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Multiple Indicators Clusters Survey (MICS 5)

INSTRUCTIONS MANUAL FOR INTERVIEWERS

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INTRODUCTION

The fifth generation of the Multiple Indicators Clusters Survey (MICS 5) of 2014 in Cameroon intervenes after two previous editions of MICS surveys (that of the 2nd and the 3rd generations carried out in 2000 and 2006 respectively), three Demographic and Health Surveys executed in 1991, 1998 and 2004, and the Demographic, Health and the Multiple Indicators Survey (EDS-MICS 2011).

It aims mainly at (i) producing data and indicators to assess the progress made by Cameroon in the achievement of the Millennium Development Goals (MDG) by the 2015 horizon, (ii) collecting information enabling to progressively update and provide the knowledge on the situation of women and children, on some characteristics of households and on their populations, on men and women and on their participation to development, (iii) producing evidences to support the advocacy in favour of the consideration of the fundamental rights of children and women as stipulated through international commitments (World Fit for Children, Convention on the rights of the child, CEDAW, etc.) and national objectives in particular those recorded in the Growth and Employment Strategy Paper (GESP) and in the Health Sectoral Strategy.

MICS-5 is comprised of 4 questionnaires for interviews in the households: the household questionnaire, the woman's questionnaire (15-49 years), the children under five years questionnaire (0-4 years) and the man's questionnaire (15-59 years). The individual woman's and children questionnaires concern all persons of these categories living permanently in the selected households. Among the selected households for the survey, one out of two households will be selected for the man's survey.

A sub sample of 477 EAs out of 580 of the EDS-MICS 2011 was selected for this survey. Enumeration of household and update of maps were made in each of the 477 EAs during cartographic and enumeration operations, conducted from January to February 2014. This operation enabled to get the complete list of households in each EA.

In each of the 477 EAs selected, a given number of households have then been selected. The number of selected households per cluster is 24 per urban cluster and 21 per rural cluster. The list of selected households is available for each EA and will be provided to you by the hierarchy of the survey.

After the pretesting survey which took place from the 12th to the 26th February 2014, and the validation of tools, this main training (3 weeks) will be followed by the main data collection phase (2,5 months) on the field. The data collection will be ensured by 16 teams each composed of 4 interviewers, 1 measurer, 1 female controller, 1 team leader, and 1 driver. They will work under the control of the supervisors and the MICS-5 national coordination.

MICS QUESTIONNAIRES AND ELIGIBLE RESPONDENTS

Eligible Respondents for the Household Questionnaire

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

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

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

You should also keep in mind that for practical reasons, it may be an advantage to begin the Household Questionnaire with a mother, the guardian or caretaker (of a child under five years of age), since many of the questions/modules are about children, and mothers/guardian/caretakers provide more accurate responses to such questions better than anybody else. While you should not make a special effort to ensure this, you will indeed start the interview with such persons in many cases, since, in practice, these persons are more likely to be at home than, say, male household heads.

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

Eligible Respondents for the Individual Questionnaires

When you have completed the Household Questionnaire, you will have identified women (age 15-49), men (age 15-59) and 'mothers, guardians or caretakers (age 15 or above) of children under five to whom you or other interviewers in your team will administer the individual questionnaires.

- You should interview separately all women age 15 through 49 who reside in the household to fill in the **Questionnaire for Individual Women**.
- You should interview separately all men age 15 through 59 who reside in the target households to fill in the **Questionnaire for Individual Men**.
- You should administer the **Questionnaire for Children Under Five** to mothers or main guardians or caretakers of children under 5 years of age who are residing in the household. If the mother/ main guardian/ caretaker is not recorded in the List of Household Members (if the mother/ main guardian/ caretaker is not a member of this household), then the person who is acknowledged by the household respondent as the primary caretaker (in HL15 in the List of Household Members of the Household Questionnaire) should be the respondent to the Questionnaire for Children Under Five.

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

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

As a general rule, the respondent to any of the questionnaires must not be age less than age 15. This also applies to the mother/ guardian/ caretaker of a child under age 5; in the rare event that a mother or caretaker is less than age 15 you should identify another respondent to this questionnaire.

Finding and Re-Visiting Households

Your team leader will give you a list or tell you how to find the households to visit. You must visit all these households and should not replace these households with other households that are not selected for interviews.

If no one is at home when you go to interview the household, ask the neighbours whether anyone lives at this location. If it is occupied, ask the neighbours when the household members will return. Arrange with your team leader to go back to the location when the household members are expected to be back; for example, at the end of the day. Note such plans on your cluster control sheet and note the time you are to return to the household.

If no adult household member is at home, arrange to come back at another time. Do not interview a household member younger than age 15, a temporary caretaker of the children, such as a daytime

babysitter, and do not interview anyone who does not usually live in the household. The rule to interview a knowledgeable adult household member cannot be relaxed or violated under any circumstances.

Each household in the sample has to be visited at least three times (two re-visits) at different moments of the day before you can mark HH9 (Result of household interview) as 'No household member or no competent respondent at home at time of visit', unless otherwise instructed by your team leader. There may be cases when you learn that the household will be away for an extended period, and will definitely not return within the fieldwork period, in which case HH9 would be marked as 'Entire household absent for extended period of time'. In such cases, three visits to the household may not be necessary. However, even in such cases, the ultimate decision will have to be taken by your team leader.

If an eligible woman, man, a mother, a main guardian or a caretaker is not available for the individual interview or is not at home, ask a household member or neighbour to find out when she/he will return. Note this on the Woman's, Man's or Under-5's Information Panel, follow your team leader's instructions, and return to interview her/him at that time. Do not take responses for these questionnaires from anyone other than the eligible person her/himself.

The person to be interviewed for the Questionnaire for Children Under Five should be the mother. A person other than the mother of the child under five can be interviewed only if the mother is living elsewhere or is deceased, and therefore does not appear in the List of Household Members in the Household Questionnaire. In these cases, the person who is acknowledged by the household respondent as the main guardian or caretaker of the child in that household should be interviewed.

If the mother/main guardian/main caretaker is not available for interview or not at home, try to find out when she/he will be available and return to the household later. If the person will not be available or will not return home at a time later that day when it is feasible to interview her/him, follow the instructions of your team leader about the number of times you should attempt the interview.

If a child under five is not available, but the mother/ main guardian/main caretaker is available, you can complete the Questionnaire for Children Under Five, with the exception of the Anthropometry module, since the measurer needs the child to take his/her measurements. In such a case, complete the questionnaire with the mother/ main guardian/main caretaker, but the measurer will allow the Anthropometry module blank to be completed during the next visit. Note this and discuss with your team leader. If the child is still not available after the re-visit(s), the measurer will record the result in question AN2 as 'Child not present'. Re-visits should be planned by team leaders, if possible, to measure the heights and weights of children, when children are not present at the time of first visit to the household.

Ask your supervisor/team leader if you are in doubt about what to do when you cannot locate a household, or you cannot complete an interview. Always keep a record on the cluster control sheet of the households you visited where nobody was at home. If it is not possible to interview an eligible

woman or man, record this on the Woman's or Man's Information Panel of the respective questionnaires. If it is not possible to interview a mother, main guardian or caretaker, record this on the Under Five Child Information Panel of the Questionnaire for Children Under Five.

GENERAL CHARACTERISTICS OF MICS QUESTIONNAIRES

Character Formatting

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

SMALL CAPS	used for questions the interviewer will use to ask to respondents
<i>Italics</i>	instructions to the interviewer
Lower case letters	response category labels
<i>(italics enclosed in parentheses)</i>	words to be replaced by the interviewer, as appropriate

Skip Instructions

Skip instructions are given in the questionnaires to ensure that you do not ask irrelevant questions to a respondent. For example, in question WS9 (Water and Sanitation module, Household Questionnaire), you are required to ask whether the toilet facility is shared with members of other households. If the response is “No”, the skip instruction is to continue the interview with the next module, so that WS10 and WS11 are not asked to the respondent: these questions are only for toilets which are shared, and are designed to collect information on whether such toilets are shared with other households and how many other households use the same toilet, or whether these are public facilities.

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

Question styles

- Some ‘questions’ are in the form of filters. These are in fact not questions to be asked to respondents. They include checks that the interviewer uses to skip certain questions. Example: CL11 in the Child Labour module of the Household Questionnaire.
- Areas with light grey background indicate those questions and filters that should not be verbalized by interviewers, but should be coded, based on previous responses or observations. Example: HC3 in the Household Characteristics module of the Household Questionnaire.
- Letters are used to indicate response categories in questions where multiple responses can be accepted and coded. Example: MN17 in the Maternal and Newborn Health Module, Women’s Questionnaire.
- Numbers are used to indicate response categories in questions where only one response will

be coded. These questions constitute the majority of questions in all questionnaires.

- 'DK' is used throughout to abbreviate 'Don't Know'.
- For numeric response codes, '8', '98', '998' and '9998' are used throughout for 'DK' responses; '6', '96', '996' and '9996' are used for 'Other' responses.
- In questions where letters are used for response categories, 'X' is used for 'Other', 'Y' is used for 'None', and 'Z' is used for 'DK'.
- Some modules include "rosters", which are lists that involve the collection of information on the same subject for multiple persons or items. For example, the Education module in the Household Questionnaire is in the form of a roster, where educational level and attainment information is collected for all members of the household of age 5 or above.
- Skip instructions are provided to the right of the response categories (with the exception of rosters), normally in a skip column, and indicate the number of the question that the interviewer should skip to. For example, in question WS1 in the Water and Sanitation module of the Household Questionnaire, 11⇒WS6 appears in the skip column, indicating that if the response was "Piped into dwelling", you must circle code '11' and then move to WS6.
- Probes are used to ask further questions to the respondent, and are either indicated as "Probe:" or with a question such as "ANYTHING ELSE?"
- Prompts are used to explicitly ask about a specific item or a specific topic. For example, in the case of household assets, the respondent is not asked to simply list all household assets in the household, but rather, each of the assets the questionnaire is intended to collect is verbalized as a question, such as "ELECTRICITY?"
- There are occurrences when a word is either in bold characters or underlined. These are intended to emphasize a point, or make sure that you do not forget what the question is intended to capture. For instance, in question WS1 (Water and Sanitation Module, Household Questionnaire), the word 'main' is underlined ('MAIN') to emphasize that only the main source of drinking water should be circled.
- "Other" response codes are almost always followed by (*specify*), which indicate that once the "other" option is circled, you are expected to write the exact answer in the space provided.

HOW TO HANDLE AN INTERVIEW

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

On meeting the respondent, the first thing you should do is to introduce yourself, stating your name, the organization you are working for, the objectives of the survey, and what you want the respondent to do for you. You are advised to avoid long discussions on issues which are not related to the survey and which may consume a lot of your time.

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

Specifically, the following guidelines will help you handle interviews:

- Ensure that you understand the exact purpose of the survey and each question. This will help you to know if the responses you are receiving are adequate or relevant.
- Remember the survey schedule, and remember that you are part of a team. Do not stay and talk for too long, but do not rush the interview either.
- Ask the questions exactly as they are written. Even small changes in wording can alter the meaning of a question.
- Ask the questions in the same order as they are given on the questionnaires. Do not change the sequence of the questions.
- Ask all the questions, even if the respondent answers two questions at once. You can explain that you must ask each question individually, or say "Just so that I am sure..." or "Just to refresh my memory...", and then ask the question.
- Help your respondents feel comfortable, but make sure you do not suggest answers to your questions. For example, do not 'help' a woman remember various contraceptive methods. Those cases when you are expected to 'help' the respondent, such as probing for answers or using information to remind the respondent of dates, ages, and durations are clearly indicated on the questionnaires, and are topics that are covered during your training.

- Do not leave a question unanswered unless you have been instructed to skip it. Questions left blank are difficult to deal with later. When questionnaires arrive at the central office for editing and data entry, it may look as though you forgot to ask the question. Always write in '0' when a zero answer is given. For some questions, the code 'DK' will already be provided, and after you are sure that the respondent is unable to provide you with an answer, you will be able to circle this response. In questions where a 'DK' response is not printed on the questionnaire, you must make sure that the respondent provides an answer. In exceptional cases where this may not be possible, indicate this on the questionnaire with a note.
- Record answers immediately when the respondent gives you the responses. Never rely on writing answers in a notebook for transfer to the questionnaire later.
- Check the whole questionnaire before you leave the household to be sure it is completed correctly.
- Thank the respondent for her/his cooperation and giving you time to interview her/him. Leave the way open to future interviews (for re-visits). Avoid over-staying in the respondent's household even if he/she is very friendly and welcoming.

GENERAL POINTS

Make a good first impression

The first impression a respondent has of you is formed through your appearance. The way you dress may affect whether your interview is successful or not. Dress neatly and simply.

When first approaching the respondent, do your best to make her/him 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 greetings and then proceed with your introduction as specified on your questionnaire.

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

Gain rapport with the respondent

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

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

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

Make sure that the respondents do not confuse you with others who might be visiting households for other reasons; for instance, for selling goods.

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

Remain calm and polite at all times.

Always have a positive approach

Never adopt an apologetic manner, and never approach with such words as "Are you too busy?". Such questions will invite refusal before you start. Rather, tell the respondent "I would like to ask you a few questions".

Stress confidentiality of information collected

Always stress confidentiality of the information you obtain from the respondent. Explain to the respondent that the information you collect will remain strictly confidential and that no individual names will be used for any purposes, and that all information will be grouped together and depersonalized when writing the report. Use a language understandable by the respondent to get this message across. Never mention other interviews or read the questionnaire with other interviewers, the controller or the team leader in front of a respondent or any other person. This will automatically erode the confidence the respondent has in you.

Probe for adequate responses

You should phrase the question as it is in the questionnaire. If you realize that an answer is not consistent with other responses, then you should seek clarification through asking indirect questions or some additional questions so as to obtain a complete answer to the original question. This process is called probing. Questions, while probing, should be worded so that they are neutral and do not lead the respondent to answer in a particular direction. Ensure the meaning of the original question is not changed.

