAME) still alive?	How old was (NAME) at his/her last birthday? RECORD AGE IN COMPLETED YEARS.	Is (NAME) living with you?	IF LESS THAN 15 YRS. OF AGE: With whom does he/she live? IF 15+: GO TO NEXT BIRTH.	IF DEAD: How old was he/she when he/she died? IF "1 YR.", PROBE: How many months old was (NAME)? RECORD DAYS IF LESS THAN 1 MONTH, MONTHS IF LESS THAN TWO YEARS, OR YEARS.
01] <u>Ali</u> (NAME)	SING... <input checked="" type="radio"/> 1 MULT...2	BOY... <input checked="" type="radio"/> 1 GIRL...2	MONTH... <input type="text" value="08"/> YEAR... <input type="text" value="80"/>	YES... <input checked="" type="radio"/> 1 NO...2 ↓ 220	AGE IN YEARS <input type="text" value="10"/>	YES... <input checked="" type="radio"/> 1 (GO TO NEXT BIRTH) NO... <input checked="" type="radio"/> 2	FATHER...1 OTHER RELATIVE... <input checked="" type="radio"/> 2 SOMEONE ELSE...3 (GO NEXT BIRTH)	DAYS...1 MONTHS...2 YEARS...3
02] <u>Khalida</u> (NAME)	SING... <input checked="" type="radio"/> 1 MULT...2	BOY...1 GIRL... <input checked="" type="radio"/> 2	MONTH... <input type="text" value="03"/> YEAR... <input type="text" value="83"/>	YES... <input checked="" type="radio"/> 1 NO...2 ↓ 220	AGE IN YEARS <input type="text" value="07"/>	YES... <input checked="" type="radio"/> 1 (GO TO NEXT BIRTH) NO...2	FATHER...1 OTHER RELATIVE...2 SOMEONE ELSE...3 (GO NEXT BIRTH)	DAYS...1 MONTHS...2 YEARS...3
03] <u>Mohamed</u> (NAME)	SING... <input checked="" type="radio"/> 1 MULT...2	BOY... <input checked="" type="radio"/> 1 GIRL...2	MONTH... <input type="text" value="12"/> YEAR... <input type="text" value="86"/>	YES...1 NO... <input checked="" type="radio"/> 2 ↓ 220	AGE IN YEARS <input type="text"/>	YES... <input checked="" type="radio"/> 1 (GO TO NEXT BIRTH) NO...2	FATHER...1 OTHER RELATIVE...2 SOMEONE ELSE...3 (GO NEXT BIRTH)	DAYS...1 MONTHS... <input checked="" type="radio"/> C YEARS...3
04] <u>Ahmad</u> (NAME)	SING... <input checked="" type="radio"/> 1 MULT...2	BOY... <input checked="" type="radio"/> 1 GIRL...2	MONTH... <input type="text" value="05"/> YEAR... <input type="text" value="89"/>	YES... <input checked="" type="radio"/> 1 NO...2 ↓ 220	AGE IN YEARS <input type="text" value="01"/>	YES... <input checked="" type="radio"/> 1 (GO TO NEXT BIRTH) NO...2	FATHER...1 OTHER RELATIVE...2 SOMEONE ELSE...3 (GO NEXT BIRTH)	DAYS...1 MONTHS...2 YEARS...3
05] _____ (NAME)	SING...1 MULT...2	BOY...1 GIRL...2	MONTH... <input type="text"/> YEAR... <input type="text"/>	YES...1 NO...2 ↓ 220	AGE IN YEARS <input type="text"/>	YES... <input checked="" type="radio"/> 1 (GO TO NEXT BIRTH) NO...2	FATHER...1 OTHER RELATIVE...2 SOMEONE ELSE...3 (GO NEXT BIRTH)	DAYS...1 MONTHS...2 YEARS...3
06] _____ (NAME)	SING...1 MULT...2	BOY...1 GIRL...2	MONTH... <input type="text"/> YEAR... <input type="text"/>	YES...1 NO...2 ↓ 220	AGE IN YEARS <input type="text"/>	YES... <input checked="" type="radio"/> 1 (GO TO NEXT BIRTH) NO...2	FATHER...1 OTHER RELATIVE...2 SOMEONE ELSE...3 (GO NEXT BIRTH)	DAYS...1 MONTHS...2 YEARS...3
07] _____ (NAME)	SING...1 MULT...2	BOY...1 GIRL...2	MONTH... <input type="text"/> YEAR... <input type="text"/>	YES...1 NO...2 ↓ 220	AGE IN YEARS <input type="text"/>	YES... <input checked="" type="radio"/> 1 (GO TO NEXT BIRTH) NO...2	FATHER...1 OTHER RELATIVE...2 SOMEONE ELSE...3 (GO NEXT BIRTH)	DAYS...1 MONTHS...2 YEARS...3
08] _____ (NAME)	SING...1 MULT...2	BOY...1 GIRL...2	MONTH... <input type="text"/> YEAR... <input type="text"/>	YES...1 NO...2 ↓ 220	AGE IN YEARS <input type="text"/>	YES... <input checked="" type="radio"/> 1 (GO TO NEXT BIRTH) NO...2	FATHER...1 OTHER RELATIVE...2 SOMEONE ELSE...3 (GO NEXT BIRTH)	DAYS...1 MONTHS...2 YEARS...3

QUESTION 215: MONTH AND YEAR OF BIRTH

Write the month and year of each birth, whether or not the child is living. If she gives you a year of birth, but does not know the month of birth, probe to try to estimate the month. For example, if she says her daughter was born in 1987, but she doesn't know which month, ask her if she gave birth in the dry season or the wet season or if she remembers if she was pregnant at Christmas time or at Easter or whatever, to try to determine the month of birth. You will have to convert months to numbers, as before. If you cannot even estimate a month, write '98' for MONTH.

If the respondent cannot recall the year when the birth occurred, you will have to probe very well. One thing to do is see if the woman has any document referring to the child's date of birth, such as a birth certificate or immunization record. Before entering a date from these items, check with the respondent to determine if she believes the date is accurate. If there is no birth certificate or other document for the child, see if 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 1985, and the first child was just a year old at that time, enter '84'. You must enter a year, even if it is just your best estimate.

QUESTION 216: SURVIVAL STATUS

Circle the code for whether the child is still alive or not. If the child is dead, skip to Q.220. If alive, ask Q.217.

QUESTION 217: AGE OF CHILD

The ages of all children should be reported in completed years, for example, a child who will become 3 years old next week should be reported as 02 years today. A child aged less than one year will be reported as age 00 years.

It may be the case that a mother will not know the current age of her child. In this case, you must probe to determine the age of the (surviving) child using all information available. You may rephrase the question: "How many years ago was John born?" The mother may know, for instance, that her youngest child was born 1 year ago, and that John was two years at that time, in which case John would be three years old now.

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

CONSISTENCY CHECK: DATE OF BIRTH AND AGE

You are not finished with Q.217 until you have checked the consistency between Q.215 and Q.217. You may check their consistency by using the procedures explained for Qs.105 and 106 of this manual (i.e., either the arithmetic procedure or the Age-Birth Date Consistency Chart). Both procedures are explained following Qs.105 and 106.

The arithmetic procedure is summarized here. Add the year of birth and the age. If the child has already had a birthday this year (month of birth is prior to month of interview), the sum should be [90] (the last two digits of the year of interview). If the child has not had a birthday yet this year (month of birth is after month of interview), the sum should be [89] (the last two digits of the previous year). If the child's month of birth coincides with the month of interview or if the month of birth is not known, the sum can be either [89] or [90].

If year of birth plus age do not add to [89] or [90] as appropriate, probe to get consistent information. For example, if the sum equals [88] and it should be [89], then you need to add 1 to either the age or the year of birth after checking with the respondent to see which one is wrong. If the sum adds to [92] and it should be [90], you need to subtract 2 from either the age or the year of birth or else subtract 1 from both the age and the year of birth.

QUESTIONS 218 and 219: CHILD LIVING WITH MOTHER/OTHER PERSON

These questions are important in determining the extent to which children live away from their own mothers. If a child is away at boarding school, or lives with other people on a permanent basis, circle '2' for NO. If the answer is NO and the child is younger than 15 years old, ask Q.219 to determine with whom the child lives. If the child is 15 years or older, proceed with Q.214 for the next birth. If the child is away for a short while, but usually lives with the mother, circle '1' for YES. Proceed with Q.214 for the next birth.

QUESTION 220: AGE AT DEATH

For children who have died the interviewer 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, or years. If the child was less than one month old at death, circle '1' and write the answer in DAYS. If the child was less than two years, but at least one month old when he or she died, circle '2' and write the answer in MONTHS. If the child was two years or older when he or she died, circle '3' and write the answer to this question in YEARS. For example:

ANSWER

CORRECT ENTRY

"She was 3 years old when she died"

DAYS...1		
MONTHS..2		
YEARS..③	0	3

"He was only 6 months old"

DAYS...1		
MONTHS.②	0	6
YEARS...3		

"She died when she was 5 days old"

DAYS...①	0	5
MONTHS..2		
YEARS...3		

"He was 4 and a half months old"

DAYS...1		
MONTHS.②	0	4
YEARS...3		

"He was 2 weeks old when he passed away"

After probing, you learn that the baby was actually 12 days old when he died.

DAYS...①	1	2
MONTHS..2		
YEARS...3		

"She died on the same day she was born"

DAYS...①	0	0
MONTHS..2		
YEARS...3		

Note that you should give the answer in completed units, i.e., if she says "four and a half months", write '04' next to MONTHS. Also, 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 4 weeks), you should 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 is one or more months (4 weeks or more), you would convert the answer to months. For example, "7 weeks" should be written as MONTHS 01. Similarly, if the respondent answers "1 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 very likely to round-off her answer when asked how old her child was when it died. This means that she is very likely to respond "1 year old" even if the child really was 10 months or 13 months old, because she does not know we need to know the exact age. Therefore, anytime a woman responds "1 year" to this question, you should probe by asking "How many months old was (Name)?" Then record the answer in completed months.

"She died when she was one year old"

After probing you may learn that the child was actually 13 months old.

DAYS....1		
MONTHS. ②	1	3
YEARS...3		

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

Next, go back to Q.214 and ask questions about the next birth.

OTHER POINTS ABOUT THE BIRTH HISTORY TABLE

- 1) Probing for unreported births. Sometimes a woman will forget to report a birth, especially if the child did not live long. Here is what you will do to be certain that the list of births is complete. Whenever there is a long interval of time between two successive births in the birth history (or between the last birth and the interview date), you will ask if there was a live birth during that interval, or if there was some other reason for the long birth interval.

The procedure for calculating the length of a birth interval is to subtract the calendar years in which successive births occurred (or the year of the last birth from the year of the interview). If the difference is 4 or more, the interval should be probed.

If there was a birth in the interval, it should be added to the end of the birth history table. Then you should draw an arrow showing the birth's proper location, and

correct the birth order numbers in Q.212. You will also need to go back and correct the information in Qs.202-209. Other reasons for a gap between births could include the use of contraception, absence of husband, or illness. If such a reason is stated, write the reason on the questionnaire between the births in question. If no such reason is stated, you should ask if there were any pregnancies which terminated during the interval as miscarriages abortions, stillbirths or births.

- 2) Recording of age at death, year of birth, and age of living children. For month of birth in Q.215, it is permissible to record Code '98' for DON'T KNOW as an answer. However, for year of birth (Q.215), age of living children (Q.217), and age at death (Q.220), you must record an answer, even if it is only your best guess. 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.
- 3) 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. This will be important in Section 4 questions on breastfeeding.
- 4) 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, write at the bottom of the table 'CONTINUED ON A SEPARATE QUESTIONNAIRE'. Write the word 'CONTINUATION' and the identification information on the cover sheet of the second questionnaire. Then change the number '01' on the birth history in the second questionnaire to a '15', etc.
- 5) Correcting of reported sequence of births. If you find that the respondent reports a birth which 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 line numbers printed in Q.212.
- 6) Checking birth interval. Check also the dates of each birth. If any two children are reported born less than 7 months apart, e.g., December 1980 and June 1981, probe and correct dates. Either the December birth occurred earlier or the June birth occurred later, or both.

QUESTION 221: CHECK ON THE CONSISTENCY OF TOTAL BIRTHS

Check that the number in Q.208 is the same as the number of births listed in the table. If the number in Q.208 is the same as the number of births recorded in the table, mark the box labelled NUMBERS ARE SAME and proceed with the rest of Q.221. If the number recorded in Q.208 is not the same as the number of births in the table, you will mark the box labelled NUMBERS ARE DIFFERENT. Then you must probe to find the cause of the difference and correct it before you continue with the rest of Q.221. When properly

completed, your questionnaire must always have the number of births in the table to be the same as the number recorded in Q.208. Once this is so, you can mark the box NUMBERS ARE SAME.

The rest of Q.221 is to check that you have filled in the birth history table correctly.

FOR EACH BIRTH: YEAR OF BIRTH IS RECORDED

You have to look back to Q.215 to check that every birth has a year of birth recorded. Once a year of birth is recorded for every birth, you may mark the box to the right of the statement.

FOR EACH LIVING CHILD: CURRENT AGE IS RECORDED

You have to look back to Qs.216 and 217. For every child that is still alive (Q.216 is YES) there must be an age recorded (Q.217). When you have checked that this is so, mark the box to the right of the statement. (If after checking the table you see that there are no living children, you still mark the box to show you have gone back to check the table.)

FOR EACH DEAD CHILD: AGE AT DEATH IS RECORDED

You have to look back to Qs.216 and 220. For every child that is dead (Q.216 is NO) there must be an age at death recorded (Q.220). When you have checked that this is so, mark the box to the right of the statement. (If after checking the table you see that there are no dead children, you still mark the box to show you have gone back to check the table.)

FOR AGE AT DEATH 12 MONTHS: PROBE FOR EXACT NUMBER OF MONTHS.

You have to look back to Q.220. If the age at death is reported to be 12 months, probe to determine whether the child died at exactly 12 months, or earlier or later. For example, ask the respondent whether the child had reached his first birthday before he died. For any dead child that died at an age less than two years but more than 1 month, the age at death must be recorded in months. This means no child should be recorded as dying at one year.

QUESTION 222: FILTER FOR BIRTHS SINCE JANUARY [1985]

Look back to Q.215, count how many births occurred since January 1, [1985], and record this number in the box. You must include all such births, even if they later died.

QUESTION 223: CURRENT PREGNANCY STATUS

If the respondent does not know for sure whether she is pregnant, circle '8' for UNSURE. If she is not pregnant or if she is unsure, skip to Q.226.

QUESTION 224: MONTHS OF PREGNANCY

If she says she doesn't know how many months she has been pregnant, probe to get an estimate. Write the answer in the box, putting a zero in the first box, e.g., '03' for three months, etc.

QUESTION 225: DESIRED TIMING OF PREGNANCY

Read the entire question to the respondent before accepting an answer, stressing the underlined words.

QUESTION 226: START OF LAST MENSTRUAL PERIOD

The answers to this question will help to determine if any of the respondents are actually menopausal or infecund due to not having had their periods in a long time. This is important in any study of fertility since menstruation is directly linked to pregnancy. Fill in the respondent's answer in the space according to the units that she uses. For example, if she says "3 weeks ago", circle '2' and write '03' in the boxes next to WEEKS AGO. If she says "Four days ago", circle '1' and write '04' next to DAYS AGO. If the respondent appears to be rounding off her answer, probe for an exact answer. For example, if she says "About a week ago" say, "Do you remember which day? Was it before or after the weekend?" etc. If she is in menopause, circle '994'. If she has not yet menstruated since she had her last child, circle '995' for BEFORE LAST BIRTH. If she has never menstruated, circle '996'.

QUESTIONS 227 and 228: KNOWLEDGE OF PREGNANCY IN MONTHLY CYCLE

First ask Q.227 to see if the woman thinks there are some times during a woman's monthly cycle that 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, skip to Q.301 after recording the response. If she says there is a time when a woman is more likely to become pregnant, circle '1' for YES and ask Q.228. Remember, do not prompt the respondent by suggesting possible answers. If the respondent gives you an answer and you are not sure whether it fits one of the precoded answers, circle '5' and write what she said next to the question or on the line. Do NOT read out the coding categories for this question since it will tend to lead her into selecting one of them.

C. SECTION 3: CONTRACEPTIVE KNOWLEDGE AND USE

This section collects information on the knowledge and use of various contraceptive methods, i.e., the ways a couple can avoid or delay pregnancy.

The topic of contraception and family planning may be considered a personal matter by a respondent, and she may feel embarrassed to talk about it. To overcome her embarrassment, you must show that you do not feel embarrassed or uncomfortable in any way. You should ask these questions as if they were no different from any other questions in the questionnaire. If she is hesitant to answer any of these questions, you may need to reassure her that everything she says will be treated confidentially and that the same questions are being asked of women all over the country.

Note that the questions regarding ever use of male methods of contraception apply to all partners of respondents, whether or not the couple is currently living together or married. If the respondent has been married more than once, it does not matter with which particular husband she may have used a method. [It is important that survey organizers identify local names for contraceptive methods since these will strongly influence the levels of knowledge and use measured by the survey.]

GENERAL NOTE ON CONTRACEPTIVE TABLE:

We will be classifying a woman's knowledge of contraception into three categories: a) methods the woman thinks of on her own (she can list them spontaneously, without any probing), b) methods she knows of when asked about specifically, and c) methods she has not heard of. Here's how you should work through this table: Read Q.301 and wait for the respondent to list the contraceptive methods she knows about. These are the methods she can list spontaneously, so circle '1' in Q.302 for each method that she mentions. Next, for each method she did not mention, ask Q.302 and read the name and description of the method. If the woman says YES, she does know of the method, now that you mention it, circle '2' for YES/PROBED. If the woman does not know of the method, circle '3' for NO. Then for each method recognized either spontaneously or in response to your probing with the description, work across the table row by row, asking Qs.303 and 304. You must ask Q.304 for each method that a woman has heard of, even if she has never used the method.

QUESTION 301: KNOWLEDGE OF WAYS TO DELAY/AVOID PREGNANCY

This is a general question to find out if the respondent can name any methods of family planning without being prompted. Read Q.301: "Now I would like to talk about family planning - the various ways or methods...?". Wait for the woman to tell you which methods she knows about. Circle '1' for YES/SPONT in the first column under Q.302, for each method that she mentions "spontaneously". Do not prompt her in any way with the names of methods while you are recording her SPONTANEOUS answers. Spontaneous means the woman can list the method without any probing from you. If she mentions a

traditional or folk method (such as herbs), or any method not listed in the table, circle '1' in Q.302 for YES/SPONT for Method 10 at the bottom of the table and write the name of the method in the space provided. After she has mentioned the methods she has heard about, ask if she has heard about any other methods to make sure she has mentioned all the methods she is familiar with.

QUESTION 302: METHODS READ OUT TO THE RESPONDENT

For any method which the respondent has not mentioned on her own, you will name each method and slowly read out its description. For example, if the woman mentioned the pill and female sterilization (tubal ligation) spontaneously, you will first circle '1' YES/SPONT for those methods. Then ask Q.302, and read the description for each other method, starting with the IUD. Ask: "Have you ever heard of the IUD? Women can have a loop or coil placed inside of them by a doctor or nurse." If she says that she has heard of the IUD, circle '2' in Q.302 for YES/PROBED. If she has not heard of it, circle '3' for NO. Then ask Q.302 and read the description for injections. Repeat this for each method not mentioned spontaneously by the woman.

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. For this, you need to have some knowledge of these contraceptive methods yourself and must be familiar with names which people use in referring to each method. Some additional information about selected methods is given below:

INJECTION: A shot that is normally given every three or six months and is also known as Depo-provera or Noristerat.

DIAPHRAGM, FOAM, JELLY: In this case, we have grouped together a large number of female methods that are used in the vagina, including diaphragm, spermicidal foam, jelly, foaming tablets, etc. You must find out if the respondent has heard of any of these methods.

FEMALE STERILIZATION: There are several types of sterilization operations a woman can have, for example, 'tube tie' (tubal ligation), or removal of the womb, uterus, or ovaries. You should stress the phrase 'an operation not to have any more children'. Operations to remove the womb or uterus are often performed for reasons other than to provide contraceptive protection. Only when the operation was performed to enable the woman to stop having children should you record it as a sterilization.

SECTION 3: CONTRACEPTION

301 Now I would like to talk about family planning - the various ways or methods that a couple can use to delay or avoid a pregnancy. Which ways or methods have you heard about?

CIRCLE CODE 1 IN 302 FOR EACH METHOD MENTIONED SPONTANEOUSLY. THEN PROCEED DOWN THE COLUMN, READING THE NAME AND DESCRIPTION OF EACH METHOD NOT MENTIONED SPONTANEOUSLY. CIRCLE CODE 2 IF METHOD IS RECOGNIZED, AND CODE 3 IF NOT RECOGNIZED. THEN, FOR EACH METHOD WITH CODE 1 OR 2 CIRCLED IN 302, ASK 303-304 BEFORE PROCEEDING TO THE NEXT METHOD.

	302 Have you ever heard of (METHOD)? READ DESCRIPTION OF EACH METHOD.	303 Have you ever used (METHOD)?	304 Do you know where a person could go to get (METHOD)?
01] PILL Women can take a pill every day.	YES/SPONT.....1 YES/PROBED.....2 NO.....3	YES.....1 NO.....2	YES.....1 NO.....2
02] IUD Women can have a loop or coil placed inside them by a doctor or a nurse.	YES/SPONT.....1 YES/PROBED.....2 NO.....3	YES.....1 NO.....2	YES.....1 NO.....2
03] INJECTIONS Women can have an injection by a doctor or nurse which stops them from becoming pregnant for several months.	YES/SPONT.....1 YES/PROBED.....2 NO.....3	YES.....1 NO.....2	YES.....1 NO.....2
04] DIAPHRAGH, FOAM, JELLY Women can place a sponge, suppository, diaphragm, jelly or cream inside them before intercourse.	YES/SPONT.....1 YES/PROBED.....2 NO.....3	YES.....1 NO.....2	YES.....1 NO.....2
05] CONDOM Men can use a rubber sheath during sexual intercourse.	YES/SPONT.....1 YES/PROBED.....2 NO.....3	YES.....1 NO.....2	YES.....1 NO.....2
06] FEMALE STERILIZATION Women can have an operation to avoid having any more children.	YES/SPONT.....1 YES/PROBED.....2 NO.....3	Have you ever had an operation to avoid having any more children? YES.....1 NO.....2	YES.....1 NO.....2
07] MALE STERILIZATION Men can have an operation to avoid having any more children.	YES/SPONT.....1 YES/PROBED.....2 NO.....3	YES.....1 NO.....2	YES.....1 NO.....2
08] RHYTHM, PERIODIC ABSTINENCE Couples can avoid having sexual intercourse on certain days of the month when the woman is more likely to become pregnant.	YES/SPONT.....1 YES/PROBED.....2 NO.....3	YES.....1 NO.....2	Do you know where a person can obtain advice on how to use periodic abstinence? YES.....1 NO.....2
09] WITHDRAWAL Men can be careful and pull out before climax.	YES/SPONT.....1 YES/PROBED.....2 NO.....3	YES.....1 NO.....2	
10] Have you heard of any other ways or methods that women or men can use to avoid pregnancy? 1 <u>HERBS</u> (SPECIFY) 2 _____ (SPECIFY) 3 _____ (SPECIFY)	YES/SPONT.....1 NO.....3	YES.....1 NO.....2 YES.....1 NO.....2 YES.....1 NO.....2	

305 CHECK 303: NOT A SINGLE "YES" (NEVER USED)

AT LEAST ONE "YES" (EVER USED)

→ SKIP TO 309

MALE STERILIZATION: This is a comparatively minor operation done on men for contraceptive purposes. It is also called vasectomy.

PERIODIC ABSTINENCE: This is also called the safe period, rhythm, or the calendar method. Periodic abstinence 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. To ensure that the respondent understands, stress the phrase 'on particular days of the month' while putting the question to the respondent. Also, if a woman does not feel like having sex on particular days of her cycle, that does not mean that she is using periodic abstinence. She has to be avoiding sex in order to avoid pregnancy.

ANY OTHER METHODS: Women may mention traditional methods such as certain herbs or medicines. If so, write the name of the method or methods. If she mentions prolonged abstinence, breastfeeding or abortion, write these down, since she considers them methods of family planning.

At first you may feel embarrassed to talk about and describe these methods, but remember, if you are embarrassed, you may increase the embarrassment of the respondent. You should keep from smiling or giggling so that you will encourage her to be direct, and to feel more comfortable talking with you about this subject.

QUESTION 303: EVER USE OF CONTRACEPTIVE METHODS

After describing each method not named spontaneously, return to the top of the table and ask Qs.303 and 304 for each method she knows either spontaneously or after probing. Note that when asking about the use of female sterilization say, "Have you ever had an operation to avoid having any more children?"

Note that in asking Q.303 for male methods, such as the condom and male sterilization, use the phrase, "Have you and your husband or any partner ever used this method?" If she has had more than one husband or partner, we are interested in finding out whether any of them ever used condoms with her. Remember that the answer to this question is YES even if the respondent used a method for only a short time.

If she has named any OTHER METHOD in Q.302, be sure to ask if she ever used it in Q.303 and record the answer.

QUESTION 304: KNOWLEDGE OF A SOURCE

If a respondent says that she is not interested in getting a certain method, tell her you would just like to know if she knows of a place where she can obtain it if she wanted to do so. The question must be asked for each method that the woman knows. Note that the phrasing of Q.304 is different for periodic abstinence. This question is not asked about withdrawal or for the category of any other methods (Method 10).

QUESTION 305: EVER USE FILTER

This is a filter for you to screen women according to whether they have ever used any method or have never used any method. Check the answers to Q.303 and mark the appropriate box in Q.305. The box on the left which is labelled NOT A SINGLE YES is for a woman who has not a single YES recorded in Q.303. This would be a woman who has never used a method of contraception. The box on the right which is labelled AT LEAST ONE YES is for a woman who has at least one YES recorded in Q.303. This means the woman has used at least one method of contraception.

QUESTIONS 306 and 307: PROBE ON EVER USE

The purpose of these questions is just to make sure that neither the respondent nor her husband (or partner) has ever used anything to delay or avoid getting pregnant, since this is one of the most important features of the survey. If the woman responds YES to Q.306, ask Q.307 to find out what she has used or done. Note that you should not record the answer to Q.307 in the coding section to the right of the question. Instead, go back to the contraceptive table and correct Qs.302 and 303 and ask Q.304 if it was not asked. For example, if the woman says here that her husband has used a condom, you may have to change Q.302 in the row for the condom to Code '2'. Then, you must change Q.303 to Code '1' and ask Q.304 about the condom. Finally, you will need to change the response to Q.305 and continue by asking Q.308.

QUESTION 308: LIVING CHILDREN WHEN FIRST USED FAMILY PLANNING

This question refers to the number of living children the respondent had when she first used some method to avoid getting pregnant. If she has never given birth to a child, or if she started to use family planning before she had any children, write '00'.

QUESTION 309: FILTER ON PREGNANCY

Check Q.223 to see if the woman is pregnant, and mark the appropriate box. If she is not pregnant or is not sure if she is pregnant, mark the box on the left and continue with Q.310. If she is pregnant, mark the box on the right and skip to Q.324.

QUESTION 310: FILTER ON STERILIZATION

Check Q.303 in the contraceptive table to see if the woman is sterilized. If she is, mark the box on the right and skip to Q.312A. If she is not sterilized, mark the box on the left and proceed to ask Q.311.

QUESTIONS 311-312A: CURRENT USE OF CONTRACEPTION

These questions are some of the most important ones in the whole questionnaire. Since methods are effective for different lengths of time, you may have some difficulty deciding if a particular respondent is currently using a method. Coitus-related methods such as condoms, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse. Current users of the pill should be taking pills daily. Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may have been administered 3-6 months earlier and still provide protection. An IUD, once inserted, protects against pregnancy until removed or expelled. If the woman has been sterilized, you will circle '06' for FEMALE STERILIZATION as the current method. Or, if the woman's current partner was sterilized, this should be noted as the current method. If, however, she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method.

If the woman mentions more than one method, circle the method which is higher on the list in Q.312, and follow the skip pattern for that method.

Check to be sure that the response to Q.312 is consistent with the responses to Q.302 and Q.303; for example, the respondent may say that she is using the pill but reported in Q.302 that she didn't know the pill or reported in Q.303 that she had never used the pill. If this happens, probe further and correct the responses in Q.302 to Q.312 as necessary.

While it is not common, you may encounter a woman who has had a hysterectomy, which is the surgical removal of all or part of the uterus. Such a woman is unable to become pregnant, and therefore does not need to use contraception in order to avoid pregnancy. But because the operation is usually not performed for contraceptive reasons, we will consider a woman with a hysterectomy as a nonuser of contraception. She is similar to a woman who is menopausal. In Q.311 and Q.324 her responses would be NO (she is not currently using and she does not intend to use), and then in Q.325 circle Code 14.

QUESTIONS 313 and 314: DOCTOR OR NURSE FOR PILLS

If the woman is using the pill, we would like to know if she consults a doctor or nurse. Ask Q.313 for the very first time she used pills, and Q.314 for the last time she got pills. If a woman obtained a prescription from a doctor and used it the last time she got pills for a refill of that prescription, Q.314 would be YES.

QUESTIONS 315 and 316: PILL BRAND

If the respondent is currently using the pill, we want to know the type of pill that she is using. Ask to see her package of pills. If you see the package, circle '1' and record the brand name. If she says she cannot show them, try to find out if she is actually taking them in the current month or not. If she is, circle '2'. If it seems that she does not have any pills and is therefore not really a current user, probe to find out if she is using any method, and correct her answers to Qs.311 and 312. If the woman is using pills but cannot show the package, you will go to Q.316 to ask if she can name the brand. Leave the boxes in Qs.315 and 316 blank; they will be filled in after fieldwork is completed. If she does not know the brand name, circle '98'.

QUESTION 317: COST OF ONE CYCLE OF PILLS

This question applies to the last time she bought pills. This is only the cost of the pills. It does not include the cost of a doctor's visit. Be sure to write the cost in the correct units. If she does not have to pay for them, circle Code '996' for FREE. If someone buys the pills for her, they are not free if the other person has to pay for them; ask how much they cost. If she does not know how much the pills cost, circle '998' for DK.

QUESTION 318: SOURCE OF CURRENT METHOD

If the woman or her husband is sterilized, mark the box on the left and ask the question: "Where did the sterilization take place?". If the woman is using something other than sterilization, mark the box on the right and ask the question on the right. Do not ask both questions. When asking the question on the right, mention the method she reported using in Q.312. For example, if she is using condoms with her husband, ask "Where did you obtain the condoms the last time?". If she says her husband or someone else got the method for her, ask if she knows where they got it. If the method required a prescription, this question pertains to where the prescription was filled.

You need to record the response in two ways; you will write the name of the place in the space provided on the questionnaire, and also circle the code which indicates what type of place it is. When choosing a code, you will have to know whether the place is in the public sector (run by the government), or in the private sector. For example, if the woman tells you she got her pills from a doctor, you would ask her where the doctor is located (she may tell you a hospital), and you would ask her for the name of the hospital, and whether it is run by the government or is privately owned. If the respondent does not know whether the hospital is governmental or private, you should write down the name, and inform your supervisor after you complete the interview. Your supervisor will have to learn what type of place it is from other people in the area.

If the respondent got her method from a doctor, you should record the place where the doctor is located (for example, a hospital or clinic); you would only record PRIVATE

DOCTOR if the doctor has his own practice, which is not located within a larger facility. If the source was a private doctor, a field worker, or a friend or relative, you do not need to record the person's name on **NAME OF PLACE**.

QUESTION 319: TIME TO SOURCE

When you ask how long it takes to get to the place where she last obtained her method of contraception, record the respondent's answer in either minutes or hours. If it requires less than 2 hours to get to the source, circle '1' and record the time in minutes. If it takes 2 hours or longer, circle '2' and record the time in completed hours. For instance, if the respondent says it takes her 2 hours and 15 minutes to get to the source, you would circle '2' and enter 02 in the boxes (the first leading zero has already been filled in for you). If the respondent says 1 hour and 30 minutes, you would circle '1' and enter 090 minutes.