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

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

Check for consistency between the answers a respondent gives. Treat the questionnaires as tools that you are using to converse with the respondent. Try to understand and remember the responses, and if there is an inconsistency, ask the questions again. However, never point out to the respondents inconsistencies that you may have identified in a manner that may be understood as if you are testing the respondent's honesty or integrity.

Answering questions from respondent

The respondent may ask you some questions about the survey or how he/she was selected to be interviewed or how the survey is going to help her/him, before agreeing to be interviewed. Be direct and pleasant when you answer. The respondent may also be concerned about the length of the interview. Please be frank to tell him/her how long you are likely to take to administer the questionnaire.

Interview the respondent alone

The presence of a third person during the interview can prevent you from getting frank and honest answers from the respondent. It is, therefore, very important that the interviews are conducted privately and that all the questions are answered by the respondent only. This is especially important in the case of the Woman's and Men's Questionnaires, which include several topics that the respondents will consider to be "personal" or "private". If other

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

Handling hesitant respondents

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

Adopt a non-judgemental attitude

“Social desirability response bias” is a potential problem in surveys and refers to the tendency for respondents to present a favourable image of themselves to the interviewers. Sensitive questions may lead respondents to adjust their answers so as to appear politically correct or socially acceptable. Questionnaire items with strong social norms (such as adherence to religious or cultural expectations), or adopting attitudes/activities/objects that are widely considered desirable or undesirable tend to elicit “socially acceptable answers” rather than correct and honest answers. To minimise social desirability response bias it is very important to adopt a non-judgemental attitude and to not display any of your own attitudes, such as cultural or religious values, political preferences, and the like.

THE ROLE OF INTERVIEWERS

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

In case a response is not clear, you should probe further.

In general, the responsibilities of interviewers will include:

- Locating the structure and households in the sample that are assigned to them, and administering the questionnaires.
- Identifying all the eligible respondents.
- Interviewing all the eligible respondents in the households assigned to them.
- Checking completed interviews to be sure that all questions were asked.
- Making re-visits to interview respondents who could not be interviewed during the first or second visit due to various reasons.
- Ensuring that the information given is correct by keeping the respondent focused to the questions.
- Including their specific observations or notes on the last page of each questionnaire
- Preparing additional notes for the controller and the team leader on other problems or observations.
- Hand the questionnaires to the controller on time (every day or on request) for necessary check-in and take into account observations made to improve the quality of the work ;
- Assisting the measurer while performing the measurements;
- Attending all meetings or working sessions organized by the survey hierarchy.

THE HOUSEHOLD QUESTIONNAIRE

The purpose of the Household Questionnaire is to provide information on general characteristics of the population, the households and where the households live. You will use it to collect important information on a number of topics and to identify women and men who are eligible (qualified) to be interviewed for the Questionnaire for Individual Women and Individual Men and the mothers or primary caretakers of children under five who will be then be administered the Questionnaire for Children Under Five.

HOUSEHOLD INFORMATION PANEL

The Household Information Panel consists of an upper (HH1 to HH8) and a lower (HH9 to HH17) panel. The upper panel should normally be filled in before you approach the household. Your team leader will have provided the necessary information to you for filling the entire upper panel when you are assigned the household.

HH1. Cluster sequential number

Enter the cluster sequential number as instructed by your team leader.

HH2. Household number

Enter the household number as instructed by your team leader.

HH3. Interviewer's name and code

Enter your own name and identification code provided to you by your supervisor.

HH4. Controller's name and code

The controller will enter his/her name and code after checking the filled questionnaire.

HH4A. Team leader's name and code

The team leader will enter his/her name and code after checking the filled questionnaire.

HH5. Day/Month/Year of interview

Enter the date of the interview in terms of day and month, the year 2014 is pre-printed. If the interview is not completed on your first visit, the date here should be either when you have completed the Household Questionnaire or when the interview has not been conducted but there will be no more attempts to interview the household.

HH6. Area

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

HH7. Dla/Yde/Region

Circle the code for region as instructed/provided by your team leader.

HH8. Is the household selected for Questionnaire for Men?

Circle the code '1' if this household was selected for Questionnaire for Men (as instructed by your team leader); otherwise circle the code '2' You must imperatively fill this question before starting interview in the household.

After the HH1-HH8 has been filled out, begin by saying the following to the respondent:

WE ARE FROM THE NATIONAL INSTITUTE OF STATISTICS. WE ARE CONDUCTING A SURVEY ABOUT THE SITUATION OF CHILDREN, FAMILIES AND HOUSEHOLDS. I WOULD LIKE TO TALK TO YOU ABOUT THESE SUBJECTS. THE INTERVIEW WILL TAKE ABOUT 20 TO 30 MINUTES. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND ANONYMOUS IN CONFORMITY WITH THE LAW N°91/023 OF DECEMBER 16TH 1991 ON CENSUSES AND STATISTICAL SURVEYS. MAY I START NOW?

You may change the wording of these introductory sentences as appropriate. However, you must make sure to include the following when you are introducing yourself:

- The name of the implementing agency
- The topic of the survey
- Approximate duration of the interview
- The issue of confidentiality, and
- With whom you would like to speak.

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

You must complete question HH9 (Result of household interview) after the Household Questionnaire has been completed, or after all attempts have been made to interview the household.

HH9. Result of household interview

'Completed': If the Household Questionnaire is entirely completed, circle '01'.

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

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

'Refused': If the household refuses to be interviewed, circle '04'.

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

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

'Dwelling not found': If you are unable to find the dwelling even after asking people in the area whether they are familiar with the address or the name of the household head on listing forms, circle '07'. Remember that you are not looking for the household head whose name may have been provided to you. Such names will be provided as information that you will use to locate the residential unit where a household is known to be living according to the information at the time of selection of the household for the survey. Your target is to find the dwelling or location where a household is living.

'Other': If you have not been able to complete the Household Questionnaire for another reason, you should circle '96' and specify the reason in the space provided. Some examples of 'Other' codes might be: the household respondent is incapacitated (and no other knowledgeable adult household member lives in the household); the questionnaire is partly completed. The latter means that you have started the interview but after making some progress, the interview was discontinued.

You will complete questions HH10, HH11, HH12, HH13A and HH14 after the household questionnaire has been completed.

HH10. Respondent to Household Questionnaire

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

HH11. Total number of household members

Count the number of household members recorded in column HL1 of the List of Household Members and enter the total here. Normally, this is the line number of the last member recorded in the List of Household Members.

HH12. Number of women age 15-49 years

Enter the total number of women age 15-49; these are women eligible for interview with the Questionnaire for Individual Women. This should be calculated as the total number of circled line numbers in HL7.

HH13A. Number of men age 15-59 years

If this household was selected for Questionnaire for Men (if you have circled '1' for HH8), enter the total number of men age 15-59; these are men eligible for interview with the Questionnaire for Individual Men. This should be calculated as the total number of circled line numbers in HL7A.

HH14. Number of children under age 5

Enter the total number of children under five eligible for interview with the Questionnaire for Children Under Five. This should be calculated as the total number of circled line numbers in column HL7B. You will be using the Questionnaire for Children Under Five to interview the mothers or primary caretakers of these children.

You will complete questions HH13, HH13B, and HH15 after all the questionnaires for the household have been completed.

HH13. Number of woman's questionnaires completed

Enter the number of the completed Questionnaires for Individual Woman here.

HH13B. Number of man's questionnaires completed

If this household was selected for Man's Questionnaire, enter the number of the completed Questionnaires for Individual Man here. If the household was not selected for conducting interviews with men, HH13B should be left blank.

HH15. Number of under-5 questionnaires completed

Enter the number of the completed Questionnaires for Children Under Five here.

Assuming that all interviews for the household have been successfully completed (results of the interviews are 'completed' in WM7, MWM7 and UF9), the numbers in HH13, HH13B and HH15 should be equal to the total number of eligible women (HH12), eligible men (HH13A) and children under five (HH14), respectively. Since the maximum number of women interviewed for the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH13B and HH13A as well as HH15 and HH14.

HH16. Data entry controller's name and code

Leave this space blank. The information on the data entry controller will be filled later on during data entry.

HH17. Data entry clerk's name and code

Leave this space blank. The data entry clerk will enter his/her name and code at the given time.

HH18. Record the time

Record the time of the day you start the household interview using the 24-hour system. For example, if the time is 4 minutes past 4 o'clock in the afternoon, record 16 for 'Hour' and '4' for 'Minutes'.

If the hour or minutes are less than 10, put a zero in front of the hour or minute. Avoid rounding the minutes and write the exact minutes as you see on your watch.

LIST OF HOUSEHOLD MEMBERS

A household is a set composed of one or more persons, related or not, living in one or more lodgings of the same compound, taking most often their meals together and pooling all or part of their resources to meet current or basic needs. These persons recognize the authority of a single person called the head of household (HH).

This concept is not to be mixed up with that of the family. Indeed, all members of a family have a relationship and might not live in the same compound, which is not the case for members of a household

Collective households are not considered in this survey. Some of which include:

- Members of a religious community living in convents or monasteries,
- Pupils and students living in boarding schools, prisoners, etc.,
- Workers lodged in a hostel,
- Patients or pensioners of a care facility for a period exceeding six months (leper house, rehabilitation centres, retirement homes , etc. .).

Four basic criteria for determining whether or not we are in the presence of a household:

1. The criterion of common residence (hut, house, apartment, compound or sare, etc.).
2. The criterion of meals generally taken together, most often in the evening.
3. The criterion of resources partially or totally common. The expenses made with part or all of the resources contributed by a member benefit to some extent to all individuals of the household.
4. The criterion of the recognition of the authority of the household head. This recognition is often tacit and in case of doubt, you can consider the age discriminate, by taking the eldest person as the household head.

The separate consideration of one or two criteria is not sufficient to define the contours of a household. The cases below illustrate some situations:

- A tenant living in the same compound with his/her landlord but independently, is not part of the household of the later. Even if such a tenant is occasionally invited to share some meals in the landlord's household or regularly takes meals in the later's household for a more or less given charge.
- On the contrary, a son living in a separate hut but in the same compound with his parents and share with them their meals and uses a part of his income for expenses that are beneficial to everyone (food, education of younger brothers, house maintenance, etc.) is part of the household of his parents.
- An indigent (widower, disabled, unemployed, etc.) invited more or less regularly to share the household's meals (or a neighbour to whom part of the prepared food is sent to) is not part of the household. This neighbour is rather helped by the household; he/she is not at the dependence of the household.
- A husband gone for more than 6 months to work abroad is no longer a member of the household. This is also the case for children who left the household to go for studies for a

period greater than or equal 6 months.

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

One should make a distinction between a family and a household. The first reflects blood descent and marriage. The second is used in this survey to identify an economic/social unit. You must be conscious and use the criteria provided on household membership to determine which individuals make a particular household.

Note that the List of Household Members includes **HL1. Line number**. This is the number used to identify each person listed. You must obtain a complete list of all persons who usually live in the household, but you do not need to fill in or do anything in this column since the numbers are already provided. This is a very important number: Once household members are assigned these line numbers after the List of Household Members is completed, all members are identified with these line numbers throughout the questionnaires administered in this household.

You should begin by saying:

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

Note that this introduction to the module excludes persons who do not usually live in the household, that is to say persons present in the household, and who spent at least one night before your visit, but whose total duration of stay will not reach six months. These persons to be excluded are at times called visitors.

A person usually lives in the household if he/she resides there since at least 6 months or less than 6 months, but with the intention of staying at least 6 months (movement, marriage, etc..)

List the head of the household in line 01. List all household members (HL2), their relationship to the household head (HL3), and their sex (HL4). Then ask:

ARE THERE ANY OTHERS WHO LIVE HERE, EVEN IF THEY ARE NOT AT HOME NOW?

If yes, complete the listing for questions HL2-HL4. Then, ask questions starting with HL5 for each person at a time.

A household head is a usual resident member of the household acknowledged by the other members of the household as the household head. This person may be acknowledged as the head on the basis of age (older), sex (generally, but not necessarily, male), economic status (main provider), or some other reason. It is up to the respondents to define who heads the household. You are not required to assess who the household head is most likely to be, or whether the person stated as the household head has the relevant characteristics to be the household head.

If you interview a household that has more than 15 members, mark the box following line 15. Take a fresh Household Questionnaire, fill in all the information on the cover page (HH1 to HH8), and write "CONTINUATION" on the top. Then on the second Household Questionnaire (in HL1) change line number 01 to 16 and if necessary, change line number 02 to 17 and so on. Then write the information for these household members. Return to the primary Household Questionnaire to complete the interview. Also write 'SEE CONTINUATION' across the top of the cover sheet of the primary questionnaire. Once you complete the Household Questionnaire keep the continuation questionnaire inside the primary one so that they remain together.

The List of Household Members will be completed in two stages: First, names (HL2), relationship codes (HL3) and sex (HL4) of all household members are recorded until all household members are included in the list. When the respondent is asked to provide the names of persons living in the household, their relationship to the head of the household and their sex is naturally mentioned during the course of listing the names. For this reason, the list is completed vertically for HL2, HL3 and HL4 during the first stage. Then, questions from HL5 to HL15 are asked for each person before moving to the next person.

HL2. Name

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

Also note that the names of household members will never be used for analysis purposes. However, recording the names of all household members is important since you will be using these names to address the questions. You do not need to print the full name of each individual. Record the name in a way that will help you and respondents identify each member uniquely.

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

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

Ask the following question to the respondent: "Who is (name) to you? " if the household head is the respondent or " Who is (name) to the household head? " if the respondent to that question is any other person different from the household head.

If the head of the household is married to a woman who has a child from a previous marriage, that child's relationship to the head of the household should be coded as '13' ('Adopted/foster/stepchild'). If the household member listed is not related to any of the household members but is a servant living in the household, this should be coded as '14'. If a household member is not related to the head of household, such as a friend who lives with the household, enter '96' ('Other - Not related'). Enter '98' if the respondent doesn't know the relationship of a household member to the head of household.

If a household head lives in the household with his great-grandchildren, they will be coded 12 'other relative. Nephews of the spouse of the household head, if household members, will equally be coded 12 'other relative'.

HL4. IS (name) MALE OR FEMALE?

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

Once you have a complete list of names, relationship codes and sex, move across this page to ask and record answers to questions about individual persons starting from HL5. Start with the household head on line 01. When you have finished asking all questions HL5 to HL15 for the person on line 01, continue to the person listed on line 02, until you have completed HL5 to HL15 for all household members

The bold line around questions HL1, HL2, HL3 and HL4 is intended to emphasize that the information here should be completed vertically, before moving on to complete the listing horizontally, separately for each person, from HL5 to HL15.

HL5. WHAT IS (name)'S DATE OF BIRTH?

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

HL6. How OLD IS (name)?

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

If the respondent gives (Name)'s year of birth without specifying the day or the month, ask if (Name) has already celebrated his/her birthday in 2014. If that is the case, (Name's) age equals (2014 - Year of Birth) . Otherwise, (Name's) age equals (2014 - Year of birth - 1).

For old persons who do not know their ages , ask them questions based on certain events, such as their age at the birth of their first child , their age at first marriage , at independence, etc. Proceed as follows: "How old were you at the birth of your first child? " or " How old were you at your first marriage or your marriage if the respondent got married only once. "

Table 1 on the following page will help you calculate ages from birth years. In the first column, you have birth years without the birthday being celebrated in 2014, whereas in the second column, the birthday has already been celebrated in 2014. The third column shows the current age of the person.

Example: The respondent declares that he/she was born in 1965; ask him/her if he/she has already celebrated his/her birthday in 2014.

- If yes, his/her age equals (2014 - 1965 = 49) or you could also read 1965 in column 2 (birthday already celebrated in 2014) and enter the corresponding age in column 3 (current age). This age equals 49 years
- If no, his/her age equals (2014 - 1965 - 1 = 48) or you could also read 1965 in column 1 (birthday not yet celebrated in 2014) and enter the corresponding age in column 3 (current age). This age is 48 years.

Enter 95 for persons aged 95 years or more, and 98 for DK.

This column should never be left blank. Age is an important variable for the selection of eligible persons for the individual questionnaires.

Table 1 : Age-Year of birth Coherence

Year of birth			Current age	Year of birth			Current age
Birthday not yet celebrated in 2014 (Column 1)	Birthday already celebrated in 2014 (Column 2)		(Column 3)	Birthday not yet celebrated in 2014 (Column 1)	Birthday already celebrated in 2014 (Column 2)		(Column 3)
Doesn't know				Doesn't know			
2014	-		0	1965	1966		48
2013	2014		0	1964	1965		49

2012	2013	1	1963	1964	50
2011	2012	2	1962	1963	51
2010	2011	3	1961	1962	52
2009	2010	4	1960	1961	53
2008	2009	5	1959	1960	54
2007	2008	6	1958	1959	55
2006	2007	7	1957	1958	56
2005	2006	8	1956	1957	57
2004	2005	9	1955	1956	58
2003	2004	10	1954	1955	59
2002	2003	11	1953	1954	60
2001	2002	12	1952	1953	61
2000	2001	13	1951	1952	62
1999	2000	14	1950	1951	63
1998	1999	15	1949	1950	64
1997	1998	16	1948	1949	65
1996	1997	17	1947	1948	66
1995	1996	18	1946	1947	67
1994	1995	19	1945	1946	68
1993	1994	20	1944	1945	69
1992	1993	21	1943	1944	70
1991	1992	22	1942	1943	71
1990	1991	23	1941	1942	72
1989	1990	24	1940	1941	73
1988	1989	25	1939	1940	74
1987	1988	26	1938	1939	75
1986	1987	27	1937	1938	76
1985	1986	28	1936	1937	77
1984	1985	29	1935	1936	78
1983	1984	30	1934	1935	79
1982	1983	31	1933	1934	80
1981	1982	32	1932	1933	81
1980	1981	33	1931	1932	82
1979	1980	34	1930	1931	83
1978	1979	35	1929	1930	84
1977	1978	36	1928	1929	85
1976	1977	37	1927	1928	86
1975	1976	38	1926	1927	87
1974	1975	39	1925	1926	88
1973	1974	40	1924	1925	89
1972	1973	41	1923	1924	90
1971	1972	42	1922	1923	91
1970	1971	43	1921	1922	92
1969	1970	44	1920	1921	93
1968	1969	45	1919	1920	94
1967	1968	46	1918	1919	95
1966	1967	47			

HL6A. DID (NAME) SLEEP HERE LAST NIGHT?

For the case of persons who work in the night (watch nights, nurses etc.), if they spent the previous night in their work place, consider that they spent the night in their households.

Questions HL7, HL7A and HL7B concern eligibility information.

HL7. Circle line number if woman age 15-49.

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

HL7A. Circle line number if man age 15-59 and the household is selected for Questionnaire for Men.

Circle the line number already printed in this column if the household member is a man 15-59 years of age (this includes those age 15 and age 59) and if the household is selected for Man's Questionnaire (HH8='1'). You will not ask this question to the respondent.

HL7B. Circle line number if age 0-4.

Circle the line number already printed in this column if the household member is a child age 0-4 (this includes children age 4). You will not ask this question to the respondent.

For children age 0-17 years (ask HL11-HL14A):

For all children under age 18, we want to know whether their own (natural) parents are recorded in the List of Household Members, their survival status and their whereabouts. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 and older, HL11-HL14A will be left blank.

HL11. Is (name)'s NATURAL MOTHER ALIVE?

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

Record whether or not the child's natural mother is still alive by circling the code corresponding to the response given. If the child's natural mother is not alive or if the respondent does not know, skip to HL13. Otherwise, continue to the question in the next column.

HL12. DOES (name)'s NATURAL MOTHER LIVE IN THIS HOUSEHOLD?

If the natural mother is still alive, we want to know whether she lives in the household. If the mother does live in the household, ask who she is (she must be recorded in the List of Household Members if she lives in the household) and record her line number in the space provided and move to HL13. If the mother is not a member of the household (not recorded in the List of Household Members), record '00'.

HL12A. Where DOES (name)'s NATURAL MOTHER LIVE?

This question is asked only for those children whose mothers are alive but not living in the interviewed household (recorded '00' in HL12). Circle '1' if the natural mother is living in this country but in another household and circle '2' if she is living in an institution in this country

(such as nursing home, hospital or prison). If the mother is living abroad, circle '3 regardless of whether she is living in a household or an institution.

HL13. IS *(name)*'S NATURAL FATHER ALIVE?

Same instructions as in HL11.

Record whether or not the child's natural father is still alive by circling the code corresponding to the response given. If the child's natural father is not alive or if the respondent does not know, skip to HL15. Otherwise, continue with the question in the next column.

HL14. DOES *(name)*'S NATURAL FATHER LIVE IN THIS HOUSEHOLD?

Same instructions as in HL12.

HL14A. WHERE DOES *(name)*'S NATURAL FATHER LIVE?

Same instructions as in HL12A.

HL15. For children age 0-14: WHO IS THE MAIN GUARDIAN/ CARETAKER OF *(name)*?

If the household member is a child age 0-14 years (this includes those age 14), you will record the line number of his/her 'mother or primary caretaker' (age 15 or above) in this column.

If the child is living with his/her mother in the same household, you will copy the line number from HL12, and will not need to ask this question. If HL12 is blank or '00', then you will ask this question to establish the primary caretaker of the child. This person should be a member of the household.

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

The Questionnaire for Children Under Five should be administered to mothers of children under 5 years of age who are residing in the household. If the mother is not recorded in the List of Household Members (because she is living elsewhere or deceased), the person you will identify as the primary caretaker with this question will be the respondent to the Questionnaire for Children Under Five.

When you have completed the recording of all household members and all questions in the List of Household Members, probe one more time to see if there are any other household members you have not included in the list. If there is any, insert the name of the member and complete the form.

When you have completed the List of Household Members for all household members, prepare the individual questionnaires for this household:

- For each woman age 15-49 years (whose line numbers are circled in HL7), write her name and line number in the spaces provided (WM3 and WM4) at the top of the Questionnaire for

Individual Women and copy the information in HH1 and HH2 to the appropriate spaces provided in WM1 and WM2.

- For each man age 15-59 years (whose line numbers are circled in HL7A), write his name and line number in the spaces provided (MWM3 and MWM4) at the top of the Questionnaire for Individual Men and copy the information in HH1 and HH2 to the appropriate spaces provided in MWM1 and MWM2.
- For each child under age five (whose line numbers are circled in HL7B), write his/her name and line number (UF3-UF4) and the name and line number of his/her mother or caretaker (whose line number is written in HL15 corresponding to the line number of this child) in the spaces provided (UF5-UF6) at the top of the cover page of the Questionnaire for Children Under Five. Copy the information in HH1 and HH2 to the appropriate spaces provided in UF1 and UF2.

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

EDUCATION MODULE

The structure of this module is similar to that of the List of Household Members. Information should be collected horizontally in this module. To prepare the module for administration, first, start by copying to ED2 the names and ages of all household members in the List of Household Members.

Then, complete all education questions for each eligible person (age 5 and above), before you move on to the next person.

ED1. *Line number:*

This is the number assigned to each person on the List of Household Members. You do not need to fill in or do anything in this column since the numbers are already provided.

ED2. *Name and age:*

Copy the names and ages of each person from the List of Household Members (HL2 and HL6) to their corresponding line numbers.

For household members age 5 and above:

For each household member age 5 and above ask ED3, ED4A and ED4B. These questions focus on school attendance at a given moment for all household members age 5 and older and on their level of education attended. Note that if children younger than five are attending school or preschool, this information will be recorded in the Questionnaire for Children Under Five.

ED3. HAS (*name*) EVER ATTENDED SCHOOL OR PRESCHOOL?

Circle '1' if the answer is 'Yes' and continue with question ED4A. If the answer is 'No', circle '2' and go to the household member on the next line. The rest of the questions are not applicable for this person.

The term 'school' includes primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the formal school system. It also includes technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work, as long as these schools are part of the formal school system.

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

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

ED4A. WHAT IS THE HIGHEST LEVEL OF SCHOOL (*name*) HAS ATTENDED?

If the person has ever been to school, record the highest level of schooling attended by circling the code for the response. You may need to probe for the type of school attended. Circle '8' if the respondent 'Doesn't know'. If the highest level of school the child has attended is preschool (ED4A='0'), skip to ED5.

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

ED4B. WHAT IS THE HIGHEST GRADE (*name*) COMPLETED AT THIS LEVEL?

Enter the highest grade completed at this level or '98' for 'DK' ('Doesn't know'). If the first grade of the level x is not completed, enter 'x0'. For instance, if a person has attended primary school but did not complete the first grade, then the level for this person will be circled as '1' in ED4A, and the grade will be entered as '10' in ED4B.

Similarly, for a child who is attending class 5 in primary school at the time of the interview, the level will be coded as '1' and the grade as '14', since this person has only completed class 4.

Note that if the level of schooling is given as preschool in ED4A, the grade should be left blank.

For household members age 5-24 years:

For each household member 5-24 years of age (this includes those age 5 and age 24), ask questions ED5-ED8, which inquire about school attendance.

Questions from ED5 to ED8 refer to current and recent school attendance. You will need to be careful in asking these questions, depending on when you are conducting the interview – whether schools are open or on holiday. The objective of these questions is to capture the school attendance of household members in two consecutive school years. In the explanations below, information is provided on how this can be tackled.

ED5. DURING THE CURRENT SCHOOL YEAR, THAT IS 2013-2014, DID (*name*) ATTEND SCHOOL OR PRESCHOOL AT ANY TIME?

Circle the code corresponding to the answer given. If the response is 'Yes', continue to the next question. If 'No', skip to ED7.

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

Circle the code for the level of school, and enter the household member's current grade. Circle '8' for 'DK' ('Doesn't know'). Enter the grade attended using the codes at the end of the questionnaire. If a child is in preschool or kindergarten, leave grade blank, and skip to ED7.

If the interview is conducted during the time between two school years, the question should refer to the school year that has ended, and you should use 'THAT' and 'WAS' in the question. If the interview is conducted during the school year, the question should refer to the current school year. Note that these questions should capture children who may have been attending at the beginning of the school year, but have dropped out since then. If necessary, past tense could be used to make sure that you obtain information on the level and grade of children who may have dropped out from school during the course of the school year.

Questions ED5 and ED6 collect information on the school attendance of household members age 5-24 during the current school year (if the interview is conducted when schools are open) or the last school year that has ended (if the interview is conducted between school years). Questions ED7 and ED8 collect information on the school attendance of household members age 5-24 during the school year that preceded the school year concerned in ED5 and ED6, termed as 'previous school year' below.

ED7. DURING THE PREVIOUS SCHOOL YEAR, THAT IS 2012-2013, DID *(name)* ATTEND SCHOOL OR PRESCHOOL AT ANY TIME?

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

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

Circle the code for the level of school attended and fill in the grade or circle '8' if the respondent doesn't know the level and/or '98' if the respondent doesn't know the grade. If the household member was in preschool or kindergarten, and grades are not used; leave grade blank, and go to next line.

If you interview a household that has more than 15 members you should have a second Household Questionnaire for this household where the cover page (HH1 to HH8) information is completed, "CONTINUATION" is written on the top and the information of additional member(s) have been entered in the List of Household Members. Now (in ED1) change line number 01 to 16 and if necessary, change line number 02 to 17 and so on. Then ask the questions in Education module and write the information for these household members. Return to the primary Household

Questionnaire to complete the interview. Remember that once you complete the Household Questionnaire you should keep the continuation questionnaire inside the primary one so that they remain together.