If the travel time takes more than a full day, circle '2' and record '24' in the boxes next to **HOURS**. If someone other than the woman obtained the method the last time, ask her how long it took that person to travel to that place.

QUESTION 320: EASE OF TRAVEL

We are asking the woman about her own means for getting to the place where she last got a method of contraception. However it is that she gets there, is it easy or difficult for her to do so. If someone gets the method for her, ask whether it is easy or difficult for that person.

QUESTION 321: FILTER FOR STERILIZATION

Check Q.312 to see if the respondent or her current partner is sterilized and mark the appropriate box. If either she or her husband is sterilized, you will ask Q.322 and after that, skip to Q.334. If neither she nor her husband is sterilized, skip to Q.323.

QUESTION 322: DATE OF STERILIZATION OPERATION

If the respondent doesn't remember the date when she or her partner had a sterilization operation, probe to help her remember. Perhaps relating it to the age and date of birth of her youngest child would help. You must get a date, even if it is just your best estimate.

QUESTION 323: DURATION OF USE OF CURRENT METHOD

By "continuously" we mean how long she has been using this method without interruption. If the respondent stopped using her current method for even a short period of time, count the duration of use since the last interruption. For example, if a woman says that she stopped taking the pill for several months when her husband was away or because her doctor recommended a rest, you should consider that she has been using continuously only

since she started taking the pill again. If she used the same method before and after a pregnancy, you should consider that she has been using continuously only for the time after the pregnancy ended (she was not using the method through the pregnancy). Record only the duration since the birth. If the woman responds in years, probe to get an exact number of months and years. If she has been using continuously for eight years or more, circle '96'.

QUESTION 324: INTENT TO USE

This question is for all women who are not currently using a method of contraception, including pregnant women. The intent of this question is to see if the respondent thinks she might use some method of family planning at any time in the future.

QUESTION 325: WHY DO NOT INTEND TO USE

This question is asked of women who are not currently using a method and do not intend to use a method in the future. There are many codes here, so be careful in choosing the appropriate one. SIDE EFFECTS are undesirable consequences of using a method which do not adversely affect the health of the user. For example, side effects may be spotting or bleeding with the pill, while HEALTH CONCERNS may be that she heard that the pill may be linked with breast cancer. INCONVENIENT would be if the method is too troublesome to use, such as being messy. This is inconvenient to use, but not inconvenient to get the method, since there is a separate category HARD TO GET METHODS. RELIGION means that she feels her religion prohibits using family planning. OPPOSED TO FAMILY PLANNING means that the respondent herself does not approve of family planning. If her husband or partner is opposed to family planning, circle code for PARTNER OPPOSED. If she says she does not intend to use because someone other than her partner tells her they are opposed to her using family planning, code OTHER PEOPLE OPPOSED. FATALISTIC means that the woman believes that she could not or should not do anything to control the number of children she would have because the number she will have is determined by God or nature's will. Code INFREQUENT SEX if the respondent says she is not sexually active enough to be using a method. Code DIFFICULT TO GET PREGNANT if she thinks she cannot get pregnant (not including being menopausal). MENOPAUSAL means she is too old to get pregnant. If the woman had an operation to remove her uterus, she had a hysterectomy, so circle '14'.

QUESTION 326: INTENT TO USE IN NEXT 12 MONTHS

In order to know the immediate demand for family planning, we ask women who intend to use a method whether they intend to do so in the next 12 months. If she says she doesn't know, circle '8'.

QUESTION 327: PREFERRED METHOD

This question is for women who intend to use a method of contraception in the future. If the respondent says more than one method, ask her which one she prefers most; if she cannot choose only one, then circle the method which is the higher one on the list.

QUESTION 328: SOURCE FOR PREFERRED METHOD

This question is for women who intend to use a method in the future. We know from Q.327 which method she would prefer to use, so we ask the woman if she knows where she can get that method. You need to record the response in two ways; you will write the name of the place in the space provided on the questionnaire, and also circle the code which indicates what type of place it is. When choosing a code, you will have to know whether the place is in the public sector (run by the government), or in the private sector. For example, if the woman tells you she can get pills from a doctor, you would ask her where the doctor is located (she may tell you a hospital), and you would ask her for the name of the hospital, and whether it is run by the government or is privately owned. If the respondent does not know whether the hospital is governmental or private, you should write down the name, and inform your supervisor after you complete the interview. Your supervisor will have to learn what type of place it is from other people in the area.

If the respondent mentions a doctor, you should record the place where the doctor is located (for example, a hospital or clinic); you would only record PRIVATE DOCTOR if the doctor has his own practice, which is not located within a larger facility. Be careful to follow the correct skip pattern from this question.

QUESTION 329: FILTER FOR TYPE OF METHOD

Look back to Q.312 to see what method of family planning the woman is using. (If she is not using a method, you would have skipped this filter). If it is a traditional method she is using (periodic abstinence, withdrawal, or any other traditional method), mark the box on the left and proceed to Q.330. If she is using a modern method (that is any method other than periodic abstinence, withdrawal, or other traditional methods), mark the box on the right and skip to Q.334.

QUESTIONS 330 and 331: KNOWLEDGE OF SOURCE

These questions are for women who are not using a method and do not intend to use a method in the future, as well as for women who are using a traditional method of contraception. We ask these women if they know where they can obtain a method. The woman may insist that she doesn't intend to use a method (or doesn't need to go anywhere to obtain her traditional method); simply explain that we want to know if she is aware of a place where methods are available if someone were to ask her for advice on where to get them.

When recording her response, you will have to know whether the place is run by the government, or is privately owned (See Q.328). If the respondent cannot tell you this, you should write the name of the place in the space provided, and tell you supervisor, who will have to learn what type of place it is from other people in the area.

QUESTIONS 332 and 333: TIME TO SOURCE AND EASE OF TRAVEL

See explanations to Qs.319 and 320.

QUESTION 334: HEARD FAMILY PLANNING MESSAGE?

By "message" we mean any mention of family planning, whether it is a program concerned with giving information about family planning, an advertisement about family planning, or a speech in which family planning is mentioned. By "in the last month" we mean in the previous four weeks. Use the same procedure for asking this question as you did for Q.125.

QUESTION 335: ATTITUDE TOWARD FAMILY PLANNING INFORMATION IN MEDIA

If she says it depends on how it is presented, ask her if she approves "in general" of family planning messages on the radio or television.

QUESTION 336: FAMILY PLANNING MESSAGE

[This may be a country-specific question regarding family planning messages on radio or television.]

D. SECTION 4: HEALTH OF CHILDREN

The objective of this section is to obtain information related to the health of children (both alive and dead children) and the mother. The topics include antenatal care, breastfeeding, factors that affect how soon the mother could become pregnant again, vaccinations and recent illnesses of young children. We ask these questions about births in the previous five calendar years as well as births in the year of the survey. Recall that in Section 2 we obtained information on all births, beginning with the woman's first birth. Because in this section we are interested in recent births, we begin with the woman's last birth.

SECTION 4A: PREGNANCY AND BREASTFEEDING

QUESTION 401: FILTER FOR BIRTH SINCE JANUARY [1985]

Check Q.222 to see whether the respondent has had one or more births since January 1, [1985]. Mark the appropriate box.

QUESTION 402: FILL COLUMN HEADINGS WITH BIRTHS IN THE LAST 5 YEARS

All births born since January 1, [1985] will be entered in this table. Look back to Q.212, to the last birth (last row filled in). Fill in this line number, as well as the child's name, in the table heading for the LAST BIRTH in Q.402. Also mark whether the child is alive or dead after checking for this in Q.216. Then fill in the child's name at the top of the next 3 pages. Consider twins as separate births and list them in separate columns, taking care to keep their positions in this table consistent with their order in the birth history. For example, if the last births were twins, Judy (line 07 in Q.212) and Jeffrey (line 08 in Q.212), Jeffrey should be recorded as the LAST BIRTH in this table, and Judy as the NEXT-TO-LAST birth. Recall that if the last children in Q.212 are twins and one twin is dead, it is very important that the living twin is recorded as the last birth. Several questions in Section 4 apply only to the last birth, and only if the child is still living.

When you have filled in the names and survival status of all the births since January [1985], proceed to Q.403. Ask Qs.403-440 for the last born child, then ask these questions for the next-to-last birth, etc. Be sure to insert the name of the child where indicated when asking questions so there is no confusion as to which child you are referring to. You will not move on to Section 4B until you have asked all the appropriate questions for all the births in Section 4A.

If the respondent has had more than three births since January, [1985], write SEE CONTINUATION SHEET at the top of Section 4A. Take a fresh Individual Questionnaire, fill in all the information on the cover page and write CONTINUATION on the top. Then on the second Individual Questionnaire, change the heading of the second column from NEXT-TO-LAST BIRTH to THIRD-FROM-LAST BIRTH and then record the information

for the additional birth(s). Leave the first column of the second questionnaire blank. Notice that the **THIRD-FROM-LAST BIRTH** will be recorded in the second column (previously headed **NEXT-TO-LAST BIRTH**) and will now be labelled **THIRD-FROM-LAST**.

QUESTION 403: DESIRED TIMING OF PREGNANCY

Read the entire question to the respondent before accepting an answer, stressing the underlined words.

QUESTION 404: HOW LONG TO WAIT

Record the answer in either months or years, while also circling the corresponding code. If the respondent gives a general answer such as "I would have liked to have waited until I was ready", ask her how many months or years she would like to have waited.

QUESTION 405: ANTENATAL CHECK

This question refers to any visit to a health care provider for antenatal care during her pregnancy (to have her pregnancy checked). This is to specifically check her pregnancy, and not for other reasons. This is a two-part question because if the respondent answers YES, you must ask who she saw. Ask the woman if she saw more than one person and record all persons seen.

Notice that the codes here are letters of the alphabet rather than numbers; letter codes are used to remind you to circle all responses which apply. Of course, if the respondent did not see anyone at all for a check on her pregnancy, you would only circle the code for NO ONE. You will skip to Q.409 only if she saw no one at all for an antenatal check; otherwise proceed with Q.406.

QUESTION 406: ANTENATAL CARD

Many countries recommend that an antenatal card (sometimes called a "Mother retained card") be kept by the pregnant woman to be used as an aid in providing effective antenatal care. Ask if the woman was given such a card.

QUESTIONS 407 and 408: FREQUENCY OF ANTENATAL CHECKUPS

Ask the respondent how many months into her pregnancy she was when she had her first antenatal checkup. If she doesn't remember, ask her how many periods she had missed at the time. Then ask her how many times in total she saw someone for antenatal care during her pregnancy. This refers to care related to her pregnancy, and would not include seeing a doctor or nurse for other reasons.

QUESTIONS 409 and 410: TETANUS INJECTION

Neonatal tetanus is a disease which kills many babies. This disease is easily prevented by a woman receiving an immunization against tetanus while she is pregnant with the baby; the immunity against tetanus is transferred to the baby before birth. This immunization is usually given to the pregnant woman as an injection in the arm. Since more than one injection may be required in order to provide protection for their babies, ask in Q.410 how many times the woman received the injection during that pregnancy. Another name for tetanus is lockjaw.

QUESTION 411: PLACE OF BIRTH

The intent of this question is to identify births delivered in a health facility. If the woman gave birth in a health facility, you should determine whether the place is in the public sector (run by the government) or in the private sector.

QUESTION 412: ASSISTANCE AT DELIVERY

Again, be sure to insert the name of the child you are referring to, so that there is no confusion. If she is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the person was a midwife or a traditional birth attendant, probe. Many countries are training traditional birth attendants, thus there are separate categories for traditional birth attendants who have received training, and those who have not. The codes are letters of the alphabet to remind you to circle codes for all the people she says attended her.

QUESTION 413: PREMATUREITY

If the woman does not know if the baby was born prematurely (whether the baby was born too early), circle '8'. A baby is usually considered premature if it is born more than 4 weeks early.

QUESTION 414: CAESAREAN SECTION

A caesarean section is a 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. Find out if the baby was delivered by an operation and not through the birth canal.

QUESTION 415: SIZE OF BABY

Read the entire question before accepting an answer. This is the woman's own opinion about the size of her baby.

QUESTIONS 416 and 417: WEIGHT AT BIRTH

Babies of low birth weight face higher risks of dying than do babies of normal birth weight. Of course, not all babies are born at places where scales are available. We first ask if the baby was weighed at birth. It is possible that the baby was weighed, but the mother does not know how much the baby weighed. In this case, Q.416 would be YES, and Q.417 would be DK. If the woman does know how much the baby weighed, enter the child's weight in kilograms in the boxes provided. If she tells you the weight in grams, you have to convert the answer to kilograms. There are 1,000 grams in each kilogram. You convert grams to kilograms by dividing the number of grams by 1,000 (that is, simply move the decimal point three places to the left). For example, 3500 kilograms equals 3.5 grams. Record the weight to one decimal place. Sometimes birth weight is recorded on a baby's immunization card.

QUESTIONS 418-423: POSTPARTUM AMENORRHEA AND ABSTINENCE

After women have given birth, there is a length of time when they are less likely to become pregnant again because they do not have their monthly menstrual periods (postpartum amenorrhea) or they have not resumed sexual relations (postpartum abstinence). Note that Q.418, Q.421, and Q.422 are only asked about the last birth, although we do ask about length of time without a period (Q.420) and without sexual relations (Q.423) following all births. Record the woman's answer in the number of completed months. If in asking Q.420 you learn that the woman became pregnant again before the return of her menstrual periods, the number of months in Q.420 would be the number of months that passed until she became pregnant.

QUESTION 424: EVER BREASTFED THAT CHILD?

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

QUESTION 425: WHY NOT BREASTFED

This is asked if the respondent never breastfed a particular child. MOTHER WORKING means that the mother was unable to breastfeed because she was working. INSUFFICIENT MILK reflects the mother's perception that there was not enough milk or no milk. NIPPLE/BREAST PROBLEMS such as cracked or inverted nipples may make breastfeeding more difficult, so she never started.

NOTE: Questions 426-432 are only asked about the last birth.

QUESTION 426: WHEN BEGAN BREASTFEEDING

If the baby was put to the breast immediately after birth, circle '000'. If she did not begin breastfeeding immediately, but did so within 24 hours, circle '1' and record the number of hours. If she began breastfeeding more than 24 hours after the birth, circle '2' and record the number of days.

QUESTION 427: FILTER FOR CHILD ALIVE

Check Q.216 to see if the child is alive or dead. If the child is alive, mark the box on the left (ALIVE) and ask Q.428. If the child is dead, mark the box on the right and skip to Q.433.

QUESTION 428: STILL BREASTFEEDING LAST BIRTH

This question is only asked for the last birth, and only if the child is still alive. If the respondent is no longer breastfeeding, skip to Q.433.

QUESTIONS 429 and 430: NIGHTTIME AND DAYTIME BREASTFEEDING

These questions are only asked if the last child is still being breastfed. You want to find out how many times she put her child to the breast last night, that is between sunset and sunrise. If she feeds the child on demand, or she can't remember how many times she breastfed last night, ask her to estimate. In Q.430, we want to find out how many times she put her child to the breast yesterday, that is, during the daytime from sunrise to sunset. Again, if she is not certain, ask her to estimate.

QUESTION 431: LIQUIDS AND FOODS OTHER THAN BREASTMILK GIVEN

The purpose of this question is to determine the types of liquids and foods that mothers give to their babies while they are breastfeeding. Read the question slowly and then read the first item on the list. Wait for the woman's response and record it by circling either '1' (YES) or '2' (NO). Then ask about the next item. You will read each item on the list, but wait for the woman's response before going on to the next item.

QUESTION 432: FILTER FOR FOOD OR LIQUID GIVEN

If at least one '1' is circled in Q.431, mark the first box and skip to Q.437. If no liquid or food other than breastmilk was given, and only '2's are circled in Q.431, mark the second box and skip to Q.436.