SELECTION OF ONE CHILD FOR CHILD LABOUR/CHILD DISCIPLINE

This module is used to list all children age 1-17 years eligible for Child Labour and/or Child Discipline modules. You will review the List of Household Members and record each of the children age 1-17 years (including children age 1 and age 17) in SL2A in order according to their line number (HL1). You should not include other household members outside of the age range of 1-17 years. Then you will use the table in SL8 to select one child randomly.

This module has a unique structure and approach. You will complete the whole module yourself, and will not need to ask any questions. This module helps you select one child age 1-17 years randomly and collect information on this child in the next two modules, depending on the selected child's age. If the selected child is age 1-4, only the Child Discipline module will be administered. If the selected child is age 15-17, only the Child Labour module will be administered. If the child is 5-14 years of age, then both the Child Labour and Child Discipline modules will be administered.

It is critical that you follow the instructions and perform the random selection perfectly. Random selection means that the selection is unbiased. If children have been selected randomly by all interviewers in the whole survey, the selected children will be representative of all children, including those who have not been selected.

SL1. Check HL6 in the List of Household Members and write the total number of children age 1-17 years

Count the number of children age 1-17 years from HL6 in the List of Household Members and write the total number here.

SL2. Check the number of children age 1-17 years in SL1

If there are no children age 1-17 years in the household, tick the corresponding box and go to Household Characteristics module. If there is only one child, go to SL9, record the rank number as '1' and enter the child's line number, name and age. This means that since there is only one child age 1-17 in the household, random selection will not need to be carried out.

If there are two or more children, continue with SL2A, to perform random selection.

SL2A. List each of the children age 1-17 years below in the order they appear in the List of Household Members. Do not include other household members outside of the age range 1-17 years. Record the line number, name, sex, and age for each child.

SL3. Rank number

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

SL4. Line number from HL1

This is the number used to identify each child from the List of Household Members who is eligible for this module. Go to the List of Household Members and record below each of the children age 1-17 years (including those age 1 and those age 17) in the same order of their line numbers (HL1). Do not include other household members outside of the age range of 1 to 17 years.

Note that once you have entered the name of a household member here, you automatically assign a rank number to this person (SL3).

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

SL5. Name from HL2

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

SL6. Sex from HL4

Record the eligible child's sex from HL4.

SL7. Age from HL6

Record the eligible child's age from HL6.

SL8. Check the last digit of the household number (HH2) from the cover page. This is the number of the row you should go to in the table below.

Check the total number of children age 1-17 years in SL1 above. This is the number of the column you should go to in the table below.

Find the box where the row and the column meet and circle the number that appears in the box. This is the rank number (SL3) of the selected child.

The instructions provided in this question should be self-explanatory. Proper use of the table here leads to an unbiased selection of one child from all those recorded in SL2A.

Note that if there are more than 8 children age 1-17 in the household, then you should be using the column '8+' in this table and perform the selection accordingly.

SL9. Record the rank number (SL3), line number (SL4), name (SL5) and age (SL7) of the selected child

CHILD LABOUR MODULE

This module is to be completed for the randomly selected child living in the household age 5 through 17 years (this includes those age 5 and age 17).

CL1. Check selected child's age from SL9:

If the child is age 1-4 years, check the corresponding box and go to the next module. If the child is age 5-17 years continue with CL2.

Beware that in rare circumstances the selected child for this module could be the respondent himself/herself or the respondent's spouse/partner whose age is less than 18. This may require you to rephrase some of the questions to adapt to the specific conditions (i.e. rather than using the term 'children' you may want to refer to respondent's name or his/her partner's name).

CL2. NOW I WOULD LIKE TO ASK ABOUT ANY WORK CHILDREN IN THIS HOUSEHOLD MAY DO. SINCE LAST (*day of the week*), DID (*name*) DO ANY OF THE FOLLOWING ACTIVITIES, EVEN FOR ONLY ONE HOUR?

Make sure the respondent understands what you mean by "since last (day of the week)" – specify the name of today's weekday. For instance, if you are interviewing the respondent on a Thursday, you should start asking the question by saying "Since last Thursday, did (name)...."

Ask the following questions exactly as they appear on your questionnaire:

[A] DID (*name*) DO ANY WORK OR HELP ON HIS/HER OWN OR THE HOUSEHOLD'S PLOT/FARM/FOOD GARDEN OR LOOKED AFTER ANIMALS? FOR EXAMPLE, GROWING FARM PRODUCE, HARVESTING, OR FEEDING, GRAZING, MILKING ANIMALS?

[B] DID (*name*) HELP IN FAMILY BUSINESS OR RELATIVE'S BUSINESS WITH OR WITHOUT PAY, OR RUN HIS/HER OWN BUSINESS?

[C] DID (*name*) PRODUCE OR SELL ARTICLES, HANDICRAFTS, CLOTHES, FOOD OR AGRICULTURAL PRODUCTS?

[D] SINCE LAST (*day of the week*), DID (*name*) ENGAGE IN ANY OTHER ACTIVITY IN RETURN FOR INCOME IN CASH OR IN KIND, EVEN FOR ONLY ONE HOUR?

*If "No", Probe: PLEASE INCLUDE ANY ACTIVITY (*name*) PERFORMED AS A REGULAR OR CASUAL EMPLOYEE, SELF-EMPLOYED OR EMPLOYER; OR AS AN UNPAID FAMILY WORKER HELPING OUT IN HOUSEHOLD BUSINESS OR FARM.*

With these questions, we are trying to find out whether the child has been involved, during the past one week period, in the production and/or distribution of goods and services. Question [A] refers to a series of activities related to agriculture, that the child may have worked on or helped with. The plot, farm, or food garden, or the animals that the child

may have looked after may belong to the child, or the household. Question [B] refers to a series of activities related to other types of family business, business that the child may own, or those owned by relatives, that the child may have worked with or without payment. For example, a child working in his father's shop would be covered here. Question [C] refers to producing or selling various types of products, such as articles, handicrafts, clothes, food or agricultural products. This type of activity may be performed anywhere, at the market, in a shop or in the street. For example, a child selling fruits at the market would be covered by this question.

Question [D] is intended to capture all other activities for the production and/or distribution of goods and services that are not covered in the previous three questions. Please note that activities such as cleaning or cooking for the household are not meant to be captured here but in question CL10.

All the activities listed in Questions [A] to [D] count as economic activities for the calculation of the child labour indicator.

CL3. Check CL2A-CL2D

If there is at least one 'Yes' check the corresponding box and continue with CL4. If all the answers are 'No' go to CL8.

CL4. SINCE LAST (*day of the week*), ABOUT HOW MANY HOURS DID (*name*) ENGAGE IN THIS ACTIVITY/THESE ACTIVITIES, IN TOTAL?

Record the estimated number of hours that the child spent doing work in the past one week and continue with CL5. If the child works more than one activity covered in question CL2, include the total hours spent in all activities. If necessary, probe to estimate the number of hours. For example, if the respondent says that the child milks animals every day, probe to understand how much time it takes for the child on the average to milk the animals each day. Then convert this information into total number of hours in a week, if indeed the child does this all days of the week.

If less than one hour, record "00".

In case of several activities, list as observations in the questionnaire the activities concerned at CL2, specify for each, the corresponding duration and evaluate the total duration.

CL4A. DOES (NAME) CARRY OUT THIS (THESE) ACTIVITIES IN THE DAY ONLY, IN THE NIGHT ONLY, OR DAY AND NIGHT?

For the activities listed in CL2, circle code '1' if the child performs them only in the day, code '2' if the child performs them only in the night and code '3' if the child performs them both in the day and in the night.

Note: The day time refers to the period from day light to nightfall.

CL5. DOES THE ACTIVITY/DO THESE ACTIVITIES REQUIRE CARRYING HEAVY LOADS?

Circle '1' if 'Yes', and skip to CL8. If 'No', circle '2' and continue to the next question. Children may be involved in carrying heavy loads while working on the farm or in agricultural work.

In this question, it is important to get the perception of the respondent about this child carrying loads that are heavy for him/her, since we are unable to establish the weight of heavy loads precisely.

CL6. DOES THE ACTIVITY/DO THESE ACTIVITIES REQUIRE WORKING WITH DANGEROUS TOOLS (KNIVES ETC.) OR OPERATING HEAVY MACHINERY?

Circle '1' if 'Yes', and skip to CL8. If 'No', circle '2' and continue to the next question. As above, the perception of the respondent is important.

CL7. HOW WOULD YOU DESCRIBE THE WORK ENVIRONMENT OF (name)?

- [A] IS (NAME) EXPOSED TO DUST, FUMES OR GAS?
- [B] IS (NAME) EXPOSED TO EXTREME COLD, HEAT OR HUMIDITY?
- [C] IS (NAME) EXPOSED TO LOUD NOISE OR VIBRATION?
- [D] IS (NAME) REQUIRED TO WORK AT HEIGHTS?
- [E] IS (NAME) REQUIRED TO WORK WITH CHEMICALS (PESTICIDES, GLUES, ETC.) OR EXPLOSIVES?
- [F] IS (NAME) EXPOSED TO OTHER THINGS, PROCESSES OR CONDITIONS BAD FOR (NAME)'S HEALTH OR SAFETY?

CL7 and the sub-questions from A to F are intended to establish whether the child is exposed to dangerous environments while engaged in economic activities. Note that upon an affirmative response for any of the sub-questions, you will skip to question CL8.

CL8. SINCE LAST (day of the week), DID (name) FETCH WATER OR COLLECT FIREWOOD FOR HOUSEHOLD USE?

This question is intended to capture two typical activities children usually get involved with – fetching water and collecting firewood. Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to CL10.

CL9. IN TOTAL, HOW MANY HOURS DID (name) SPEND ON FETCHING WATER OR COLLECTING FIREWOOD FOR HOUSEHOLD USE, SINCE LAST (day of the week)?

Insert the estimated number of hours that the child spent during the last one week fetching water or collecting firewood. This duration covers the time the child leaves the house to go and fetch water up to the time he/she comes back.

If necessary, probe to estimate the number of hours. For example, if the respondent says that the child goes to fetch water every day, probe to understand how much time it takes for the child on the average to go and fetch water each day. Then convert this information into number of hours in a week, if indeed the child does this all days of the week.

If less than one hour, record “00”.

CL10. SINCE LAST (DAY OF THE WEEK), DID (NAME) DO ANY OF THE FOLLOWING FOR THIS HOUSEHOLD?

This question is intended to capture whether the child has done any of the household activities listed with the sub-questions. Ironing clothes, teaching children at home are some examples of other domestic works.

Circle ‘1’ if ‘Yes’, and circle ‘2’ if ‘No’ and continue with next sub-question.

[A] SHOPPING FOR HOUSEHOLD?

[B] REPAIR ANY HOUSEHOLD EQUIPMENT?

[C] COOKING OR CLEANING UTENSILS OR THE HOUSE?

[D] WASHING CLOTHES?

[E] CARING FOR CHILDREN?

[F] CARING FOR THE OLD OR SICK?

[G] OTHER HOUSEHOLD TASKS?

CL11. Check CL10, A to G

If there is at least one ‘Yes’ check the corresponding box and continue with CL12. If all the answers are ‘No’ go to next module.

CL12. SINCE LAST (*day of the week*), ABOUT HOW MANY HOURS DID (*name*) ENGAGE IN THIS ACTIVITY/THESE ACTIVITIES, IN TOTAL?

Record the estimated number of hours the child spent performing the household activities listed in CL10 in the last one week, and continue with the next module. Again, probe if necessary to come up with a good estimate of the total number of hours spent in a week. If several domestic activities were carried out by the child at CL10, specify the corresponding duration for each of the activities and proceed with calculation of the total duration.

If less than one hour, record “00”.

CHILD DISCIPLINE MODULE

The purpose of this module is to obtain information on the disciplinary methods used with children age 1-14 years by adults living in the same household. The module aims to elicit a range of disciplinary practices, from non-violent approaches to psychological aggression to moderate and severe forms of physical punishment.

The questions included are specially designed to measure some common ways in which parents discipline their children. These questions are not intended to cover ALL practices that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way – do not let your voice reflect approval or disapproval of the various discipline methods mentioned. The respondent must feel re-assured to speak with you on these topics. If necessary, you can once more reassure him/her that the information you are collecting will remain confidential and that he/she is not running a risk in giving them out.

Beware that in rare circumstances the selected child for this module could be the respondent's spouse/partner whose age is less than 15. Even though the module is designed to collect information on the disciplinary methods used with children, this is a unique situation where the selected member is married despite her young age. Under this condition, you may need to rephrase all of the questions to adapt to this specific case.

CD1. Check selected child's age from SL9:

If the child is age 1-14 years, tick the corresponding box and continue with CD2. If the child is age 15-17 years go to next module.

CD2. Write the line number and name of the child from SL9

Record the line number and name of the selected child and use this child's name in the following questions, where indicated.

CD3. ADULTS USE CERTAIN WAYS TO TEACH CHILDREN THE RIGHT BEHAVIOUR OR TO ADDRESS A BEHAVIOUR PROBLEM. I WILL READ VARIOUS METHODS THAT ARE USED. PLEASE TELL ME IF YOU OR ANYONE ELSE IN YOUR HOUSEHOLD HAS USED THIS METHOD WITH *(name)* IN THE PAST MONTH.

First, start with the introductory sentence and then ask the questions [A] to [K]. It is important to mention that we are interested in knowing only about what may have occurred during the past month – the one month preceding the survey and only in relation to this child.

When asking the questions, remind the respondent, from time to time, that you are asking about the last one month, and that you are interested if she/he or anyone else in the household has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all questions. If the respondent says 'Don't know' and does not change his/her response after

probing, this could be recorded as 'No' considering the absence of a clear reporting otherwise.

All methods can be used alone, or in combination with other disciplinary measures. It is important to remember that we are trying to capture disciplinary methods used by all adult household members, not just the respondent.

If the selected child was away from the household/household members during the past month, then you will need to circle '2' for 'No' in all sub-questions from [A] to [K].

[A] TOOK AWAY PRIVILEGES, FORBADE SOMETHING (name) LIKED OR DID NOT ALLOW HIM/HER TO LEAVE HOUSE.