QUESTION 433: NUMBER OF MONTHS BREASTFED

This question is for women who are no longer breastfeeding the child in question. It is important to try to get as accurate information for this question as possible. If the respondent says she can't remember how long she breastfed a child, urge her to think about it for a while, or ask her if she remembers how old the child was when she completely stopped breastfeeding him or her. If she gives an approximate answer, such as "about one year", establish if it was exactly one year or how much more or less.

You are interested in the number of months until she completely stopped breastfeeding the child. It does not matter if she was giving the child other liquids or foods as well as breastfeeding; we are interested in how many months she was breastfeeding at all.

QUESTION 434: WHY STOPPED BREASTFEEDING

WEANING AGE means the mother thought her child became too old to continue breastfeeding. MOTHER WORKING means the mother was unable to continue breastfeeding because she was working. INSUFFICIENT MILK reflects the mother's perception that there is not enough milk or no milk. A woman may experience NIPPLE/BREAST PROBLEMS, such as cracked nipples, or engorged breasts due to insufficient emptying of milk, which lead her to stop feeding.

QUESTION 435: FILTER FOR CHILD ALIVE

Check Q.216, mark the appropriate box, and follow the skip pattern accordingly. If the child is alive, mark the box on the left and skip to Q.437. If the child is dead, mark the box on the right and proceed with Q.436.

QUESTION 436: EVER GIVEN LIQUIDS OR FOOD

This question is asked for breastfed babies who did not receive any other liquids or foods in the past 24 hours. It is also asked to learn whether a deceased child was ever fed food or liquids other than breastmilk before he died. If the child was breastfed, you would read the portion of the question in parentheses "other than breastmilk" so the woman knows we are inquiring about food other than breastmilk. If the answer is YES, you will proceed with Q.437. If the answer is NO, you will skip to Q.440.

QUESTION 437: AGE FIRST GIVEN MILK, WATER, LIQUIDS OR FOOD

Ask at what age the child was first given each of these, recording the answer in months. If the substance was never given on a regular basis, circle '96'. If the substance was given regularly as soon as the child was born, enter '00'.

QUESTION 438: FILTER FOR CHILD ALIVE

Look back to Q.216 to see if the child is still alive. If the child is alive, mark the box on the left and proceed with Q.439. If the child is dead, mark the box on the right and skip to Q.440.

QUESTION 439: BOTTLE WITH NIPPLE

Since use of bottles with nipples can be unsanitary, and can indicate early or inappropriate weaning, this question seeks to measure how often this practice occurs.

QUESTION 440: SKIP TO NEXT CHILD

At this point, go back to Q.403 to ask this series of questions (403-425, 433-440) for the child in the next column. If you have finished these questions for all births in the last 5 years, proceed to Q.441.

SECTION 4B. IMMUNIZATION AND HEALTH

QUESTION 441: TABLE HEADING

Check Q.212 and fill in the line number, child's name, and survival status at the top of this page and the child's name at the top of the next 3 pages. Make sure to start with the last birth, then the next-to-last, etc. Again use a continuation sheet if there are more than 3 births since January [1985].

Information about the vaccinations received by young children is very important in evaluating the extent of vaccination coverage, and all these questions are asked both for children who have died and for those who are still alive.

QUESTION 442: VACCINATION CARD

First, ask Q.442 as written. If the respondent says that she has a health card for the child, you should then ask, "May I see it please?". If the respondent shows you the health card, circle '1' (YES, SEEN) and skip to Q.444. If the respondent says the child has a health card but she is unable to show it to you because she has lost it, someone else has it, or it is not accessible to her during the interview, circle '2' (YES, NOT SEEN) and skip to Q.446 for that child. If the respondent says she does not have a card for her child, circle '3' for NO CARD and ask Q.443.

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

QUESTION 443: EVER HAD VACCINATION CARD

If in Q.442 the woman tells you she does not have a card for her child, then you will ask her in this question whether she ever had a card for that child. It is possible that she at one time did have a card, but no longer has it. After this question you would skip to Q.446.

QUESTION 444: RECORDING VACCINATIONS

If the respondent shows you the health card, fill in the responses to Q.444, taking the information directly from the health card. This may not be easy, since the health card may list the vaccinations in a different order than the questionnaire. Dates should be recorded with the day first, then the month and then the year. You must check the card carefully to see which way the dates are written, because sometimes the month might come first, followed by the day and year. Be very careful to record dates correctly.

It is sometimes the practice of a health facility to record appointments on the card, that is, dates on which the mother should bring her child for the next immunizations. You have to 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. You are to record dates that vaccinations were actually given, and not dates of appointments. Be patient to read the card thoroughly.

Here are some examples:

ENTRY ON HEALTH CARD:

CORRECT ENTRY IN QUESTION 444:

	DAY	MO	YR
March 6, 1988	06	03	88
7 December 1987	07	12	87
9/27/90	27	09	90
July, 1986	98	07	86
24/7/89	24	07	89
Measles given	44		

If the card shows only part of the date, for example July 1986 does not give the day, record 98 for Don't Know in the column for which the information is not given. For July 1986 you would record 07 for Month, 86 for Year and 98 for the Day.

If the card shows that a vaccination was given, but there is no date recorded, mark '44' in the DAY column next to the vaccine and leave the month and year blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day. Some immunization cards have only a single line for DPT1 and POLIO1, DPT2 and POLIO2, etc. If there is a date on one of these lines, record the same date for both the DPT injection and the polio injection.

Note that after completing Q.444, you should proceed with Q.445.

QUESTION 445: ANY VACCINES GIVEN BUT NOT RECORDED

Sometimes a child will receive a vaccine but no record is made on the health card. After copying the card, ask the respondent whether the child received any vaccinations that are not recorded on the card. If the child did so, record YES, then find out which vaccine was received, mark '66' in the DAY column next to the vaccine received and leave the other columns blank. Only record YES in Q.455 if the respondent mentions one of the following vaccines: BCG, DPT 1-3, Polio 1-3, or measles (i.e., one of the vaccines recorded in Q.444). After completing this question, you should skip to Q.448.

QUESTION 446: EVER HAD A VACCINATION (BUT NO HEALTH CARD)

This question should only be asked if you did not see a health card for this child.

QUESTION 447: VACCINATIONS

This question is only asked if you did not see the child's health card. Ask the respondent if the child received each vaccination, asking one at a time. Circle the appropriate response. Because there are many types of vaccines, we specify how it is given so the mother will know which vaccine we are asking about.

QUESTION 448: FILTER FOR CHILD ALIVE

Check Q.216 and mark the appropriate box. The next series of questions do not apply to dead children, so if the child has died, you will mark the box on the right and proceed to Q.449, which directs you to go back to Q.442 for the next child. If the child is alive, mark the box on the left and skip to Q.450.

QUESTION 449: SKIP INSTRUCTION

You will reach this skip instruction if the child you have been asking about is not alive. Since the next series of questions only pertain to children who are alive, you will not ask them for this child who has died, and you are ready to ask questions about the birth in the next column. Go back to Q.442 and ask questions regarding the birth in the next column. If there are no other births to ask about, skip on to Q.480.

QUESTION 450: FEVER IN LAST 2 WEEKS

Fever is a symptom of malaria and pneumonia, which are two of the principal causes of death for young children in many countries. A response of 'YES' is appropriate only if the fever occurred within the two weeks prior to the date of interview.

QUESTION 451: COUGH IN LAST 2 WEEKS

A response of 'YES' is appropriate only if the cough occurred within the two weeks prior to the time you are asking the question.

QUESTION 452: COUGH IN LAST 24 HOURS

If the child has been ill with a cough in the last two weeks (YES in Q.451), then we want to know if the child is still sick. So we ask if the child has been coughing in the 24 hours prior to the time of interview.

QUESTIONS 453 and 454: DURATION OF COUGH/SHORTNESS OF BREATH

If the child had a cough, we are interested in its severity. Record how many days the cough lasted and if the child was short of breath. Pneumonia is a principal cause of death among children, and respiratory infections can be accompanied by short, rapid breathing.

QUESTION 455: FILTER FOR FEVER OR COUGH

Look back to Qs.450 and 451. If either Q.450 or Q.451 has a YES response (the child had a fever and/or cough in the last two weeks), mark the box on the left and proceed to Q.456 about treatment. If both Q.450 and Q.451 have NO responses, mark the box on the right (OTHER) and skip to Q.460.

QUESTIONS 456 and 457: TREATMENT OF FEVER OR COUGH

If you learn in Q.456 that treatment was given for the fever or cough, then in Q.457 you will record all treatment that was given, regardless of whether the family or a health professional decided on the treatment. To learn about all treatments that were given, ask the woman if "Anything else" was given after she lists one treatment, but probe without implying that she should have given something else. There are many codes here, so be careful in obtaining as complete a response as possible. If the woman says the child was given syrup, probe to determine whether it was an antibiotic syrup, an antimalarial syrup, cough syrup, or some other type of syrup. If the woman knows the child was given syrup, but does not know what type of syrup it was, you would code UNKNOWN PILL OR SYRUP. Follow the same logic for pills as for syrup. Notice there are also codes for injections and home remedies. If the child was given a very bitter pill for high fever, it was probably an anti-malarial pill.

QUESTIONS 458 and 459: ADVICE SOUGHT FOR FEVER OR COUGH

If the woman did not seek advice or treatment from anywhere for the fever or cough, skip to Q.460 after asking Q.458. If she did seek advice, go on to ask Q.459. Probe to determine

whether she saw more than one person, or went to more than one place, and record all seen. Be careful to distinguish between public and private institutions.

QUESTION 460: DIARRHEA IN LAST 2 WEEKS

Diarrhea is a major cause of illness and death among young children in developing countries. If a respondent is not sure what we mean by diarrhea, tell her it means "more than three runny stools per day". While reading this question, emphasize "in the last two weeks".

If the child has had diarrhea in the last two weeks, you will record YES and skip to Q.462 to ask more questions pertaining to the episode of diarrhea. Only if the child did not have diarrhea, or the mother does not know (Code 2 or 8), will you proceed to the skip instruction of Q.461.

QUESTION 461: SKIP INSTRUCTION

The next set of questions are only asked if the child had diarrhea in the last two weeks. If the answer to Q.460 is YES, you will ignore Q.461 and skip to Q.462. But if the answer to Q.460 is NO or DK, you will go to Q.461. At this point you will go back to Q.442 and ask the questions for the child in the next column. If there are no other births born since January [1985], skip to Q.480.

QUESTION 462: DIARRHEA IN LAST 24 HOURS

While reading this question, emphasize "in the last 24 hours".

QUESTIONS 463 and 464: HOW LONG DIARRHEA LASTED AND ANY BLOOD

We would like to know the duration of the diarrhea, so you will record how long it lasted. If in Q.462 you learn that the child no longer has diarrhea, you would read Q.463 as "For how many days did the diarrhea last?". If in Q.462 you learn that the child has had diarrhea in the last 24 hours, you would read Q.463 as "For how many days has the diarrhea lasted?". Record the answer in number of completed days, and if it has been less than one day, record '00'.

In Q.464 record whether there was any blood in the stools. Blood in the stools is a symptom of dysentery, an infection caused by a particular bacteria.

QUESTION 465: FILTER FOR LAST CHILD STILL BREASTFED

Check Qs.424 and 428, mark the appropriate box, and follow the skip pattern accordingly.

QUESTIONS 466 and 467: BREASTFEEDING DURING DIARRHEA

Mothers may change the frequency of breastfeeding while their child has diarrhea. If the response to Q.466 is YES, read Q.467, stressing the underlined words. Be sure to read the entire question before accepting a response.

QUESTION 468: DRINKING DURING DIARRHEA

Mothers may change the amount of fluids given while a child has diarrhea. In this question you ask about fluids other than breastmilk. Read the entire question before accepting a response. If the last child is being breastfed, read the words, "Aside from breastmilk" when asking about that child; this is to let the respondent know that we are asking about liquids other than breastmilk.

QUESTIONS 469 and 470: TREATMENT OF DIARRHEA

These questions ask the mother if the child received anything for this episode of diarrhea. If you learn in Q.469 that treatment was given for the episode of diarrhea, then in Q.470 you will record all treatment that was given. The treatment may have been given by anyone. After recording a treatment, ask the woman whether "Anything else" was given, but do so without implying that something else should have been given.

"ORS PACKET" refers to Oral Rehydration Solution, a treatment for diarrhea made by combining the contents of a small packet of powders (the ORS packet) with water. The packets are often available from health clinics, pharmacies, and field workers. [RECOMMENDED HOME FLUID is a solution which can easily be made in the home. The particular ingredients and name of this fluid will vary from country to country, and it is important that they correspond with the recommendations of the National Control of Diarrheal Diseases Program (or Ministry of Health). For example, the recommended home fluid may be a cereal-based mixture, or perhaps made from sugar, salt, and water.]

QUESTIONS 471 and 472: SEEKING ADVICE FOR DIARRHEA

These questions ask if advice was sought from someone else on how to treat this episode of diarrhea; this would be advice from a health center, a health worker, or a traditional healer, for example. If no advice or treatment was sought for this episode of diarrhea, Q.471 will be NO and you will skip to Q.473. If the mother did seek advice (Q.471 is YES), ask Q.472 and probe for all persons seen. Circle code for each service she went to if she went to more than one.

QUESTION 473: FILTER FOR FLUID FROM ORS PACKET

In this filter we will record whether the mother told us that fluid made from an ORS packet was given to the child. Look back to Q.470. If Code A (FLUID FROM ORS PACKET)

is circled for this child, mark the box on the right and skip to Q.475. If in Q.470 the ORS FLUID FROM PACKET is not mentioned (Code A is not circled for this child or Q.470 was not asked), mark the box on the left and proceed to Q.474.

QUESTION 474: FLUID FROM ORS PACKET

If the child had diarrhea but the mother did not mention ORS PACKET in Q.470, then we will ask her about it now. [Use the local name for the ORS packet when asking this question.] If the respondent answers that fluid from ORS packet was not given, or if she does not know, skip to Q.476.

QUESTION 475: HOW LONG GIVEN FLUID FROM ORS PACKET

Record how many days the fluid from a packet was given. If it was given for less than one day, record '00'.

QUESTION 476: FILTER FOR RECOMMENDED HOME FLUID

Look back at Q.470. If "RECOMMENDED HOME FLUID" was mentioned (Code B circled) for that child, mark the box on the right and skip to Q.478. If in Q.470 recommended home fluid was not given to the child, mark the box on the left and ask Q.477.

QUESTION 477: RECOMMENDED HOME FLUID GIVEN

Here we are interested in whether a recommended home fluid was given to children with diarrhea. This question is only asked if home fluid was not mentioned in Q.470. If the woman answers that the child was not given recommended home fluid or she does not know, skip to Q.478.

QUESTION 478: HOW LONG RECOMMENDED HOME FLUID GIVEN

Record how many days the recommended home fluid was given. If it was given for less than one day, record '00'.

QUESTION 479: SKIP INSTRUCTION

At this point, you should go back to Q.442 and ask the series of questions for the birth in the next column. If there are no other births in the table (born since January [1985]), continue with Q.480.

QUESTION 480: FILTER FOR ORS GIVEN

If ORS made from a packet was given to any child (see Qs.470 and 474 for all columns), mark the box on the left and skip to Q.484. If ORS was not given, or not asked about, we ask about it now. Mark the box on the right and proceed to Q.481.

QUESTIONS 481 and 482: EVER HEARD OF ORS OR SEEN PACKET

[Use the local name when asking about the packet.] If the respondent has not heard of the special ORS packet (Q.481), display the packet and ask if she has ever seen such a packet (Q.482).

QUESTIONS 483 - 485: EVER PREPARED PACKET AND AMOUNT OF WATER

We want to know if women know how to administer ORS. If you have not done so yet, display the packet when asking whether the woman has ever prepared ORS for herself or anyone else (Q.483). If she has prepared ORS, you will ask Q.484 to learn if she used all the contents of the packet, or only part. If she only used part of the packet, code '2' and skip to Q.486. If she used the entire packet, code '1', then ask Q.485 and record the quantity of water she used to prepare the solution.

QUESTION 486: WHERE CAN GET PACKET

Probe to see if the respondent knows more than one place to get the ORS packet and record all places mentioned.