'Privileges' means a right or a benefit that is not available to everyone or not granted on a regular basis. If you must explain what this question means, first try by asking each prompting question separately. If you need to give examples, try to phrase these questions appropriately for the child's age. "DID YOU (OR SOMEONE ELSE IN THE HOUSEHOLD) FORBID (NAME) FROM LEAVING THE HOUSE OR FROM GOING OUTSIDE FOR A TIME? DID YOU (OR SOMEONE ELSE IN THE HOUSEHOLD) PROHIBIT (NAME) FROM DOING SOMETHING HE/SHE USUALLY DOES, SUCH AS PLAYING WITH FRIENDS OR WATCHING TV?" For a young child, you might include such things as 'forbidding him/her to have sweets', etc.

[B] EXPLAINED WHY (NAME)'S BEHAVIOUR WAS WRONG.

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

[C] SHOOK HIM/HER.

Some parents/caretakers may shake (pick the child up or take him/her by the shoulders or other part of the body) and shake the child back and forth more than once. This is a method some parents may use to punish a child for bad behaviour, particularly with young children.

[D] SHOUTED, YELLED AT OR SCREAMED AT HIM/HER.

Parents/caretakers may raise their voice when children do something they consider wrong or speak to them in a firm manner. This type of behaviours can be common among parents/caregivers and may not always qualify as abusive. This question is not intended to capture mild forms of verbal discipline but rather to capture a parent expressing anger or disapproval towards a child in a harsh manner.

[E] GAVE HIM/HER SOMETHING ELSE TO DO.

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

[F] SPANKED, HIT OR SLAPPED HIM/HER ON THE BOTTOM WITH BARE HAND.

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

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

Hitting a child with a hard object is a more severe form of physical punishment used by some parents/caretakers. It is considered more severe than spanking because more force can be exerted with a hard object than a bare hand. Remember, you are asking if the method of punishment was used with this child during the last one month.

[H] CALLED HIM/HER DUMB, LAZY, OR ANOTHER NAME LIKE THAT.

Some parents/caretakers may react to child's perceived misbehaviours by using offensive or derogatory language.

[I] HIT OR SLAPPED HIM/HER ON THE FACE, HEAD OR EARS.

This asks if anyone in the household slapped the child on the head or in the face, or on one or both ears. As before, slapping or hitting refers to an action carried out with a bare hand. (All questions using these terms refer to use of a bare hand, unless another object is explicitly mentioned.)

[J] HIT OR SLAPPED HIM/HER ON THE HAND, ARM, OR LEG.

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

[K] BEAT HIM/HER UP, THAT IS HIT HIM/HER OVER AND OVER AS HARD AS ONE COULD.

This item covers the harshest form of physical punishment.

CD4. DO YOU BELIEVE THAT IN ORDER TO BRING UP, RAISE, OR EDUCATE A CHILD PROPERLY, THE CHILD NEEDS TO BE PHYSICALLY PUNISHED?

This question is designed to capture attitudes toward physical punishment and should be asked last, after asking about the child's experience of the different disciplinary methods. The question asks the respondent for her/his own opinion of whether it is necessary to use physical punishment when teaching a child to behave properly. Do not be surprised if a respondent who has indicated that the child has experienced physical punishment says that she/he does not believe in such punishment. The respondent may not be the one who used that form of punishment with the child as she/he is reporting about methods used by any adult household member.

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

HOUSEHOLD CHARACTERISTICS MODULE

HC1A. WHAT IS THE RELIGION OF THE HEAD OF THIS HOUSEHOLD?

HC1C. TO WHAT ETHNIC GROUP DOES THE HEAD OF THIS HOUSEHOLD BELONG?

Religions were grouped in the following the manner :

1-Catholic : This modality regroups the roman catholic church and the greek orthodox church.

2-Protestant : This modality regroups Eglise Presbytérienne (EPC), Presbyterian Church of Cameroon (PCC), Union des Eglises Baptistes du Cameroun (UEBC), Baptist Church of Cameroon (BCC), Eglise Luthérienne, Eglise Méthodiste, Mission Evangélique du Cameroun (MEC), Eglise Evangélique du Cameroun (EEC), Eglise Presbytérienne Africaine (EPA).

3-Other christian (specify) : This modality regroups all pentecostals (The True Church of God, LEMEC, Apostolic, Plein Evangile ou Full Gospel, Living Word Fellowship, Bethel, Communauté Missionnaire Chrétienne Internationale (CMCI), King's Chapel, Sainte Eglise de Christ), 7th Day Adventist, and all other christian religion not mentioned elsewhere.

4-Muslim : This modality regroups all those who believe in Allah and Mohamed.

5-Animist : This modality regroups all those who attribute to things a soul analogous to divinity (those who believe in skulls or in other objects).

6-Other religion (not Christian): This modality regroups all non christian religions that have not been mentionned (Jehovah witnesses,...).

7-No religion: This modality concerns all those who do not believe in something, they are without religion.

Make sure you get the religion and the ethnic group of the household head. In order not to create susceptibilities, completely write down the religion and the ethnic group declared by the respondent. You will later codify them in his/her absence

HC2. HOW MANY ROOMS IN THIS HOUSEHOLD ARE USED FOR SLEEPING?

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

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

HC3. *Main material of the dwelling floor:*

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

HC4. *Main material of the roof:*

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

HC5. *Main material of the exterior walls:*

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

HC6. WHAT TYPE OF FUEL DOES YOUR HOUSEHOLD MAINLY USE FOR COOKING?

Information on the type of fuel used for cooking is collected as another measure of the socio-economic status of the household. The use of some cooking fuels can also have adverse health consequences.

Circle the code corresponding to the answer given. Remember that this question asks about fuel for cooking, not fuel for heating or lighting. If the household uses more than one fuel for cooking, find out which type of fuel is used most often. If electricity, liquid propane gas (LPG), natural gas, biogas or kerosene is mainly used, circle '01', '02', '03', '04', or '05', respectively, and skip to HC8. There might be cases when no cooking is done in the household. In this case, circle '95' and again, skip to HC8. If any fuel other than the pre-coded ones is reported as being the main fuel used for cooking, circle '96' and specify the type of fuel on the line provided.

Definitions of some of the types of fuel are as follows: 'Biogas' includes gases produced by fermenting manure in an enclosed pit. 'Lignite' is a derivative of coal that produces more smoke when burned but produces less heat than coal.

HC7. IS THE COOKING USUALLY DONE IN THE HOUSE, IN A SEPARATE BUILDING, OR OUTDOORS?

Circle the code corresponding to the response given. Circle '1' if the cooking is done in a separate room designated as a kitchen. Circle '2' if the cooking is done in an area used for living, sitting, sleeping, and not in a separate kitchen or building. Circle '3' if the cooking is done in another building and '4' only if the cooking is usually done outdoors.

If a response is given other than the pre-coded ones, circle '6' and specify the cooking place on the line provided.

The answers to the following two questions on ownership of certain items will be used as an approximate measure of the socio-economic status of the household. In asking these questions, you have to remain neutral and not to show any reactions to any of the answers given.

HC8. DOES YOUR HOUSEHOLD HAVE:

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily (for less than six months), 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.

HC9. DOES ANY MEMBER OF YOUR HOUSEHOLD OWN:

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, 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. Bicycles for children (used as a toy) should not be considered.

HC10. DO YOU OR SOMEONE LIVING IN THIS HOUSEHOLD OWN THIS DWELLING?

Note that the question pertains to the situation at the time of interview. If the respondent or anyone else living in the household owns the dwelling, circle '1' and continue with the next question. If the answer is 'No' then ask **DO YOU RENT THIS DWELLING FROM SOMEONE NOT LIVING IN THIS HOUSEHOLD?** If the dwelling is rented, circle '2'. If the household lives in the dwelling without paying rent, if the household is squatting (occupied illegally), or if there is another arrangement, circle '6'; probe if the dwelling is not owned or rented by a household member.

HC11. DOES ANY MEMBER OF THIS HOUSEHOLD OWN ANY LAND THAT CAN BE USED FOR AGRICULTURE?

Agricultural land refers to land that is used for growing crops (the crops may be food for people, food for animals, or other non-food crops), raising animals, and grazing animals. In answering this question, common land used to graze animals but not owned by the

household should not be included. Circle the code corresponding to the response given. If 'No', skip to HC13.

Note that the land in question may be far away, even in another country. Accept such answers as "Yes".

HC12. HOW MANY HECTARES OF AGRICULTURAL LAND DO MEMBERS OF THIS HOUSEHOLD OWN?

Record the total number of hectares of land owned by all members of the household that can be used for agriculture. If 95 or more hectares are owned, record '95'. If unknown, record '98'. If less than 0.5 hectares, record 00. You should record the surface area of lands owned by the household using the round up rule.

NB : In the northern regions for example, the term 'quart' refers to a plot of 2500 m²

HC13. DOES THIS HOUSEHOLD OWN ANY LIVESTOCK, HERDS, OTHER FARM ANIMALS, OR POULTRY? FOR EXAMPLE, COWS, HORSES, GOATS, SHEEP, FOWLS, PIGS, OTHER ANIMALS OR POULTRY?

Circle the code corresponding to the response given. If 'No', skip to HC15.

HC14. HOW MANY OF THE FOLLOWING ANIMALS DOES THIS HOUSEHOLD HAVE?

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. You must explain to respondents that this concerns animals belonging to household members, whether or not they live or sleep in the household's lodging. If the answer is 'none', record '00' for that animal/animal group. If the household has 95 or more of any one type of animal/animal group, record '95'. If the household owns a particular type of animal/animal group, but the respondent does not know how many, circle '98'. Do not leave any items blank.

HC15. DOES ANY MEMBER OF THIS HOUSEHOLD HAVE A BANK ACCOUNT?

HC16. DOES ANY MEMBER OF THIS HOUSEHOLD HAVE AN ACCOUNT IN A MICROFINANCE INSTITUTION?

For questions HC15 and HC16, ask if any member in the household has an account with a bank, credit association/microfinance institution or other similar organization in which they can deposit (save) and withdraw funds. Circle the code corresponding to the response given. List of 13 current approved banks in Cameroon: Société Générale des Banques du Cameroun (SGBC ou SGC), Afriland First bank, Banque Internationale du Cameroun pour l'Epargne et le Crédit (BICEC), Citibank NA Cameroun, Ecobank Cameroun SA (EBC), BGFI BANK, Commercial Bank of Cameroon (CBC), Crédit Agricole SCB Cameroun (SCB), United Bank For Africa (UBA), Union Bank of Cameroon (UBC), Standard Chartered Bank Cameroun, National Financial Credit (NFC), Banque Atlantique.

INSECTICIDE TREATED NETS MODULE

It is recognized that consistent use of insecticide-treated mosquito nets (ITN) decreases the incidence of clinical malaria and malaria-related deaths, especially in very young children. Consequently, many countries are scaling up the distribution of ITNs and promoting ITN use, especially among the most vulnerable population (children under age five and pregnant women). There are various types and brands of mosquito nets. Some require regular treatment with insecticide. Others are factory-treated and do not require re-treatment for 6 to 12 months (pre-treated) or 36 months (permanent type). By observing the mosquito nets yourself, you should be able to identify what brands or types of mosquito nets households own, but respondents may not always permit you to enter the sleeping areas where the nets are found. You will be provided with photographs during training to help you to distinguish different brands of mosquito nets. In order to assess the effectiveness of mosquito net use in preventing malaria, we need to gather accurate information on the type of nets, whether and when they were last treated with insecticide and whether household members use the nets when they sleep at night. As the questions require observation of the mosquito nets, the completion of this module may take time.

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

TN1. DOES YOUR HOUSEHOLD HAVE ANY MOSQUITO NETS THAT CAN BE USED WHILE SLEEPING?

Circle the code corresponding to the response given. If 'No', skip to the next module.

Note that the question asks whether the household has mosquito nets that can be used while sleeping. In short, even if there is a mosquito net which is actually not used or set up, we consider that the household owns it and include this net in the total number of mosquito nets.

TN2. HOW MANY MOSQUITO NETS DOES YOUR HOUSEHOLD HAVE?

Enter the number of mosquito nets that the household has. Remember that if a mosquito net is owned but not used, we include this net in the total number of mosquito nets.

TN3. Ask the respondent to show you the nets in the household. If more than 3 nets, use additional questionnaire (s).

There are various types and brands of mosquito nets. Some require regular treatment with insecticide; others are factory treated and do not require any treatment for 6-12 months (pre-treated) or 36 months (long-lasting type). In order to assess the effectiveness of mosquito net use in preventing malaria, we need to gather information on how long the household has had each net, the

brand of net, whether the net has been treated with insecticide, and whether household members use the nets when they sleep at night.

To obtain this information, you will need to ask questions TN4 through TN12, as applicable for each net that the household owns. Ask to see all of the nets that the household has and systematically ask the questions for each net as it is shown to you, beginning with the first net and asking all the questions for one net at a time. Even if you cannot directly observe a net, you must ask the questions for each net the household member reports.

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

If the household has more than 3 nets, tick the box following TN13. Take a fresh Household Questionnaire, fill in all the information on the cover page (HH1 to HH8), and write ‘CONTINUATION’ on the top. Then on this second Household Questionnaire change the column label 1st Net to 3rd Net and if necessary, change column title 2nd Net to 4th Net and so on. Then write the information for the additional nets. Return to the primary Household Questionnaire to complete the interview. Also write ‘SEE CONTINUATION’ across the top of the cover sheet of the primary questionnaire. Once you complete the Household Questionnaire keep the continuation questionnaire inside the primary one so that they remain together.

Brands and treatment could be different from one net to the other. That is why it is important to complete the information from TN4 to TN12 for one net before asking your questions for the next one.

TN4. *Mosquito net observed?*

For each net, record first whether you actually observed the net.