QUESTIONS 487 and 488: RECOMMENDED HOME FLUID FILTER AND PREPARATION

Look back to Q.470 and 477 in all columns. If a recommended home fluid was given to any child, mark the box on the left and in Q.488 ask who taught her how to prepare it. If no child was given a home fluid, mark the box on the right and skip to Q.501.

E. SECTION 5: MARRIAGE

QUESTION 501: EVER MARRIED OR LIVED WITH A MAN

In the questionnaire and this manual, "marriage" always refers to both formal and informal unions, such as living together arrangements. An informal union is one in which the man and woman stayed together for some time, intending to have a lasting relationship, but did not have a formal civil or religious ceremony. Casual sexual encounters should be ignored. For example, if a woman went to live with her boyfriend and his family, and stayed for several years, they would be considered as "living together", whether or not they had any children. On the other hand, if a woman had a boyfriend for a year but never lived with him, she would not be considered as ever having married or lived with him.

[Note: Descriptions of marriage should be revised on a country-specific basis and may need to include visiting relationships.]

QUESTION 502: CURRENT MARITAL STATUS

This question concerns the respondent's current marital status at the time of the interview. If a woman was widowed or divorced, but is now remarried or living with a man, record her present type of relationship. If she is divorced or her husband has died, and she has not remarried, record **DIVORCED** or **WIDOWED**. If a woman had previously been in an informal union but she is now living alone, or is separated from her husband, circle '5' for **NO LONGER LIVING TOGETHER**.

QUESTION 503: WHERE PARTNER LIVES

If the woman's partner usually lives with her, but is only away temporarily, you should circle Code '1' **LIVING WITH HER**. When asking Q.503 and Q.504, choose the appropriate term for the woman's relationship (husband or partner).

QUESTIONS 504-506: POLYGAMOUS UNIONS

In Q.505 you count the number of other wives, which does not include the respondent. If her partner has one other wife (so he has a total of two wives) record 01, not 02. When recording numbers in Q.505 and 506, use leading zeroes if the number is less than 10. For example, 2 would be recorded as 02.

QUESTION 507: MULTIPLE MARRIAGES

As with Q.501, we are interested in formal marriages as well as in arrangements in which the couple lives together as if married. So, if a woman lived with a man, separated from

him, and is now married to someone else, you should record MORE THAN ONCE for Q.507.

QUESTION 508: DATE FIRST LIVED WITH A PARTNER

Here we want to know the month and year when the respondent started living with her first husband or partner. So if she has been married more than once (see Q.507) then we are not asking about her current partner, but rather her first partner, and you would read the portion of the question in parentheses: "In what month and year did you start living with your first husband/partner?". If the woman has been married only once, you would read: "In what month and year did you start living with your husband?" or "In what month and year did you start living with your partner?".

If she can't remember the date, probe, using the techniques discussed in Q.105. It also might be possible to probe using the birth history. For example, you can check the date of birth of her first child and ask her how many months or years before (or after) the birth she started living with her (first) husband or partner. If she answers in terms of the number of years ago (for example, "two years ago"), probe to find the month. If the woman does not know the month, circle '98' for DK MONTH. If she knows the year but not the month, circle '98' for DK MONTH and fill in the boxes for YEAR.

QUESTION 509: AGE FIRST LIVED WITH HUSBAND/PARTNER

After asking the date the woman started living with her first partner (Q.507), we now ask how old she was when she started living with him. As with other age questions, if she doesn't know, probe. You can 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.

DATA COLLECTION RULE FOR Qs.508 and 509

The Code 98 for DONT KNOW is allowed as a valid response for Qs.508 and 509. However, the interviewer must obtain a numerical response to either YEAR (Q.508) or AGE (Q.509). Thus, both Qs.508 and 509 cannot be DK for all responses.

QUESTIONS 510 and 511: CONSISTENCY CHECK FOR MARRIAGE

If either the year of marriage or the age at marriage is missing, mark the NO box and skip to Q.513. If both year and age are given, mark the YES box, and proceed with Q.511 to test their consistency.

The test consists of summing the year of birth (Q.105) and the age at marriage (Q.509) to see whether the result equals the year of marriage given in Q.508, give or take one year. If not, you will have to probe and correct Q.508 and/or Q.509 as necessary.

If the year of birth was not given in Q.105, you will first have to estimate it on the right side of the page. Do this by subtracting her current age (Q.106) from the year of interview. Once this is done, proceed with the test on the left.

GENERAL COMMENTS: QUESTIONS 512-516 ON SEXUAL INTERCOURSE

The purpose of these questions about sexual intercourse is to determine the respondent's exposure to pregnancy, since fertility levels are directly related to the frequency of intercourse. These questions may be embarrassing for some respondents; therefore, ask them in a matter-of-fact voice and do not make her feel embarrassed by your own behavior.

This may be the most difficult set of questions in the whole interview. In most cases, if you have gained the respondent's trust, she will answer you truthfully. 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. Therefore you should keep a serious attitude.

QUESTION 512: EVER HAD INTERCOURSE

This question is only asked of women who have never been married or lived with a man.

QUESTION 513: SEXUAL INTERCOURSE IN THE LAST 4 WEEKS

The frequency of sexual intercourse is an important variable for the study of fertility. This question must be asked seriously to help the respondent answer comfortably and truthfully. It will identify the women who are currently sexually active and therefore at risk of a pregnancy. We are asking about her behavior specifically during the four weeks before the interview, even if the number of times in those four weeks is unusual for her.

QUESTION 514: USUAL FREQUENCY OF SEXUAL INTERCOURSE

For some respondents, the number of times they had intercourse in the last 4 weeks will have been different from their usual behavior. This may be due to an absence of the husband, an illness, a recent birth, or for some other reason. We want to know the number of times the respondent has intercourse during a typical month. For example, if a woman usually has intercourse 2 times per week, but her husband has been away for the last 6 weeks, the answer to Q.513 would be 00 and the answer to Q.514 would be 08.

QUESTION 515: TIME OF LAST INTERCOURSE

Fill in the respondent's answer in the space according to the units that she uses. For example, if she says "3 weeks ago", circle '2' and write '03' in the boxes next to WEEKS AGO. If she says "Four days ago", circle '1' and write '04' next to DAYS AGO. If the respondent appears to be rounding off her answer, probe for an exact answer. For example,

if she says "About a week ago", ask "Do you remember which day?, Was it before or after the weekend?", etc.

In some cases, you may have to convert a respondent's answer. For example, if she says, "Last night", circle '1' and write '00' next to DAYS AGO. If she has not yet resumed intercourse since she had her last child, circle '996' for BEFORE LAST BIRTH.

QUESTION 516: AGE AT FIRST INTERCOURSE

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 got married or had her first child. However, when doing this probing, be certain not to assume that she first had sex at the time she first married. The respondent should feel comfortable in taking her time to think about her response, to remember correctly. If she says her first time was when she got married, record it as such by circling '96'. Code '96' FIRST TIME WHEN MARRIED is only appropriate if the respondent offers this as a response; otherwise, you should try to get an age.

QUESTION 517: PRESENCE OF OTHERS

This is not a question to ask the respondent, but something that you answer yourself. Just look around and see who else is within listening distance while you are interviewing. Record YES or NO to each category. If a supervisor observes the interview, be sure to include her or him as another female or male present.

F. SECTION 6: FERTILITY PREFERENCES

This section gathers information on desires for additional children, preferred and ideal birth intervals, and husbands' attitudes towards family size.

QUESTIONS 601 and 602: FILTER FOR STERILIZATION AND UNION STATUS

In Q.601, check Q.312 to see if either the woman or her husband/partner is sterilized. If one of them is sterilized, mark the box on the right and skip to Q.607. If not, mark the box on the left and go to Q.602. Now check Q.502 - if the woman is currently married or living with a man, mark the box on the left and proceed with Q.603. If not, mark the box on the right and skip to Q.614.

QUESTION 603: PREFERENCE FOR ADDITIONAL CHILDREN

This question is a combination of a filter and a question. First check Q.223 to see if the respondent is pregnant and mark the appropriate box. If she is not pregnant and has no living child, ask the question on the left as follows: "Now I have some questions about the future. Would you like to have a child or would you prefer not to have any children?" If she is not pregnant and has one or more children, you will have to word the question differently saying: "Would you like to have another child or would you prefer not to have any more children?" (including the portion printed in parentheses).

If the respondent is currently pregnant, mark the box labelled PREGNANT and ask the question under that box: "...After the child you are expecting...". Note that we want to make sure that pregnant women do not think that we are asking them if they want the child that they are pregnant with now.

In either case, circle the woman's response and follow the skip instructions.

QUESTION 604: TIME TO WAIT

Follow the same procedure as in Q.603 for choosing the appropriate question to ask. Question 604 is to be asked of all women who say that they want to have another child. Note that the answer can be given in months or years. Circle '1' if the response is in months, or '2' if in years, and record the answer in the appropriate boxes. If she says she would like to have a baby right away, circle '994' for SOON/NOW. If the woman says she cannot get pregnant, circle '995'. If the woman gives a different answer, circle '996' and write her response in the OTHER category. If the answer is "Don't know", circle 998.

QUESTION 605: FILTER FOR CHILDREN OR PREGNANT

Check Q.216 to see if the woman has any children who are alive, and check Q.223 to see if she is pregnant. If she has any children who are alive OR she is pregnant, mark YES. If she has no living children AND she is not pregnant, mark NO and skip to Q.610.

QUESTION 606: AGE OF YOUNGEST CHILD AT NEXT BIRTH

If the woman does not know how long she would like to wait before having another child, you will ask her how old she would like her youngest child to be before having another child. Check Q.223 to see if she is pregnant or not. If she is not pregnant or unsure, mark the box and ask the question on the left. Record the age the woman would like her child to be (before she has another child) in completed years. If she is pregnant, mark the box and ask the question on the right. Record how long she would like to wait after she gives birth to the child she is expecting before giving birth again.

QUESTIONS 607-609: STERILIZATION REGRET

This series of questions investigates the issue of whether or not a woman regrets that she or her husband had an operation so that they can no longer have children. The respondent is first asked Q.607: given her present situation (as opposed to her situation at the time of the operation), if she had it to do over again would she or her husband make the same decision to have the operation. If she responds that she doesn't know or isn't sure, you can probe by asking her if she would undo the operation if she could.

Question 608 is a follow-up to Q.607; the intention is to determine if the respondent regrets the operation given her present circumstances. If she does not regret having the operation, skip to Q.614. If she regrets having the operation, ask why, record the answer in Q.609, and then skip to Q.614.

QUESTIONS 610 and 611: DISCUSS FAMILY PLANNING WITH HUSBAND

Question 610 asks the woman what she thinks her husband's attitude is towards family planning. We then ask how frequently she and her husband have spoken about family planning in the previous year.

QUESTIONS 612 and 613: HUSBAND AND WIFE'S PREFERENCE FOR CHILDREN

Notice that you ask Q.613 even if the woman has not discussed the number of children to have with her husband (she responds NO to Q.612). Question 613 asks the woman's opinion of her husband's preferences. Read the entire question before accepting a response, and emphasize the underlined words.

QUESTIONS 614 and 615: POST-PARTUM ATTITUDES

In many cultures, there are strong norms about the appropriate length of time that should pass before starting sexual relations after the birth of a child. In Q.614 record the woman's response by first marking MONTHS or YEARS by circling '1' or '2', and then write the number in the corresponding boxes. In Q.615 we ask the woman's opinion about breastfeeding and sexual relations.

QUESTION 616: APPROVAL OF FAMILY PLANNING

This is the woman's own opinion, regardless of whether or not she herself is using a method.

QUESTION 617: PREFERRED NUMBER OF CHILDREN

Check Q.216 to see if the woman has any children who are alive. Mark the box on the right if she has no living children or mark the box on the left if she has at least one living child. Ask the question under the marked box. If she already has any living children, we ask her to imagine the time when she had no children and could choose exactly how many to have. We are not asking how many she would like to have by her current age (now), but rather, how many she would like over her entire life (including the future).

If she tells you a number, record it in the boxes by NUMBER. If she gives an answer which is not a number, for example, "It's up to God", write down her exact words on the line marked OTHER ANSWER.

QUESTION 618: PREFERRED SPACING

Note that the answer can be given in months or years. Circle '1' if the response is in months, or '2' if in years, and record the answer in the appropriate boxes. If the woman gives a different answer, circle '996', and write her answer in the OTHER category.

G. SECTION 7: HUSBAND'S BACKGROUND AND WOMAN'S WORK

In this section, take care to word the questions in the present or past tense according to whether the woman is currently married (including living together or in a visiting relationship) or not. If she has been married more than once, ask about her most recent husband or partner.

QUESTION 701: FILTER FOR EVER MARRIED OR LIVED TOGETHER

Check Q.501, mark the appropriate box, and follow the skip accordingly.

QUESTIONS 702-704: HUSBAND'S EDUCATION

These questions are identical to Questions 107-109 which were asked of the respondent. Again, note that in Q.703, you will mark the highest level attended, but in Q.704, you record the highest grade completed.

QUESTION 705: HUSBAND'S CURRENT (OR MOST RECENT) TYPE OF WORK

Write the answer in the respondent's own words. Be specific. For example, if the respondent says, "He works for the Ministry of Planning", ask what the man does there. Examples of occupations are: clerk, secretary, barber, taxi driver, nurse, teacher, lawyer, salesman, rubber tapper, fisherman, rice farmer, carpenter, etc. If you are not sure how to write the occupation, it is better to give more detail than less.

"Not currently working" is not an acceptable response. If he is unemployed, get a description of his most recent job. If he does more than one job, write down what he does most of the time. If he is not working because he is in school, write "student". Do not fill in the two code boxes for this question, since numerical codes will be assigned afterwards in the office.

QUESTION 706: FILTER FOR AGRICULTURAL OR OTHER WORK

Mark the appropriate box, depending on the type of work described in Q.705. Agricultural work includes farming, raising animals (including livestock, poultry, and fish), fishing, hunting, driving a tractor on a farm, or other activities involved with growing or harvesting food. If his job is selling food that he did not produce, he is not considered an agricultural worker. If he grows just a few crops, but has another regular job, check the box for DOES NOT WORK IN AGRICULTURE.

QUESTION 707: WORK ON FAMILY OR OTHER LAND

If he works mainly on land belonging to himself, his family, or his wife's family, circle '1'. If he rents the land he farms, circle '2'. If he is a laborer on someone else's land or on a plantation, circle '3'.

QUESTIONS 708-710: EMPLOYMENT

In this section we are not asking about housework, but about other work a woman may do. If in Q.708 she says she is not working, you will ask Q.709. It often happens that women who sell things or work on the family farm will not consider what they do as work. You should read the introductory sentences of Q.709 so the respondent understands what we mean by "work". In Q.710 you should record the type of work the woman does, using the same guidelines as for the husband's occupation in Q.705. Again, leave the code boxes blank, as these will be filled in at the office later.

QUESTIONS 711-713: NATURE OF EMPLOYMENT

These questions are used to get a better picture of the nature of women's work. In Q.711 there are three categories to choose from. Let us use a woman who works in a shop as an example. If she works in a shop owned and operated by a non-family member, she works **FOR SOMEONE ELSE**. If her husband or father operates the shop and she works for him, she is working **FOR FAMILY MEMBER**. If she runs the shop with her husband, or runs it on her own, she is **SELF-EMPLOYED**.

Question 712 asks whether she receives money for her work. For example, a woman who sells fruit in the market to people who pay money for it, does earn cash for her work.

Whether the woman works at home or away from home (Q.713) will usually be clear. **AT HOME** means within the area of her house or compound. A woman may work on family fields which are far from the compound, in this case you would code **AWAY**. If she works on a plot of land just outside the house, you would code **AT HOME**.

QUESTION 714: FILTER FOR YOUNG CHILD

If a woman has a young child living with her at home, and is also working, we'd like to know how she manages care of the child. Look back to Questions 215, 216, and 218 to see if she has had a child born since January [1985] who is living with her. If she does, mark the **YES** box. If she has not had a birth since January [1985], or she has, but the child does not live with her, mark the **NO** box.