TN5. *Observe or ask the brand/type of mosquito net*

TN5 is about the type and brand of net. You may encounter nets in the field that you will not recognize. During training, you will be shown all the common mosquito nets that are available in the country. The brand name is often located on the net itself. A picture of the different types of nets available in the country will be provided to you for reference during interviews. Use this to identify the type of net in the dwelling and circle the corresponding number on the questionnaire.

If the respondent tells you or you learn from the packaging that the net is long-lasting try to determine the exact brand. If you cannot determine the brand circle ‘18’ for ‘DK brand’.

Similarly, if you determine that the net is pre-treated but it is not one of the listed brands, circle ‘26’ and specify the brand of the net in the space provided. When you cannot determine the brand but have determined that it is pre-treated, circle ‘28’ for ‘DK brand’.

In some cases, you may be able to identify the brand but not what the type of net it is; for those nets, circle '36' (Other). Code '98' should be circled when you cannot obtain information on either the type or brand. For nets for which you circle '36' or '98' in question TN5, you must probe to find out if the respondent knows whether or not the net was treated when the household first got the net.

TN6. HOW MANY MONTHS AGO DID YOUR HOUSEHOLD GET THE MOSQUITO NET?

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

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

TN7. *Check TN5 for type of net*

Check the type of net. If it is a long-lasting net (one of the codes from 11 to 18 is circled in TN5), tick the corresponding box and skip to 'TN11', if it is pre-treated (one of the codes from 21 to 28 is circled in TN5), tick the corresponding box and skip to 'TN9', if it is not a long-lasting or pre-treated net (code 31 or 98 is circled in TN5) continue with the next question.

TN8. WHEN YOU GOT THE NET, WAS IT ALREADY TREATED WITH AN INSECTICIDE TO KILL OR REPEL MOSQUITOES?

This question is only asked about all nets other than the long-lasting and pre-treated nets. With this question, we try to learn whether the net was actually treated with an insecticide when the household obtained it.

TN9. SINCE YOU GOT THE NET, WAS IT EVER SOAKED OR DIPPED IN A LIQUID TO KILL OR REPEL MOSQUITOES?

This question is only asked for pre-treated nets, and obtains information on whether the household has ever treated the net with insecticide. Make sure that the respondent understands that you don't mean simply "washing the net" or spraying it with insecticide from a can or canister. We want to know whether the net was soaked or dipped in an insecticide. This information will be linked to the information on the type of net and when the net was obtained to determine if the net is still effective.

If the respondent answers 'Yes', circle 1 and continue with the next question. If the response is 'No' or the respondent does not know or unsure about it, circle '2' or '8' respectively and skip to TN11.

TN10. HOW MANY MONTHS AGO WAS THE NET LAST SOAKED OR DIPPED?

If the last time was within the last 2 years (24 months), record the number of months ago in the space provided. If the last time was less than 1 month ago, record '00'. If the last time was more than 24 months ago, circle '95'. If the respondent does not know the number of months, probe to obtain his/her best estimate. Circle '98' for 'DK/Not sure' only if the respondent cannot even estimate when the net was last soaked or dipped.

TN11. DID ANYONE SLEEP UNDER THIS MOSQUITO NET LAST NIGHT?

TN12. WHO SLEPT UNDER THIS MOSQUITO NET LAST NIGHT?

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night. If the respondent answers "Yes", record in TN12 the name and line number of the person from the List of Household Members.

If someone not recorded in the List of Household Members (e.g. a visitor) slept under the mosquito net, record "00" for the line number.

If you interview a household that has more than five members who slept under a single net the night before the survey, mark the box following TN13. Take a fresh Household Questionnaire, fill in all the information on the cover page (HH1 to HH8), and write "CONTINUATION" on the top. Then on the second Household Questionnaire write the information for these additional household members in TN12. Return to the primary Household Questionnaire to complete the interview. Also write 'SEE CONTINUATION' across the top of the cover sheet of the primary questionnaire. Once you complete the Household Questionnaire keep the continuation questionnaire inside the primary one so that they remain together.

TN13.

At this point, go back to TN4 if there are any other nets. If no more nets, continue to the next module.

WATER AND SANITATION MODULE

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

If needed, use the pictorials depicting various water sources and sanitation facilities that were provided to you during the fieldworkers' training. The pictorials could help you identifying which response categories you should be circling. However, these pictorials should not be shown to the respondents.

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

- '11' – Piped into dwelling, also called a house connection, is defined as water service connected by pipe with in-house plumbing to one or more taps, for example, in the kitchen and/or bathroom.
- '12' – Piped into compound, yard or plot, also called a yard connection, is defined as a piped water connection to a tap placed in the compound, yard or plot outside the house.
- '13' – Piped to neighbour - the household may be obtaining water from a neighbour's house or yard connection.
- '14' – A public tap / standpipe is a water point from which the public may collect their water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete.
- '21' – A tube-well or borehole is a deep hole that has been driven, bored or drilled with the purpose of reaching groundwater supplies. Boreholes/tube-wells are constructed with casing, or pipes, which prevent the small-diameter hole from caving in and provide protection from infiltration of run-off water. Water is delivered from a tube-well or borehole through a pump that may be powered by humans, animals, wind, electricity, diesel fuel or solar energy.
- '31' – A protected dug well is a dug well that is protected from run-off water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well. Additionally, a protected dug well is covered so that bird droppings and animals cannot fall down the hole.
- '32' – An unprotected dug well is a dug well for which one or both of the following are true: (1) the well is not protected from run-off water; (2) the well is not protected from bird droppings and animals. If at least one of these conditions is true, the well is unprotected.
- '41' – A protected spring is a spring that is free from run-off and from bird droppings and animals. A spring is typically protected by a 'spring box' that is constructed of brick, masonry or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution.
- '42' – An unprotected spring is a spring that is subject to run-off or bird droppings or animals. Unprotected springs typically do not have a 'spring box' (described above).

- '51' – Rainwater collection refers to rain that is collected or harvested from roof and stored in a container, tank or cistern until used. Ground or surface rainwater catchments should not be considered under this category.
- '61' – A tanker-truck water source transports and sells water by means of a tanker truck.
- '71' – Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means.
- '81' – Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly.
- '91' – Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles – this should not be coded as bottled water.
- 92' – Sachet water is bought in sachet. As a matter of fact, it's potable but could also be of doubted quality.

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

Circle the code for the most usual source. If several sources are mentioned, probe to determine the most usual source. Note that you can only circle one response code. If the source varies by season, record the source for the season of the interview. If the response is 'Piped into dwelling', 'Piped into compound, yard or plot', or 'Piped to neighbour' circle '11', '12', or '13' respectively, and skip to WS6. If the response is 'Bottled water' circle '91' and continue to the next question. Note that the next question is only asked if the response to this question is 'Bottled water'. For all other responses, skip to WS3.

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

This question should only be asked to households that use 'Bottled water' for drinking. Circle the code for the most usual source. If the source varies by season, record the source for the season of the interview. If the most usual source of non-drinking water is 'Piped into dwelling', 'Piped into compound, yard or plot', or 'Piped into neighbour', circle '11', '12', or 13 respectively, and skip to WS6. Otherwise circle appropriate code and continue to the next question.

Note that you cannot replace "cooking and handwashing" with other uses of non-drinking water.

WS3. WHERE IS THAT WATER SOURCE LOCATED?

This question should only be asked to households where the main source of water is not a piped system. Circle the code for the location of water source. If the location is in own dwelling or in own yard/plot then circle '1' or '2' and skip to WS6. Otherwise circle '3' and continue to the next question.

WS4. HOW LONG DOES IT TAKE TO GO THERE, GET WATER, AND COME BACK?

This question is used to find out how convenient the location of the source of water is to the dwelling for households using a water source outside their dwelling or yard/plot. Record the time it takes to get water by whatever means of transportation the person generally uses, whether the person walks or rides a bicycle or motor vehicle.

Fill in the estimated time (in minutes, converting from hours, if necessary) it takes by the usual mode of transport for one round trip to **get to the water source, wait to get water, and get back to the dwelling**. Use zero(s) preceding the number if less than 100 minutes (for example, '060' or '005'). If the respondent answers using hours, probe to find the best estimate for one round trip while converting to minutes. Then continue to the next question.

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

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

WS5. WHO USUALLY GOES TO THIS SOURCE TO COLLECT THE WATER FOR YOUR HOUSEHOLD?

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

Probe: "IS THIS PERSON UNDER AGE 15? WHAT SEX?" Circle the code that corresponds with the response or '8' if the respondent does not know. Adult refers to anyone age 15 or over, regardless of whether he/she is a household member. Child refers to anyone under the age of 15, regardless of whether he/she is a household member.

If the respondent has told you that the water is delivered to their dwelling, probe to determine who is responsible for accepting and handling this delivery within the household.

The purpose of the following two questions, WS6 and WS7, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.

WS6. DO YOU DO ANYTHING TO THE WATER TO MAKE IT SAFER TO DRINK?

Circle '1' if 'Yes', and continue to the next question. If 'No' or 'DK' (Doesn't know'), circle '2' or '8', respectively, and skip to WS8.

WS7. WHAT DO YOU USUALLY DO TO MAKE THE WATER SAFER TO DRINK?

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response.

Probe: "ANYTHING ELSE?"

Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled other codes cannot be circled.

Definitions of various methods of water treatment are as follows:

- 'A' – Boil refers to boiling or heating water with fuel.
- 'B' – Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.
- 'C' – Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.
- 'D' – Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.
- 'E' – Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.
- 'F' – Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

Questions WS8, WS9, WS10 and WS11 are about the toilet facility household members use.

WS8. WHAT KIND OF TOILET FACILITY DO MEMBERS OF YOUR HOUSEHOLD USUALLY USE?

The purpose of this question is to obtain a measure of how well a household toilet or latrine (sanitation facility) prevents the users to come in contact with human waste.

It may be necessary to observe the facility. If so, ask permission to do so. If the respondent answers or it is observed that the household members have no facilities or use the bush or field, enter '95' for 'No facilities or bush or field' and skip to the next module.

If any of the flush or pour flush responses (11-15) are given, probe: **"WHERE DOES IT FLUSH TO?"** Circle the code corresponding to the response given.

Definitions of various types of toilet facilities are as follows:

A flush toilet uses a cistern or holding tank for flushing water and has a water seal, which is a U-shaped pipe, below the seat or squatting pan that prevents the passage of flies and odours. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used).

- '11' - A piped sewer system is a system of sewer pipes, also called sewerage, that is designed to collect human excreta (faeces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater.
- '12' - A septic tank is an excreta collection device and is a water-tight settling tank normally located underground, away from the house or toilet.
- '13' - A flush/pour flush to pit latrine refers to a system that flushes excreta to a hole in the ground and has a water seal.
- '14' - A flush/pour flush to somewhere else refers to excreta being deposited in or nearby the household environment (may have a water seal but deposited not into pit, septic tank or sewer); excreta may be flushed to the street, yard/plot, drainage way or other location.
- '15' - Flush to unknown place/Not sure/DK where should be coded in cases when the respondent knows that the toilet facility is a flush toilet, but does not know where it flushes to.
- '21' - A ventilated improved pit latrine or VIP is a type of pit latrine that is ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark.
- '22' - A pit latrine with a slab is a dry pit latrine whereby the pit is fully covered by a slab or platform that is fitted either with a squatting hole or seat. The platform can be made of any type of material (concrete, logs with earth or mud, cement, etc.) as long as it adequately covers the pit without exposing the pit content other than through the squatting hole or seat.
- '23' - A pit latrine without slab/Open pit uses a hole in the ground for excreta collection and does not have a squatting slab, platform, or seat. An open pit is a rudimentary hole in the ground where excreta is collected.
- '31' - A composting toilet is a toilet into which excreta and carbon-rich material are added (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce inoffensive compost.
- '41' - Bucket/sanitary tub refers to the use of a bucket or other container for the retention of faeces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal.
- '51' - A hanging toilet/hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly.
- '95' - No facilities/bush/field includes excreta wrapped and thrown with garbage, the 'cat' method of burying excreta in dirt, defecation in the bush or field or ditch, and defecation into surface water (drainage channel, beach, river, stream or sea).

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

WS9. DO YOU SHARE THIS FACILITY WITH OTHERS WHO ARE NOT MEMBERS OF YOUR HOUSEHOLD?

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

WS10. DO YOU SHARE THIS FACILITY ONLY WITH MEMBERS OF OTHER HOUSEHOLDS THAT YOU KNOW, OR IS THE FACILITY OPEN TO THE USE OF THE GENERAL PUBLIC?

The intention of this question is to understand whether the shared facility is only shared with other households (such as a neighbouring household) or whether the facility is open to the public. If it is a public facility, then circle '2' and skip to the next module. If '1' is circled, continue with WS11.

WS11. HOW MANY HOUSEHOLDS IN TOTAL USE THIS TOILET FACILITY, INCLUDING YOUR OWN HOUSEHOLD?

The total number of households using this facility should include the household being interviewed. If less than ten households use this toilet facility, enter the number of households on the line provided. Circle '10' if ten or more households use this toilet facility. Note that '01' is not a valid response (since it means that this is the only household that uses the facility; if that is the case, you should go back to WS9 and correct the response there).
Circle '98' for 'DK' ('Doesn't know').

HANDWASHING MODULE

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

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

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

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

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

HW1. WE WOULD LIKE TO LEARN ABOUT THE PLACES THAT HOUSEHOLDS USE TO WASH THEIR HANDS. CAN YOU PLEASE SHOW ME WHERE MEMBERS OF YOUR HOUSEHOLD MOST OFTEN WASH THEIR HANDS?

You begin by asking whether you may see the place where household members most often wash their hands. If the respondent agrees and you observe the place where household members wash their hands, circle '1'. If there is no specific place in dwelling, plot, or yard, circle '2' and skip to HW4. If there is a place but permission is not granted to see it, circle '3' and skip to HW4. If the place used for handwashing is not observed for any other reason, circle '6', write the reason and skip to HW4.

In many cultures and crowded slum areas there may not be a specific place for handwashing. Rather, a movable object may be used, like a bucket, basin, container or kettle, for people to wash or rinse their hands. For such cases, circle the code '6' and specify what object is used to hold the water as instructed during the training.

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

HW3A. *Is soap, detergent or ash/mud/sand present at the place for handwashing?*

HW3B. *Record your observation.*

HW2, HW3A and HW3B are observation questions. In HW2, you will observe whether there is water available at the place used for handwashing. If there is a tap or pump at the specific place for handwashing, open the tap or operate the pump to see if water is coming out. If there is a bucket, basin or other type of water container, examine to see whether water is present in the container. If you learn that the water is temporarily not available at the specific place for handwashing, code it as water not available ('2').

HW3A will be used to record whether there is soap or detergent at the place used for handwashing. If there is no cleansing agent at the place for handwashing, circle '2' and skip to HW4. Then, HW3B will be used to record the type of cleansing agent(s) observed. In HW3B, circle all available at the place for handwashing. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing. If there is no soap or detergent at the place used for handwashing, continue with the next question, otherwise skip to HH19.

HW4. *DO YOU HAVE ANY SOAP OR DETERGENT OR ASH/MUD/SAND IN YOUR HOUSEHOLD FOR WASHING HANDS?*

HW5A. *CAN YOU PLEASE SHOW IT TO ME?*

HW5B. *Record your observation.*

If there is no specific place for handwashing in the household, or permission is not granted to see the place, you will need to ask questions HW4 and HW5A. HW4 asks whether soap or detergent or ash/mud/sand is available in the household, and if so, HW5 is used to ask the respondent whether it is possible to show the soap or detergent. Record your observation in HW5B if the respondent shows you the soap, detergent, or other cleansing agent. Circle all that apply. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing.

HH19. *Record the time.*

Record the time of the day you finish the household interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

If the interview is interrupted for more than 15 minutes or it is not completed on your first visit and you visit the household again to continue the interview, the amount of time between HH18 and HH19 will not reflect the correct duration of the interview. You should take a note of this next to the question HH19 and if necessary provide additional explanation at the end of the household questionnaire.

SALT IODIZATION MODULE

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

After you have completed all modules of the Household Questionnaire, administer the module on Salt Iodization. Note that in this module, you will request a sample of salt from the respondent for testing.

SI1. WE WOULD LIKE TO CHECK WHETHER THE SALT USED IN YOUR HOUSEHOLD IS IODIZED. MAY I HAVE A SAMPLE OF THE SALT USED TO COOK MEALS IN YOUR HOUSEHOLD?

This item is used to record the type of salt used to prepare the meals cooked in the household and the outcome of the test for salt iodization.

Ask for a sample of the salt usually used for cooking in the household, and perform the test on this sample of salt. Once you have a sample of salt, perform the test as described below and circle the code that corresponds to the test outcome. Circle '1' if the test is negative (0 parts per million/no colour - not iodized). Circle '2' if the test shows more than 0 but less than 15 parts per million iodine (weak colour). Circle '3' if the test is positive (15 parts per million or more, strong colour). Circle '4' if there is 'No salt in home'. Circle '6' if the salt was present, but not tested for any reason.

The salt testing kits contain small 10 ml bottles with a stabilized starch-based solution. Each kit is sufficient for testing at least 100 samples of salt. One to two drops of the solution dripped on a small amount of salt containing iodine produces a blue/purple colour change. Coloration indicates that iodine is present. Below follows a brief description of the basic steps to test for iodate content in salt, the most common fortificant. The same basic principles also apply when testing for iodide content in salt, with the main difference being that no re-check solution will be needed with that type of salt.

1. Put a small amount of salt (about a teaspoon or less) on a white piece of paper. Make a small pile and flatten the top.
2. Add 1-2 drops of test solution and check the result immediately in good light, using the colour chart supplied with the test kit.
3. When no colour appears (suspected alkalinity in the salt sample); on a fresh sample of salt, add up to 5 drops of the re-check solution supplied with the kit and then add 2 drops of test solution on the same spot and compare to the colour chart.
4. When you have compared to the colour chart, circle on the questionnaire the code that corresponds to the test outcome.

ENDING THE QUESTIONNAIRE

The Household Questionnaire ends with a question that will check the presence (or absence) of other individuals you may need to interview in this household.

Before ending the interview, go through your entire questionnaire quickly to check if no information is missing, everything is clearly written and all information is consistent. If necessary, do not hesitate to ask the questions again to the respondent. When you are sure your questionnaire is complete, continue with HH20.

HH20. *Thank the respondent for his/her cooperation and check the List of Household Members:*

Check List of Household Members, column HL7 for any eligible woman. You should have a questionnaire with the Information Panel filled in for each eligible woman.

Check HH8 to see if the household is selected for Questionnaire for Individual Men and then, if selected, check List of Household Members, column HL7A for any eligible man. You should have a questionnaire with the Information Panel filled in for each eligible man.

Check List of Household Members, column HL7B for any eligible child under age 5. You should have a questionnaire with the Information Panel filled in for each eligible child.

Return to the cover page and make sure that all information is entered, including the result of the household interview (HH9), the name and number of line number of the respondent to the household questionnaire (HH10), and the number of eligible women (HH12), men (HH13A) and under-5s (HH14).

Make arrangements for the administration of the remaining questionnaire(s) in this household.

OBSERVATIONS

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

THE QUESTIONNAIRE FOR INDIVIDUAL WOMEN

After you or a member of your team have completed the List of Household Members in the Household Questionnaire, you will have identified women who are eligible for this questionnaire, and you should have prepared questionnaires for all eligible women. Eligible women for this questionnaire are women recorded in the List of Household Members who are age 15 through 49 (see column HL7 of the List of Household Members).

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

WOMAN'S INFORMATION PANEL

WM1-WM6 should be filled in before you start the interview.

WM1. Cluster sequential number

Enter the cluster sequential number from the Household Questionnaire, question HH1.

WM2. Household number

Enter the household number from the Household Questionnaire, question HH2.

WM3. Woman's name

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

WM4. Woman's line number

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

WM5. Interviewer's name and code

Enter your own name and code. These codes will be provided to you by your supervisor or team leader.

WM6. Day/Month/Year of interview

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

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

If the respondent is identified as the mother/guardian/caretaker (in column HL15) of a child under age five (in column HL7B) in the Household Questionnaire, ask her to collect all the birth certificates and health/ immunization cards she has for her children or the children she cares for before you begin the interview. You will need these when you go on to interview her about her children under age five.

Repeat greeting if not already read to this woman: **WE ARE FROM THE NATIONAL INSTITUTE OF STATISTICS. WE ARE CONDUCTING A SURVEY ABOUT THE HEALTH AND THE SITUATION OF CHILDREN WOMEN, AND HOUSEHOLDS. I WOULD LIKE TO TALK TO YOU ABOUT THESE SUBJECTS. THE INTERVIEW WILL TAKE ABOUT 30 TO 45 MINUTES. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND ANONYMOUS.**

If you are starting to interview the same person that you have completed the household interview with, you need to read a revised version of the greeting (see below) as the time to complete the questionnaire for individual women will be different than the household questionnaire and normally a separate consent is required to do this interview.

NOW I WOULD LIKE TO TALK TO YOU MORE ABOUT YOUR HEALTH AND OTHER TOPICS. THIS INTERVIEW WILL TAKE ABOUT 30 TO 45 MINUTES. AGAIN, ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND ANONYMOUS.

As with the similar sentence at the beginning of the Household Questionnaire, you may change the wording of these introductory sentences as appropriate. You must make sure, however, to include the following when you are introducing yourself: The name of the implementing agency; the topic of the survey; approximate duration of the interview; and the issue of confidentiality.

If permission is given, begin the interview. If the respondent does not agree to continue, complete WM7 by circling '03', thank her and go on to the next interview you have been assigned to. Later, discuss the refusal with your team leader; you or another person from the team may attempt to interview the woman for a second time. This will depend on your description of the refusal. However, remember that a woman's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

WM7. Result of woman's interview

Complete this question once you have concluded the interview with the woman. Circle the code corresponding to the result of the interview. If the questionnaire is completed, circle '01' for 'Completed'. If you have not been able to contact the woman after repeated visits, circle '02' for 'Not at home'. If the woman refuses to be interviewed, circle '03' for 'Refused'. If you were able to only partly complete the questionnaire, circle '04' for 'Partly completed'.

If the woman is incapacitated (mentally or physically incapacitated), circle '05'. If you have not been able to complete this interview for another reason, you should circle '96' for 'Other' and specify the reason in the space provided.

WM8. Controller's name and code

Leave this space blank. The field editor will later enter his/her name and code in the space provided when checking the completed questionnaires.

WM9. Data entry clerk's name and code

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

WM10. Record the time

Record the time of the day you start the interview using the 24-hour system. If the hour or minutes are less than 10, first put a zero in front of the hour or minute.

WOMAN'S BACKGROUND MODULE

Age and date of birth: Age (WB1 and WB2) are essential information in the interview, since almost all analysis of the data depends on the respondent's age. These questions must be asked independently of the information on the Household Questionnaire. Even if you already asked the respondent her age when you were completing the Household Questionnaire, you must ask again for her date of birth and age on the Questionnaire for Individual Women.

WB1. IN WHAT MONTH AND YEAR WERE YOU BORN?

If the respondent knows her date of birth, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', etc. If she is unaware of her month of birth but knows her zodiac sign, that could help to determine her month of birth. If after all efforts made she's still unaware of her month of birth, circle '98' for 'DK month' and ask for her year of birth. If she knows the year, write it in the spaces provided for 'Year'. Try under all circumstances to obtain at least the year of birth. If the respondent is unable to provide this information, ask whether she has any documentation such as an identification card, a birth or baptism certificate etc that might give her date of birth. If such documentation is available, ask the woman if the information in the document(s) is correct. Only when it is absolutely impossible to even estimate the year of birth should you circle '9998' for 'DK year'.

WB2. HOW OLD ARE YOU?

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

Probe: "HOW OLD WERE YOU AT YOUR LAST BIRTHDAY?"

If she does not know the answer to either of these two questions, probe for clues that might indicate her age. Ask how old she was when she was first married or first gave birth. Try to find out how long ago she got married or had her first child. (You may be able to find out the age of her oldest child if the child is still living. You may be able to relate her age to someone else in the household whose age is known. You may be able to determine her age based on how old she was when an important event occurred, and the number of years that have elapsed since.) You MUST fill in this information. Do not leave this blank. Compare and correct WB1 and WB2 if inconsistent. Note that either or both of the responses might be incorrect.

Finally, before moving on to the next question, verify that the respondent is indeed eligible. If the woman is younger than 15 or older than 49, you have to terminate the interview. Do this tactfully by asking two or three more questions and then thank the respondent for her cooperation; write 'INELIGIBLE' on the cover page of the questionnaire, and correct the age and eligibility information for this woman on the cover page and in Columns HL6 and HL7 of

the Household Questionnaire. In addition, you will have to correct the total number of eligible women reported on the cover page of the Household Questionnaire. Finally, you will need to correct your Interviewer's Assignment Sheet.

Note that you should correct the information on the woman's age in the Household Questionnaire only when it affects her eligibility status. In all other cases of inconsistencies between the household questionnaire and the Individual Questionnaire for Women, do not change the age response in the Household Questionnaire.

Questions WB3 to WB7 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.

WB3. HAVE YOU EVER ATTENDED SCHOOL OR PRESCHOOL?

Circle the code corresponding to the response given. If 'No', skip to WB7.

The term 'school' includes primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the *formal school system*. It also includes technical or vocational training beyond the primary-school level, such as *long-term courses* in mechanics or secretarial work.

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

WB4. WHAT IS THE HIGHEST LEVEL OF SCHOOL YOU ATTENDED?

Circle the code corresponding to the highest level ever attended, regardless of whether or not any grade was completed. For example, if she attended Grade/Year 1 of secondary school for only 2 weeks, record 'Secondary'.

WB5. WHAT IS THE HIGHEST GRADE YOU COMPLETED AT THAT LEVEL?

For this question, obtain the last grade/class successfully attended and use the codification table found at the end of page of the questionnaire to enter the correct corresponding code. For example, if a woman was attending grade 3 of secondary school and left school before completing that year, record '22'. Although grade 3 was the highest year she attended, she completed 2 years of secondary school. If the first grade of a level was not completed, record 'x0'. Where 'x' represents the code of the highest level of education. For example, if she attended only 2 weeks of grade 1 of secondary school, record '20'.

WB6. Check WB4.

If the respondent attended secondary school or a higher level, check the corresponding box and go to the next module. If the highest level the respondent attended was primary school, check the appropriate box and continue to WB7.

WB7. NOW I WOULD LIKE YOU TO READ THIS SENTENCE TO ME.

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

Based on your knowledge of the respondent, choose the card with the language in which the respondent is likely to be able to read if she is literate. Show the first sentence on the card to the respondent. Give the respondent enough time to read the sentence; do not rush her. If the respondent cannot read the whole sentence, probe: **“CAN YOU READ PART OF THE SENTENCE TO ME?”**

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

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

ACCESS TO MASS MEDIA AND USE OF INFORMATION/COMMUNICATION TECHNOLOGY MODULE

The purpose of this module is to collect information on the exposure of respondents to mass media, and the use of computers and the internet. The module includes 3 questions on mass media (MT2-MT4) and 6 questions on information/communication technologies (MT6-MT11). The questions are straightforward, and will help to understand:

- whether respondents are exposed to newspapers/magazines, radio and television
- ever use and current/recent use of computers
- ever use and current/recent use of the internet

MT1. Check WB7

Before starting to ask the questions in this module, check WB7. MT1 is intended to filter out those respondents who are unable to read, so that MT2 (on reading newspapers) is not asked to these respondents.

If WB7 is blank (respondent has secondary or higher education) you should continue with MT2. If WB7 is '2', '3', or '4', continue with MT2. If WB7 is '1' or '5' (the respondent cannot read at all or is blind) skip to MT3.