QUESTION 715: WORKING WITH CHILD

Read the question, stressing the underlined words. If she usually has her child with her, circle '1' and go to Q.717.

QUESTION 716: TAKES CARE OF CHILD

This question is asked if the respondent never or sometimes has her child with her while she is working. If the respondent says more than one person, ask who takes care of the child most of the time.

QUESTION 717: TIME INTERVIEW ENDED

Don't forget to write the time when you finished the interview, using the 24 hour system. If there was an extended break during the interview time, for example the respondent excused herself to care for a sick child and returned to complete the interview 45 minutes later, make a note below Q.717 to report how long a break was taken.

Be sure to thank the respondent for her cooperation. At this point, check your questionnaire carefully. Make sure you have followed the skip patterns correctly, and that your marks are legible.

H. SECTION 8: HEIGHT AND WEIGHT

All women who have had one or more births since January 1, [1985] will be weighed and measured, and all their living children born since January 1, [1985] will be measured as well. The results will be recorded in Section 8. The measurement of height and weight (anthropometric measurement) is a separate operation that will be conducted sometime after the individual interview is completed. The anthropometric measurement will require the cooperation of a measurer and an assistant. The Appendix describes the measurement procedures to be followed.

QUESTION 801: FILTER FOR BIRTH

If the respondent has had one or more births since January 1, [1985], mark the box on the left. You will weigh and measure this woman and all her living children who were born since January [1985]. If a woman has given birth since January [1985] but none of the children are living, you will still mark the box on the left. You will weigh and measure this woman. You will only mark the box on the right if the woman has not given birth since January 1, [1985].

Column 1 is for any respondent who has given birth since January 1, [1985], and the other columns are for all her living children born since January [1985]. If none of her children born since January [1985] are still alive, you would still complete Column 1.

QUESTIONS 802 and 803: LINE NUMBERS AND NAMES

Record the name of the respondent in the first column of Q.803. Write the line numbers and the names of all living children born since January [1985], starting with the youngest living child (the last child born who is still alive). Be careful to record the children in the correct columns.

QUESTION 804: DATE OF BIRTH

Copy the month and year of birth of the mother from Q.105 and of each child from Q.215. Also, ask for the day of the month that the child was born. If the day is unknown, record '98.'

QUESTION 805: BCG SCAR

Check each child to see if a BCG scar is visible.

A BCG scar is the result of a BCG immunization that is given to protect the child against tuberculosis. It can be given at any time from birth. The BCG vaccine is injected just under the skin, usually in the left shoulder or left upper arm. The vaccine causes a small swelling and usually leaves a scar. The scar is usually round or oval in shape and is less than one centimeter wide.

For this question, do not rely on information provided by the mother or information from the immunization card in recording the response. We only want to know whether you actually see the BCG scar or not. If you use the immunization card or information from the mother it may not be correct because it is possible for the child not to have a BCG scar even though the injection was given. It is also possible that the child has a BCG scar even though the immunization was not recorded on the card and the mother does not know that the immunization was given.

QUESTIONS 806 - 808: HEIGHT AND WEIGHT MEASUREMENTS

Here you will:

- a) record the height of mother and children in centimeters
- b) record whether the child was measured while lying down or standing up
- c) record the weight of mother and children in kilograms.

QUESTIONS 809 - 811: DATE, RESULT, AND STAFF NAMES

Record the date the measurements are made, the result, and the names and codes of both the measurer and the assistant. Notice that you will record a result for the respondent and every living child born since January [1985]. If you are unable to measure someone, you will record the reason here.

When recording the date, you will record the date on which the children were measured. If you did not measure the children on the same day as you interviewed the mother, then the date in Section 8 will be different from the date on the cover sheet. The date on the cover sheet will be the date on which you conducted the Individual interview, and the date in Section 8 will be the date on which you measured the children.

I. INTERVIEWER'S OBSERVATIONS

After you have checked over your questionnaire and thanked the respondent, note any comments on the last page. You may make comments about the woman you interviewed, about specific questions on the questionnaire, or about any other aspects of the interview. If anything about the interview was unusual or should be brought to the attention of the editor or supervisor, note it here. For example, if a respondent attended school in a different country which had a different system for dividing grades into primary and secondary, note that here. You may wish to explain why a result code was other than a '1'. If answers which were not pre-coded require further explanation, use this space. These comments are extremely helpful to the editor, supervisor, and data processing staff in interpreting the information in the questionnaire.

[Appendices 1 and 2 describe summary procedures for anthropometry. Appendix 1 describes the procedures to be used in surveys in which height and weight will be taken of both respondents and children. In such surveys, those respondents to be measured will be those who have had at least one birth since [January 1985], regardless of whether or not any such children are alive at the time of the survey. Appendix 2 describes the procedures to be used in surveys in which height and weight will be taken only of children. It is necessary to incorporate into the Interviewer's manual the Appendix which is applicable to the survey.]

APPENDIX 1: Instructions for Surveys in Which Height and Weight will be Taken of both Respondents and Children

Acknowledgement: Sections I, II and IV of this Appendix have been taken (with some alterations) from the United Nations manual "How to Weigh and Measure Children: Assessing the Nutritional Status of Young Children in Household Surveys", Department of Technical Co-operation for Development and Statistical Office, New York, 1986.

I. PROCEDURES AND PRECAUTIONS BEFORE MEASURING

A. **Layout of the Procedures**

Each step of the measurement procedures is directed at specific participants, who are named in bold letters at the beginning of each step: e.g. "**Measurer**", "**Assistant**", etc.

B. **Two Trained People Required**

Two trained people are required to measure a child's height and length. The measurer holds the child and takes the measurements. The assistant helps hold the child and records the measurements on the questionnaire. If there is an untrained assistant such as the mother, then the trained measurer should also record the measurements on the questionnaire. One person alone can take the weight of a child or arm circumference of a respondent and record the results if an assistant is not available.

C. **Measuring Board and Scale Placement**

Be selective about where you place the measuring board and scale. It is best to measure outdoors during daylight hours. If it is cold, raining or if too many people congregate and interfere with the measurements, it may be more comfortable to weigh and measure indoors. Make sure there is adequate light.

D. **Age Assessment**

Before you measure, determine the child's age. If the child is less than two years, measure length. If the child is two years of age or older, measure height. If accurate age is not possible to obtain, measure length if the child is less than 85 cm. Measure height if the child is equal to or greater than 85 cm.

E. **When to Weigh and Measure**

Weigh and measure after you have conducted the Individual interview. This will allow you to become familiar with the members of the household. **DO NOT** weigh and measure at the beginning of the interview, i.e., as soon as you enter a household, which would be more of an upsetting intrusion.

F. **Weigh and Measure One Child at a Time**

If there is more than one eligible child in a household, complete the weighing and measuring of one child at a time. Then proceed with the next eligible child. **DO NOT** weigh and measure all the children together. If there is more than one eligible woman in a household, weigh and measure her and all her eligible children before proceeding with the next woman. Otherwise measurements may get recorded in the wrong columns of the questionnaire. Return measuring equipment to their storage bags immediately after you complete the measurements for each household.

G. Control the Child

When you weigh and measure, you must control the child. The strength and mobility of even very young children should not be underestimated. Be firm yet gentle with children. Your own sense of calm and self confidence will be felt by the mother and the child.

When a child has contact with any measuring equipment, i.e., on a measuring board you must hold and control the child so the child will not trip or fall. Never leave a child alone with a piece of equipment.

H. Coping with stress

Since weighing and measuring requires touching and handling children, normal stress levels for this type of survey work are higher than for surveys where only verbal information is collected.

Explain the weighing and measuring procedures to the mother, and to a limited extent, the child, to help minimize possible resistance, fears or discomfort they may feel. You must determine if the child or mother is under so much stress that the weighing and measuring must stop. Remember, young children are often uncooperative; they tend to cry, scream, kick and sometimes bite. If a child is under severe stress and is crying excessively, try to calm the child or return the child to the mother before proceeding with the measuring.

Do not weigh or measure a child if:

- a. The mother refuses.
- b. The child is too sick or distressed.
- c. The child is physically deformed which will interfere with or give an incorrect measurement. To be kind, you may want to measure such a child and make a note of the deformity on the questionnaire.

I. Recording Measurements and Being Careful

Keep objects out of your hands and pens out of your mouth, hair or breast pocket when you weigh and measure so that neither the child nor you will get hurt due to carelessness. When you are not using a pen, place it in your equipment pack or on the questionnaire. Make sure you do not have long fingernails. Remove interfering rings and watches before you weigh and measure.

J. Strive for Improvement

You can be an expert measurer if you strive for improvement and follow every step of every procedure the same way every time. The quality and speed of your measurements will improve with practice. You will be required to weigh and measure many children. Do not take these procedures for granted even though they may seem simple and repetitious. It is easy to make errors when you are not careful. Do not omit any steps. Concentrate on what you are doing.

II. HEIGHT, SUMMARY OF PROCEDURES

A. CHILD'S HEIGHT (Illustration 1)

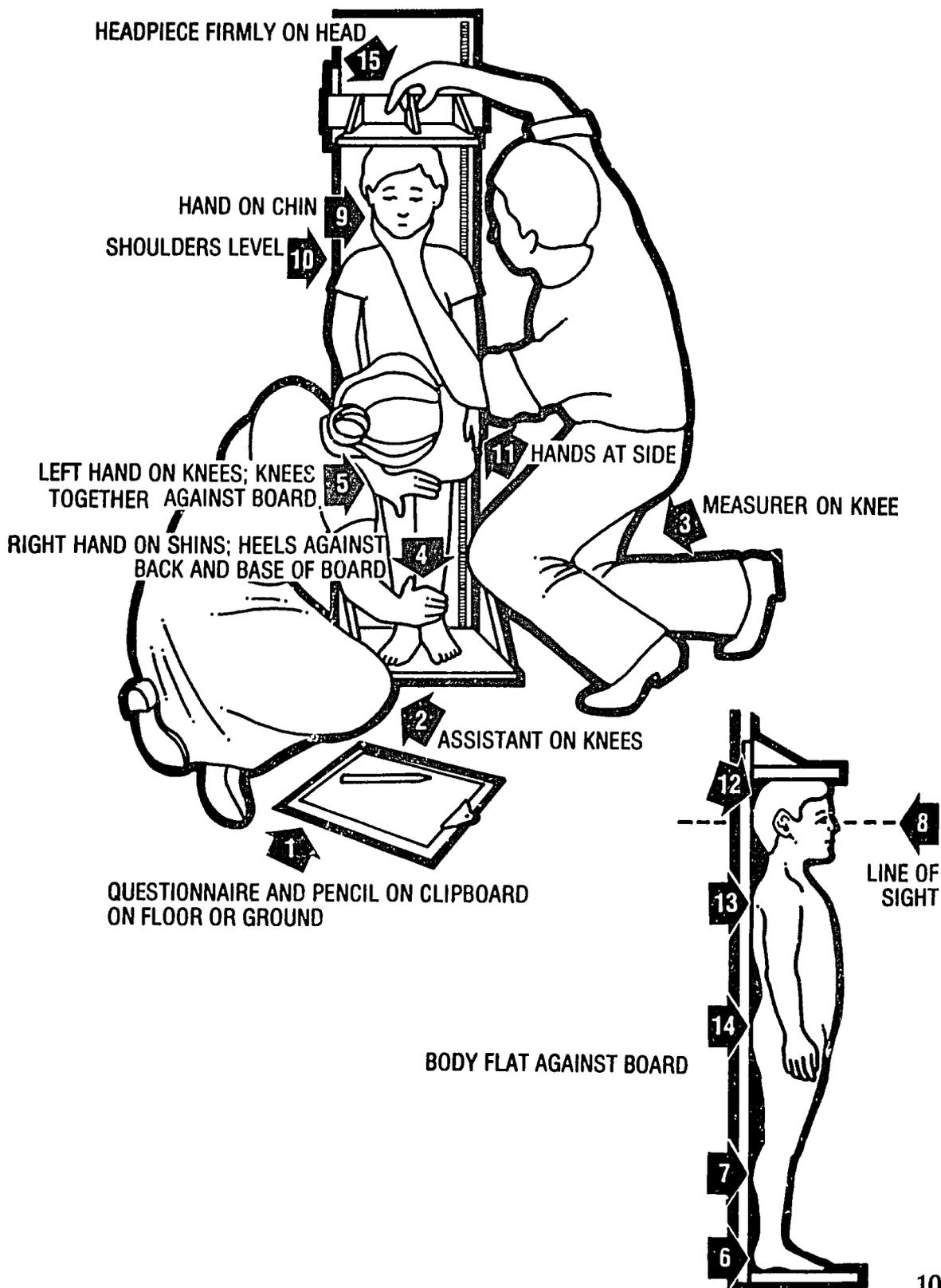
1. **Measurer or Assistant:** Place the measuring board on a hard flat surface against a wall, table, tree, staircase, etc. Make sure the board is stable.
2. **Measurer or Assistant:** Ask the mother to remove the child's shoes and unbraid any hair that would interfere with the height measurement. Ask her to walk the child to the board and to kneel in front of the child (if she is not the assistant).
3. **Assistant:** Place the questionnaire and pen on the ground (Arrow 1). Kneel with both knees on the right side of the child. (Arrow 2).
4. **Measurer:** For mobility, kneel on your right knee only, on the child's left side (Arrow 3).
5. **Assistant:** Place the child's feet flat and together in the center of and against the back and base of the board. Place your right hand just above the child's ankles on the shins (Arrow 4), your left hand on the child's knees (Arrow 5) and push against the board. Make sure the child's legs are straight and the heels and calves are against the board (Arrows 6 and 7). Tell the measurer when you have completed positioning the feet and legs.
6. **Measurer:** Tell the child to look straight ahead at the mother if she is in front of the child. Make sure the child's line of sight is level with the ground (Arrow 8). Place your open left hand on the child's chin. Gradually close your hand (Arrow 9). Do not cover the child's mouth or ears. Make sure the shoulders are level (Arrow 10), the hands are at the child's side (Arrow 11), and the head, shoulder blades and buttocks are against the board (Arrows 12, 13, 14). With your right hand, lower the headpiece on top of the child's head. Make sure you push through the child's hair (Arrow 15).
7. **Measurer and Assistant:** Check child's position (Arrows 1-15). Repeat any steps as necessary.
8. **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 cm. Remove the headpiece from the child's head, your left hand from the child's chin and support the child during the recording.
9. **Assistant:** Immediately record the measurement and show it to the measurer. Note: If the assistant is untrained, the measurer records the height.
10. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to correct any errors.

B. WOMAN'S HEIGHT

Measure the height of the respondent in the same way you do for older children. Make sure that any scarves are removed and that her hairstyle does not interfere with the measurement. You must use all extension pieces for the measuring board. While measuring, you should be careful to respect her modesty when checking that she is standing straight against the board.

Illustration 1

Child Height Measurement



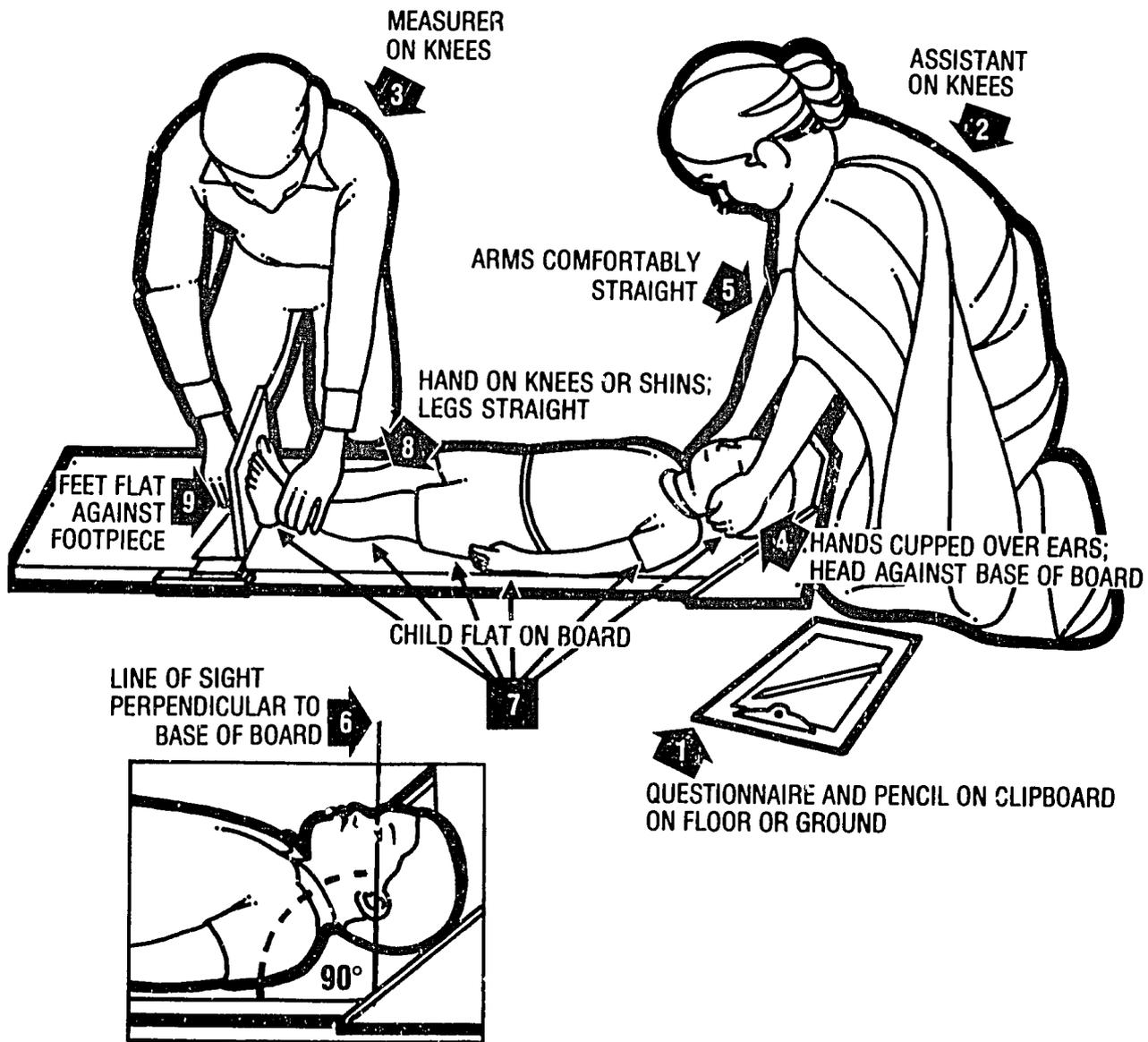
C. CHILD'S LENGTH (Illustration 2)¹

1. **Measurer or Assistant:** Place the measuring board on a hard flat surface, i.e. ground, floor or steady table.
2. **Assistant:** Place the questionnaire and pen on the ground, floor or table (Arrow 1). Kneel with both knees behind the base of the board, if it is on the ground or floor (Arrow 2).
3. **Measurer:** Kneel on the right side of the child so that you can hold the footpiece with your right hand (Arrow 3).
4. **Measurer and Assistant:** With the mother's help, lay the child on the board by doing the following:
Assistant: Support the back of the child's head with your hands and gradually lower the child onto the board.
Measurer: Support the child at the trunk of the body.
5. **Measurer or Assistant:** If she is not the assistant, ask the mother to kneel on the opposite side of the board facing the measurer to help keep the child calm.
6. **Assistant:** Cup your hands over the child's ears (Arrow 4). With your arms comfortably straight (Arrow 5), place the child's head against the base of the board so that the child is looking straight up. The child's line of sight should be perpendicular to the ground (Arrow 6). Your head should be straight over the child's head. Look directly into the child's eyes.
7. **Measurer:** Make sure the child is lying flat and in the center of the board (Arrow 7). Place your left hand on the child's shins (above the ankles) or on the knees (Arrow 8). Press them firmly against the board. With your right hand, place the footpiece firmly against the child's heels (Arrow 9).
8. **Measurer and Assistant:** Check the child's position (Arrows 1-9). Repeat any steps as necessary.
9. **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 cm. Remove the footpiece, release your left hand from the child's shins or knees and support the child during the recording.
10. **Assistant:** Immediately release the child's head, record the measurement, and show it to the measurer. Note: If the assistant is untrained, the measurer records the length on the questionnaire.
11. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to correct any errors.

¹If the assistant is untrained, e.g. the mother, then the measurer should help the assistant with the length procedure.

Illustration 2

Child Length Measurement



III. WEIGHT, SUMMARY OF PROCEDURES FOR WEIGHING WOMEN AND CHILDREN

Equipment: 1. **Digital scale** for weighing both children and adults. (The scale to be used looks like a bathroom scale, with a digital display. The scale is accurate to 0.1 kg (0.2 lbs), and allows the measurer to directly read the weight of the child when held by the mother without requiring any calculations). A small bubble level will be attached to each scale.

2. **Wooden support board** to place under the scale (to be carried with the scale).

1. Measurer: Explaining the weighing procedure to the respondent/mother.

1.1 Explain to the mother that you have been able to bring a wonderful new scale to weigh the child(ren), and that the child(ren) will be weighed while being held by the mother. Also explain that you will record the respondent's/mother's weight as well. Older children may be weighed by standing by themselves on the scale (See 6. below).

1.2 Ask the mother to wear just light indoor clothing (e.g. a dress or a blouse and skirt) when she is weighed. She should not wear thick clothing or anything heavy.

1.3 Ask the mother to undress the child(ren) completely. If she is concerned that it is cold, tell her that she may cover the child(ren) with a cloth or a blanket until the scale is ready.

1.4 Ask the mother to let someone else hold the baby so she can be ready to step onto the scale (or hold the baby yourself if no one else is there).

1.5 Tell the mother that you will first weigh the youngest child, then the second youngest, etc.

2. Measurer: Preparing the scale.

2.1 Place the wooden support board flat on the ground, making sure that it is on a smooth surface, and that it will not move at all even if someone stands on it.

2.2 Then place the scale on the board and check the bubble level to see if it is horizontal (i.e. that the bubble is in the center).

2.3 If the bubble is not in the center, move the board into a different position, or place something under the board, until the bubble is centered.

2.4 Check again to make sure that the board is stable and that it cannot move at all, and that the bubble is in the middle.

2.5 Have the questionnaire and pen ready in your hand.

3. Measurer: Weighing the woman

3.1 Turn the scale 'ON' by gently pushing, with your hand or foot, the bar at the back of the scale. The display will read '00.0' when the scale is ready.

- 3.2 Ask the woman to step onto the center of the scale and stand quietly. Wait until the numbers on the display no longer change.
- 3.3 Record the woman's weight to the nearest 0.1 kg in the questionnaire in the RESPONDENT column (this is the weight of the respondent). (Make sure that you are able to see the whole display area so that you can read all the numbers correctly).
- 3.4 Tell the mother to please keep standing very quietly on the scale, since you are getting ready to weigh the child now.

4. Measurer: Weighing the child(ren)

NOTE: If it is cold and the mother wants the child to be covered during the weighing, give the mother a blanket or cloth for covering the baby while she is standing quietly on the scale after you have recorded her own weight in the questionnaire (that is, after Step 3.3), but before you go to the next step, Step 4.1.

- 4.1 While the mother is standing quietly on the scale, make sure that the numbers are not changing, then push, or gently kick, the bar at the back of the scale. The display will read '00.0' when the scale is ready.
- 4.2 Give the mother the youngest child to hold. Wait until the numbers on the display no longer change.
- 4.3 Record the weight of the child to the nearest 0.1 kg in the questionnaire in the column with the child's name. (The scale has now shown you the weight of the child alone even though he/she was held by the mother).

5. Measurer: Weighing more than one child per respondent

Repeat step 4 above for each child, giving the mother the second to the youngest child to hold, then the third youngest, etc.

- 5.1 Make sure that you push or kick the bar at the back of the scale when the mother stands alone quietly on the scale before each child is weighed.
- 5.2 Give the next child to the mother to hold. Wait for a few seconds until the numbers on the display no longer change.
- 5.3 Record the weight to the nearest 0.1 kg in the questionnaire in the column with the child's name.

6. Measurer: Weighing older children who stand on the scale by themselves.

Follow steps 1.3 through 3.3 above.

7. Measurer: Thank the respondent

Thank the respondent, and tell her something nice about her child.
(The scale will turn itself off after a short while).

IV. ARM CIRCUMFERENCE, SUMMARY OF PROCEDURES FOR MEASURING WOMEN
(See Illustration 3, which pictures a child, but is appropriate for women also.)

Equipment: 1. **Arm circumference insertion tape.**

1. Measurer and Assistant: Measuring the respondent's Mid-Upper Arm Circumference.

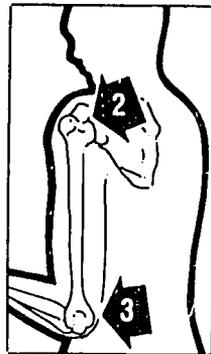
- 1.1 Keep your work at eye level. Ask the respondent to remove any clothing covering the left upper arm.
- 1.2 Estimate the midpoint of the respondent's left upper arm by first locating the tip of the shoulder (Arrows 1 and 2) with your finger tips. Ask the respondent to bend her elbow to make a right angle (Arrow 3). Measure the distance between the tip of the shoulder (Arrow 4) and the elbow (Arrow 5) using the arm circumference measuring tape. Divide this number by two in order to estimate the midpoint. (A piece of string showing the length between the shoulder and the elbow, and then folded in half can also be used for this purpose). Either you or an assistant should mark the midpoint with a pen on the arm (Arrow 6).
- 1.3 Ask the respondent to straighten her arm and to let it hang down loosely by her side. Wrap the tape around the arm at the midpoint. Make sure the numbers are right side up, and that the tape is flat against the skin around the arm (Arrow 7).
- 1.4 Both the measurer and the assistant should inspect the tension of the tape on the respondent's arm. Make sure the tape has the proper tension (Arrow 7) and is not too tight or too loose (Arrows 8 and 9). Repeat any steps as necessary.
- 1.5 Tell the assistant to have the questionnaire ready. When the tape is in the correct position on the arm with the correct tension, read and call out the measurement to the nearest 0.1 cm. (Arrow 10).
- 1.6 The assistant should immediately record the measurement on the questionnaire and show it to the measurer.
- 1.7 The measurer should check the recorded results. If there is an error the assistant should be instructed to correct the error. If it is necessary to recheck the measurement, repeat steps 1.3 through 1.6 above before removing the tape from the respondent's arm and thanking her for her cooperation.

Illustration 3

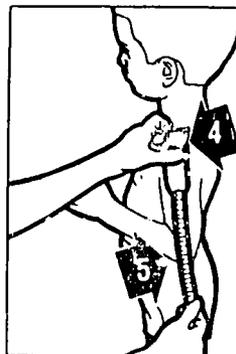
Child Mid-Upper Arm Circumference Measurement



1 LOCATE TIP OF SHOULDER



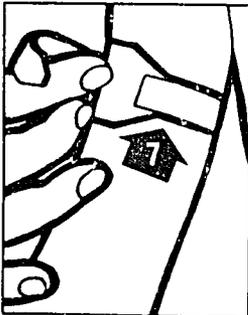
2 TIP OF SHOULDER
3 TIP OF ELBOW



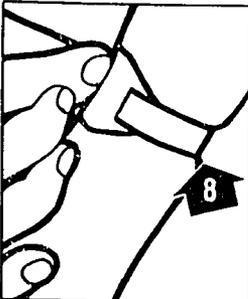
4 PLACE TAPE AT TIP OF SHOULDER
5 PULL TAPE PAST TIP OF BENT ELBOW



6 MARK MIDPOINT



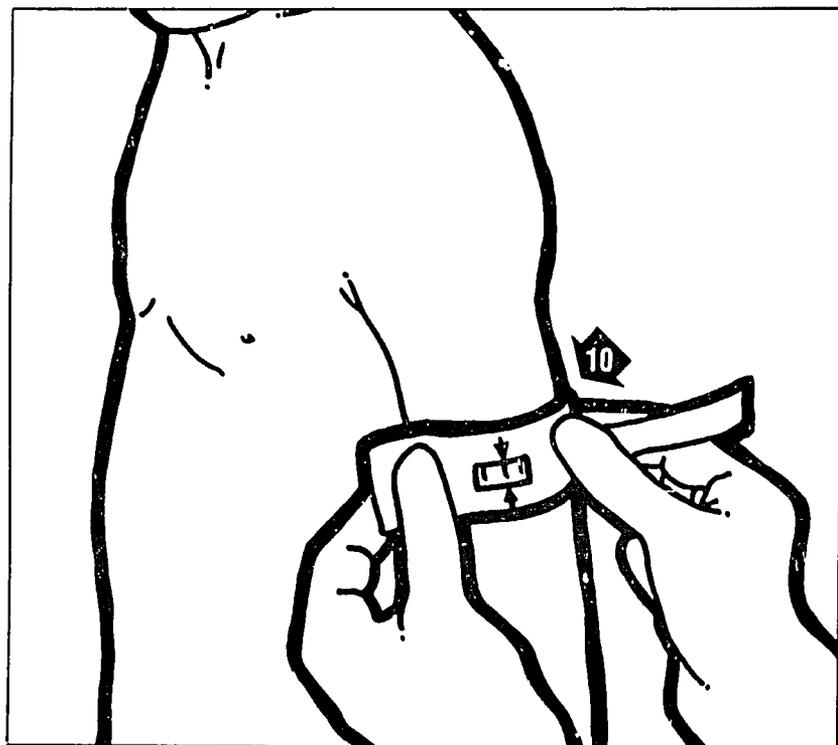
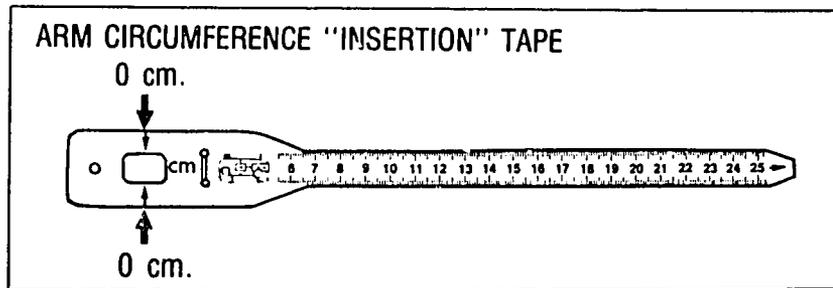
7 CORRECT TAPE TENSION



8 TAPE TOO TIGHT



9 TAPE TOO LOOSE



10 CORRECT TAPE POSITION FOR ARM CIRCUMFERENCE

APPENDIX 2: Instructions for Surveys in Which Height and Weight will be Taken Only of Children.

Acknowledgement: This Appendix has been taken (with some alterations) from the United Nations manual "How to Weigh and Measure Children: Assessing the Nutritional Status of Young Children in Household Surveys", Department of Technical Co-operation for Development and Statistical Office, New York, 1986.

I. PROCEDURES AND PRECAUTIONS BEFORE MEASURING

A. **Layout of the Procedures**

Each step of the measurement procedures is directed at specific participants, who are named in bold letters at the beginning of each step: e.g. "**Measurer**", "**Assistant**", etc.

B. **Two Trained People Required**

Two trained people are required to measure a child's height and length. The measurer holds the child and takes the measurements. The assistant helps hold the child and records the measurements on the questionnaire. If there is an untrained assistant such as the mother, then the trained measurer should also record the measurements on the questionnaire. One person alone can take the weight of a child and record the results if an assistant is not available.

C. **Measuring Board and Scale Placement**

Be selective about where you place the measuring board and scale. It is best to measure outdoors during daylight hours. If it is cold, raining or if too many people congregate and interfere with the measurements, it may be more comfortable to weigh and measure indoors. Make sure there is adequate light.

D. **Age Assessment**

Before you measure, determine the child's age. If the child is less than two years, measure length. If the child is two years of age or older, measure height. If accurate age is not possible to obtain, measure length if the child is less than 85 cm. Measure height if the child is equal to or greater than 85 cm.

E. **When to Weigh and Measure**

Weigh and measure after you have conducted the Individual interview. This will allow you to become familiar with the members of the household. **DO NOT** weigh and measure at the beginning of the interview, i.e., as soon as you enter a household, which would be more of an upsetting intrusion.

F. **Weigh and Measure One Child at a Time**

If there is more than one eligible child in a household, complete the weighing and measuring of one child at a time. Then proceed with the next eligible child. **DO NOT** weigh and measure all the children together. If there is more than one eligible woman in a household, weigh and measure all her eligible children before proceeding with the next woman's children. Otherwise measurements may get recorded in the wrong columns of the questionnaire. Return measuring equipment to their storage bags immediately after you complete the measurements for each household.

G. Control the Child

When you weigh and measure, you must control the child. The strength and mobility of even very young children should not be underestimated. Be firm yet gentle with children. Your own sense of calm and self confidence will be felt by the mother and the child.

When a child has contact with any measuring equipment, i.e., on a measuring board you must hold and control the child so the child will not trip or fall. Never leave a child alone with a piece of equipment. Always have physical contact with the child except when you must let go while taking the weight.

H. Coping with stress

Since weighing and measuring requires touching and handling children, normal stress levels for this type of survey work are higher than for surveys where only verbal information is collected.

Explain the weighing and measuring procedures to the mother, and to a limited extent, the child, to help minimize possible resistance, fears or discomfort they may feel. You must determine if the child or mother is under so much stress that the weighing and measuring must stop. Remember, young children are often uncooperative; they tend to cry, scream, kick and sometimes bite. If a child is under severe stress and is crying excessively, try to calm the child or return the child to the mother before proceeding with the measuring.

Do not weigh or measure a child if:

- a. The mother refuses.
- b. The child is too sick or distressed.
- c. The child is physically deformed which will interfere with or give an incorrect measurement. To be kind, you may want to measure such a child and make a note of the deformity on the questionnaire.

I. Recording Measurements and Being Careful

Keep objects out of your hands and pens out of your mouth, hair or breast pocket when you weigh and measure so that neither the child nor you will get hurt due to carelessness. When you are not using a pen, place it in your equipment pack or on the questionnaire. Make sure you do not have long fingernails. Remove interfering rings and watches before you weigh and measure.

J. Strive for Improvement

You can be an expert measurer if you strive for improvement and follow every step of every procedure the same way every time. The quality and speed of your measurements will improve with practice. You will be required to weigh and measure many children. Do not take these procedures for granted even though they may seem simple and repetitious. It is easy to make errors when you are not careful. Do not omit any steps. Concentrate on what you are doing.

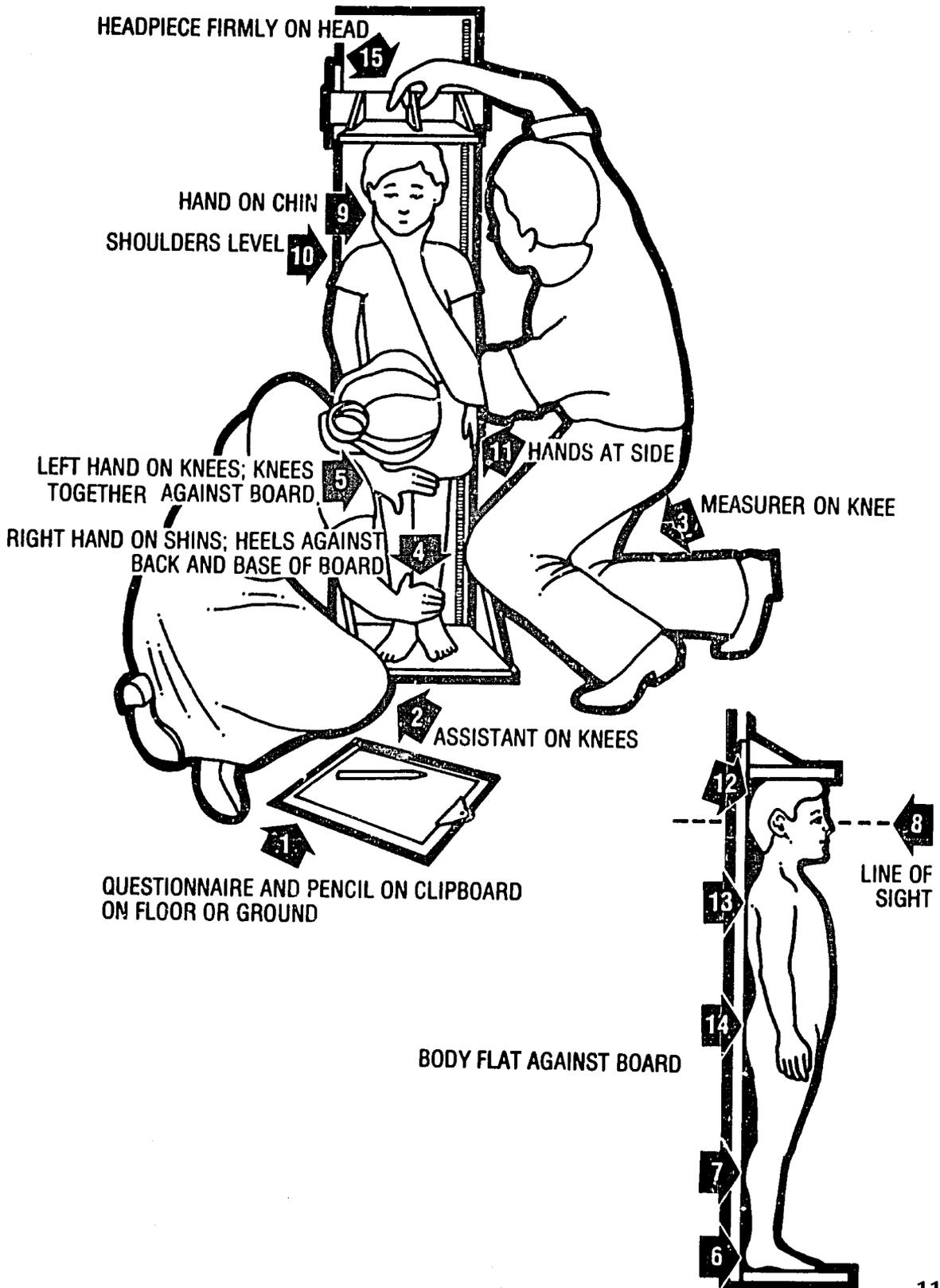
II. HEIGHT, SUMMARY OF PROCEDURES

A. CHILD'S HEIGHT (Illustration 1)²

1. **Measurer or Assistant:** Place the measuring board on a hard flat surface against a wall, table, tree, staircase, etc. Make sure the board is stable.
2. **Measurer or Assistant:** Ask the mother to remove the child's shoes and unbraid any hair that would interfere with the height measurement. Ask her to walk the child to the board and to kneel in front of the child (if she is not the assistant).
3. **Assistant:** Place the questionnaire and pen on the ground (Arrow 1). Kneel with both knees on the right side of the child. (Arrow 2).
4. **Measurer:** Kneel on your right knee only, for maximum mobility, on the child's left side (Arrow 3).
5. **Assistant:** Place the child's feet flat and together in the center of and against the back and base of the board. Place your right hand just above the child's ankles on the shins (Arrow 4), your left hand on the child's knees (Arrow 5) and push against the board. Make sure the child's legs are straight and the heels and calves are against the board (Arrows 6 and 7). Tell the measurer when you have completed positioning the feet and legs.
6. **Measurer:** Tell the child to look straight ahead at the mother if she is in front of the child. Make sure the child's line of sight is level with the ground (Arrow 8). Place your open left hand on the child's chin. Gradually close your hand (Arrow 9). Do not cover the child's mouth or ears. Make sure the shoulders are level (Arrow 10), the hands are at the child's side (Arrow 11), and the head, shoulder blades and buttocks are against the board (Arrows 12, 13 and 14). With your right hand, lower the headpiece on top of the child's head. Make sure you push through the child's hair (Arrow 15).
7. **Measurer and Assistant:** Check the child's position (Arrows 1-15). Repeat any steps as necessary.
8. **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 cm. Remove the headpiece from the child's head, your left hand from the child's chin and support the child during the recording.
9. **Assistant:** Immediately record the measurement and show it to the measurer. Note: If the assistant is untrained, the measurer records the height.
10. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to correct any errors.

²If the assistant is untrained, e.g. the mother, then the measurer should help the assistant with the height procedure.

Illustration 1
 Child Height Measurement



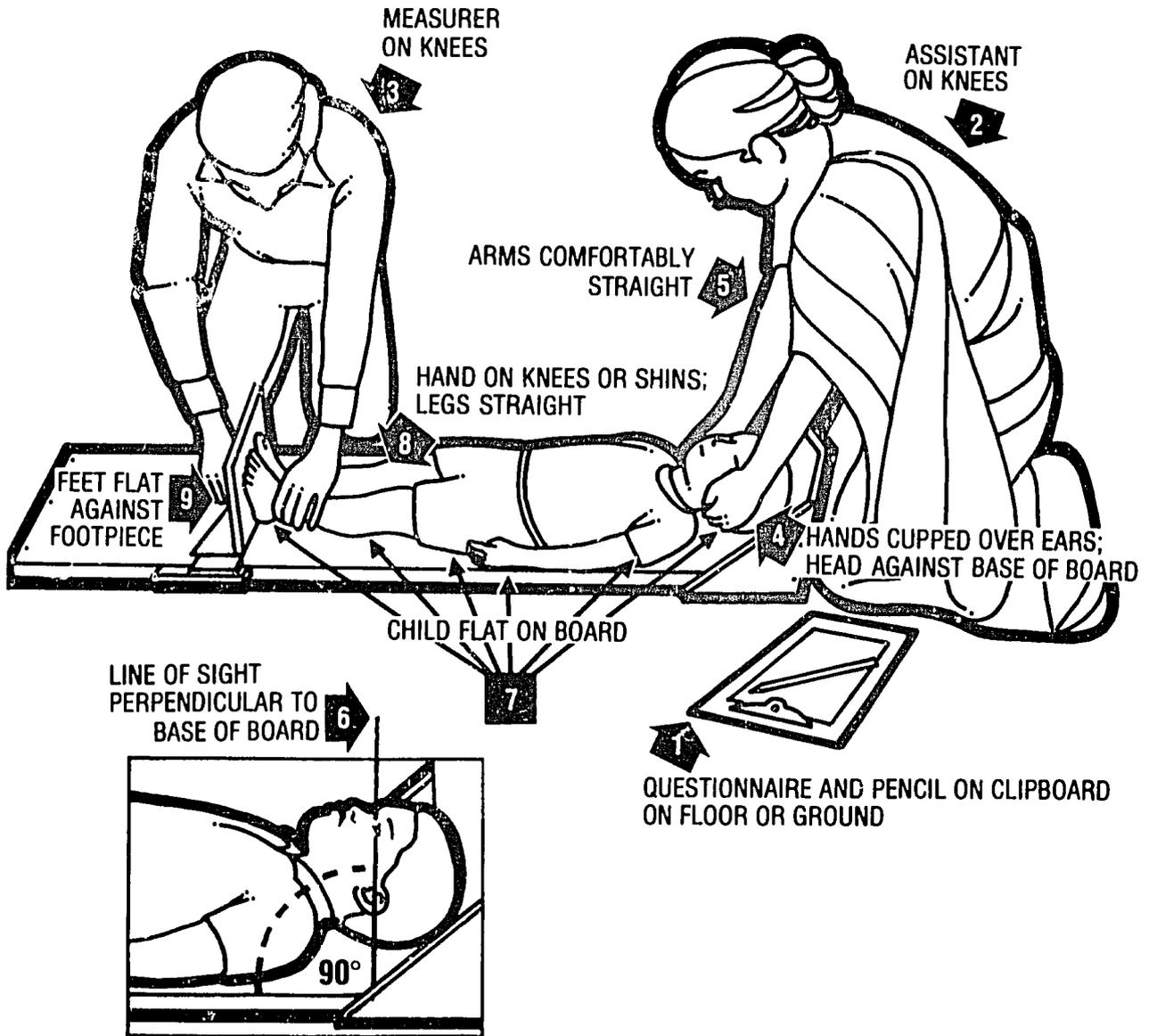
B. CHILD'S LENGTH (Illustration 2)³

1. **Measurer or Assistant:** Place the measuring board on a hard flat surface, i.e. ground, floor or steady table.
2. **Assistant:** Place the questionnaire and pen on the ground, floor or table (Arrow 1). Kneel with both knees behind the base of the board, if it is on the ground or floor (Arrow 2).
3. **Measurer:** Kneel on the right side of the child so that you can hold the footpiece with your right hand (Arrow 3).
4. **Measurer and Assistant:** With the mother's help, lay the child on the board by doing the following:
Assistant: Support the back of the child's head with your hands and gradually lower the child onto the board.
Measurer: Support the child at the trunk of the body.
5. **Measurer or Assistant:** If she is not the assistant, ask the mother to kneel on the opposite side of the board facing the measurer to help keep the child calm.
6. **Assistant:** Cup your hands over the child's ears (Arrow 4). With your arms comfortably straight (Arrow 5), place the child's head against the base of the board so that the child is looking straight up. The child's line of sight should be perpendicular to the ground (Arrow 6). Your head should be straight over the child's head. Look directly into the child's eyes.
7. **Measurer:** Make sure the child is lying flat and in the center of the board (Arrow 7). Place your left hand on the child's shins (above the ankles) or on the knees (Arrow 8). Press them firmly against the board. With your right hand, place the footpiece firmly against the child's heels (Arrow 9).
8. **Measurer and Assistant:** Check the child's position (Arrows 1-9). Repeat any steps as necessary.
9. **Measurer:** When the child's position is correct, read and call out the measurement to the nearest 0.1 cm. Remove the footpiece, release your left hand from the child's shins or knees and support the child during the recording.
10. **Assistant:** Immediately release the child's head, record the measurement, and show it to the measurer. Note: If the assistant is untrained, the measurer records the length on the questionnaire.
11. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to correct any errors.

³If the assistant is untrained, e.g. the mother, then the measurer should help the assistant with the length procedure.

Illustration 2

Child Length Measurement



C. Child Weight Summary Procedure (Illustration 3)⁴

1. **Measurer or Assistant:** Hang the scale from a tree branch, ceiling beam, tripod or pole held by two people. You may need a piece of rope to hand the scale at eye level. Ask the mother to undress the child.
2. **Measurer:** Attach a pair of the empty weighing pants, infant sling or basket to the hook of the scale and adjust the scale to zero, then remove from the scale.
3. **Measurer:** Have the mother hold the child. Put your arms through the leg holes of the pants (Arrow 1). Grasp the child's feet and pull the legs through the leg holes (Arrow 2). Make certain the strap of the pants is in front of the child.
4. **Measurer:** Attach the strap of the pants to the hook of the scale. **DO NOT CARRY THE CHILD BY THE STRAP ONLY.** Gently lower the child and allow the child to hang freely (Arrow 3).
5. **Assistant:** Stand behind and to one side of the measurer ready to record the measurement. Have the questionnaire ready (Arrow 4).
6. **Measurer and Assistant:** Check the child's position. Make sure the child is hanging freely and not touching anything. Repeat any steps as necessary.
7. **Measurer:** Hold the scale and read the weight to the nearest 0.1 kg. (Arrow 5). Call out the measurement when the child is still and the scale is stationary. Even children who are very active, which causes the needle to wobble greatly, will become still long enough to take a reading. **WAIT FOR THE NEEDLE TO STOP MOVING.**
8. **Assistant:** Immediately record the measurement and show it to the measurer.
9. **Measurer:** As the assistant records the measurement, hold the child in one arm and gently lift the child by the body. **DO NOT LIFT THE CHILD BY THE STRAP OF THE WEIGHING PANTS.** Release the strap from the hook of the scale with your free hand.
10. **Measurer:** Check the recorded measurement on the questionnaire for accuracy and legibility. Instruct the assistant to correct any errors.

⁴If the assistant is untrained, e.g. the mother, then the weight should be taken by one person only, the trained measurer, who should also record the measurement on the questionnaire.

Illustration 3

Child Weight