In the 3 questions that follow, the same response codes are used: "Almost every day", "At least once a week", "Less than once a week", and "Not at all", respectively for reading newspapers/magazines, listening to the radio, and watching television. "Almost every day" refers to cases when access to the medium in question is normally practiced every day; "At least once a week" is applicable when the normal practice is not every day or almost every day, but is practiced at least once a week. For example, reading a newspaper every other day would be classified as "at least once a week". The respondent's perception on the frequency of access is important in coding the correct response.

MT2. HOW OFTEN DO YOU READ A NEWSPAPER OR MAGAZINE: ALMOST EVERY DAY, AT LEAST ONCE A WEEK, LESS THAN ONCE A WEEK OR NOT AT ALL?

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

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

Circle '1' if the respondent reads a newspaper or magazine almost every day, '2' if she reads it at least once a week, '3' if less than once a week and '4' if she does not read at all.

MT3. DO YOU LISTEN TO THE RADIO ALMOST EVERY DAY, AT LEAST ONCE A WEEK, LESS THAN ONCE A WEEK OR NOT AT ALL?

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

Circle the code corresponding to the response given. If there is any doubt as to whether the respondent listens to the radio almost every day, probe. For example, after probing, if she says "I listen almost every day, but during the harvesting season, I'm away and I don't listen at all," record "Almost every day", since she normally listens almost every day. It does not matter who owns the radio or what program(s) she listens to. It also does not matter whether the radio is a transistor radio, part of a music set or a movie theatre. We need to ascertain whether the respondent is exposed to radio broadcasts. Again, make sure to read the entire question.

MT4. HOW OFTEN DO YOU WATCH TELEVISION: WOULD YOU SAY THAT YOU WATCH ALMOST EVERY DAY, AT LEAST ONCE A WEEK, LESS THAN ONCE A WEEK OR NOT AT ALL?

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

Circle the code corresponding to the response given. As with MT2 and MT3, the purpose is to get an idea of how much exposure the respondent has to influences outside her place of residence, this time through television broadcasts. It does not matter who owns the television or what program she watches. Read the entire question. If the respondent watches television on a computer, for instance, this would still count as watching television, since the intention is to capture exposure to television broadcasts.

The remaining questions of the module, on use of information/communication technology, are only for those respondents who are 15-24 years of age. Therefore, we begin with the skip instruction MT5, to filter out those respondents who are above age 24.

With these questions, we intend to ascertain the respondent's exposure to, and use of, computers and the internet. Computers and internet open up possibilities of exposure to influences outside the local community or even the country, in ways different than exposure to newspapers, radio or television. Use of computers and internet are regarded as skill sets necessary in today's world, as an

increasing amount of information is shared and transmitted through the internet, transactions are handled on the internet, and the like.

MT5. Check WB2: Age of respondent?

Check WB2. If the respondent's age is 25-49, go to the next module, if she is age 15-24, continue with MT6.

MT6. HAVE YOU EVER USED A COMPUTER?

A computer refers to a desktop or a laptop computer. It does not include equipment with some embedded computing abilities such as mobile cellular phones, personal digital assistants (PDAs) or TV sets.

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

MT7. HAVE YOU USED A COMPUTER FROM ANY LOCATION IN THE LAST 12 MONTHS?

Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to MT9. Again, it does not matter who owns the computer and if the computer is in the household or elsewhere.

MT8. DURING THE LAST ONE MONTH HOW OFTEN DID YOU USE A COMPUTER: ALMOST EVERY DAY, AT LEAST ONCE A WEEK, LESS THAN ONCE A WEEK OR NOT AT ALL?

Circle the code corresponding to the response given. See explanations above for response categories.

Note that a respondent who has used a computer during the last 12 months (MT7 = 1) may respond as "Not at all" to this question, when the use of a computer was prior to the last one month, but within the last 12 months.

MT9. HAVE YOU EVER USED THE INTERNET?

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

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

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

MT10. IN THE LAST 12 MONTHS, HAVE YOU USED THE INTERNET?

Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to the next module. If necessary, probe for use from any location, with any device.

MT10A. WHERE DID YOU USED INTERNET IN THE LAST 12 MONTHS?

For respondents who used internet in the last 12 months, identify all the places where it was used. Circle all codes corresponding to the different places listed.

MT11. DURING THE LAST ONE MONTH, HOW OFTEN DID YOU USE THE INTERNET: ALMOST EVERY DAY, AT LEAST ONCE A WEEK, LESS THAN ONCE A WEEK OR NOT AT ALL?

Circle the code corresponding to the response given.

Note that a respondent who has used the internet during the last 12 months (MT10 = 1) may respond as "Not at all" to this question, when the last use of the internet was prior to the last one month, but within the last 12 months.

FERTILITY/BIRTH HISTORY MODULE

This module is divided into two : the fertility module and the birth history module

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

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

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

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

The first question of the module is used to determine if the rest of the module and several subsequent modules should be administered to this woman. If the answer is 'Yes', circle '1', and continue with the next question. If the woman says she has never given birth, circle '2' and skip to CM8.

CM4. DO YOU HAVE ANY SONS OR DAUGHTERS TO WHOM YOU HAVE GIVEN BIRTH WHO ARE NOW LIVING WITH YOU?

Read the question slowly. The sons and daughters being considered are those who live with her in her household (these children should have been recorded in the List of Household Members). Circle the code corresponding to the response. If she answers 'No', skip to CM6.

CM5. HOW MANY SONS LIVE WITH YOU? HOW MANY DAUGHTERS LIVE WITH YOU?

Record the number of sons and daughters living with the woman in the space provided. If she does not have any sons living with her or if she does not have any sons, record '00' in the space provided for sons. Similarly, if she has no daughters now living with her (or if she does not have any daughters), record '00' in the space for daughters. Do not leave either of the spaces blank. Since the question is asked only to women who have children living with them in the same household (CM4=Yes), at least one of the spaces should have a value higher than '00'.

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

CM6. DO YOU HAVE ANY SONS OR DAUGHTERS TO WHOM YOU HAVE GIVEN BIRTH WHO ARE ALIVE BUT DO NOT LIVE WITH YOU?

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

Make sure the respondent is not reporting dead children in this question. Circle the code corresponding to the response. If she answers 'No', skip to CM8.

CM7. HOW MANY SONS ARE ALIVE BUT DO NOT LIVE WITH YOU? HOW MANY DAUGHTERS ARE ALIVE BUT DO NOT LIVE WITH YOU?

If the answer to CM6 is 'Yes', record the number of sons and daughters who are alive but not living with the respondent in the space provided. If the answer is 'None' for sons (or if she hasn't got sons who are alive), record '00' in the space provided for sons. If the answer is 'None' for daughters (or if she hasn't got daughters who are alive), record '00' in the space provided for daughters.

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

CM8. HAVE YOU EVER GIVEN BIRTH TO A BOY OR GIRL WHO WAS BORN ALIVE BUT LATER DIED?

This question is extremely important for determining the levels of child mortality. Some respondents may be reluctant to give a positive answer and talk about this subject. They may also become sad or upset that you are asking such questions, especially with a recent death. Be sympathetic and tactful in such situations. Say that you know the subject is painful, but the information is important.

Circle the code corresponding to the response. Some respondents may fail to mention children who died very young, so if she answers 'No', it is important to probe by asking **"I MEAN, TO A CHILD WHO EVER BREATHED, CRIED OR SHOWED SIGNS OF LIFE – EVEN IF HE OR SHE LIVED ONLY A FEW MINUTES OR HOURS?"** If the answer is still 'No', skip to CM10.

CM9. HOW MANY BOYS HAVE DIED? HOW MANY GIRLS HAVE DIED?

If the answer to CM8 is 'Yes', record the number of sons and daughters who were born alive but later died in the spaces provided. Do not leave either of the spaces blank. For women who have been asked this question, at least one of the spaces should have a value higher than '00'.

CM10. Sum answers to CM5, CM7 and CM9

Add the numbers of births reported in CM5, CM7 and CM9 and write the sum here, then continue with CM11.

CM11. JUST TO MAKE SURE THAT I HAVE THIS RIGHT, YOU HAVE HAD IN TOTAL (*total number in CM10*) BIRTHS DURING YOUR LIFE. IS THIS CORRECT?

This filter has a question addressed to the respondent. If she says it is correct, check the box marked 'Yes' and then further check if she has ever given birth. If she has never given birth, go to Illness Symptoms module. If she had at least one live birth, continue with CM12.

If she says 'No', first check responses to CM1-CM10 and then go back through the questions to check with the respondent whether you have obtained the information correctly. For example, starting with CM5, you would ask: **"YOU HAVE TWO SONS AND ONE DAUGHTER LIVING WITH YOU, IS THAT CORRECT?"** Do the same for CM7 and CM9. Correct the answers and the sum mentioned in CM10 and then continue to the next question. Make sure to cancel the 'No' in CM11 and check 'Yes' after you have made the corrections.

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

NOW I WOULD LIKE TO RECORD THE NAMES OF ALL OF YOUR BIRTHS, WHETHER STILL ALIVE OR NOT, STARTING WITH THE FIRST ONE YOU HAD

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

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

After recording the names and single/multiple birth status for all the children, go back to the first child and ask BH3-BH10 as appropriate. Then ask these questions for the second child and so on; you will complete a row for one child at a time. If after you fill in information for several births, you find out that the births are not in order, do not erase the information. Instead, correct the birth order Line Numbers and draw arrows to indicate the correct order. Make sure to record twins on separate lines.

BH1. WHAT NAME WAS GIVEN TO YOUR (*first/next*) BABY?

First, ask for the name of the respondent's firstborn child and write it in the first row. Write the name that distinguishes that child from the others; in other words, if there are two children, Mathew HAGA and Jean HAGA, write "Mathew HAGA" and "Jean H" not "M. HAGA" and "J. HAGA". If the baby never had a name, either because the baby is still very

young or because the baby died before a name was given, write “Baby” for the name. Record the names of all her births in chronological order before going to the next question.

BH2. WERE ANY OF THESE BIRTHS TWINS?

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

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

BH3. IS *(name)* A BOY OR A GIRL?

Circle the code for the sex of the child. Although you can sometimes tell the sex from the name, check with the respondent by saying, “Is Susan a girl or a boy?” Do not assume the sex of the child from the name.

BH4. IN WHAT MONTH AND YEAR WAS *(name)* BORN?

Write the month and year of each birth.

Probe: “**WHAT IS HIS/HER BIRTHDAY?**” if necessary. If the respondent gives you a year of birth but does not know the month of birth, probe to estimate the month. For example, if she says her daughter was born in 1997, but she doesn’t know which month, ask her whether she gave birth in the dry or rainy season, whether she remembers if she was pregnant at Christmas or Easter time, during the month of Ramadan, or during some other significant event/season of the year to try to determine the month of birth. Convert months to numbers, as usual. If you cannot even estimate the month, write ‘98’ for month.

If the respondent cannot recall the year when the birth occurred, you need to probe carefully. Check the documents collected at the beginning of the interview, such as the birth certificate or immunization record, to see whether a date of birth was recorded. Before entering a date from these documents, check with the respondent to determine whether she believes the date is accurate. If there is no birth certificate or other document for the child, see whether the respondent knows a firm birth date for any other child in the household and relate it to that. For example, if she knows the second child was born in 1994 and the first child was just a year old at that time, enter ‘1993.’ You must enter a year for all children, even if it is just your best estimate. Leaving this blank is not acceptable. If you leave this area blank, you will be asked by your field controller or supervisor to go back to the household and ask the question again to the respondent.

BH5. IS *(name)* STILL ALIVE?

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

BH6. HOW OLD WAS *(name)* AT HIS/HER LAST BIRTHDAY?

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

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

You MUST record an age for all children who are still alive. Failure to do so is UNACCEPTABLE, and you will need to re-visit the household to complete this information.

BH7. IS *(name)* LIVING WITH YOU?

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

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

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

Remember that after recording BH8 for the first child, you will proceed with BH3 for the next birth. After recording BH8 for any birth after the first child, you will go to BH10. If you are following the skips correctly, you will only be asking BH8 for living children. Be careful with this, since errors in the Line Numbers cause problems during data processing.

BH9. *If dead*, HOW OLD WAS *(name)* WHEN HE/SHE DIED?

If "1 year", probe: **HOW MANY MONTHS OLD WAS *(name)*?**

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

- If the child was less than one month old at death, circle '1' and write the answer in 'Days' to the space provided, if necessary, with a leading zero, such as "08".
- If the child was less than two years old but at least one month old when he or she died, circle '2' and write the answer in 'Months', again with a leading zero if necessary.

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

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

Child died when two months old

Child died when
three years old

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

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

BH10. WERE THERE ANY OTHER LIVE BIRTHS BETWEEN (*name of previous birth*) AND (*name*), INCLUDING ANY CHILDREN WHO DIED AFTER BIRTH?

The purpose of this question is to make sure that we have not missed any of the respondent's own births. Ask the respondent whether there were any live births that may have occurred between the two births. For example, a respondent tells you that Mohamed was born in 2001 and Ahmad was born in 2004. When you reach BH10 for Ahmad you will ask: "Were there any other live births between the birth of Mohamed and Ahmad?"

If the woman tells you there was a birth after Mohamed and before Ahmad, circle '1' in BH10 and add that birth to the end of the birth history. Draw an arrow showing the birth's proper location, correct the birth order numbers in BH1, and ask BH2-BH10 for that birth. You may also have to correct the information in CM3-CM11. If, however, the woman tells you there was no birth between Mohamed and Ahmad, circle '2' in BH10. Then proceed with BH3 for the next birth (or go to BH11 if Ahmad was the last birth).

BH11. HAVE YOU HAD ANY LIVE BIRTHS SINCE THE BIRTH OF (*name of last birth in BIRTH HISTORY*)?

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

If the woman tells you there was a birth since Ahmad, add that birth to the end of the birth history. Then ask BH2-BH10 for that birth, and you may also have to correct the information in CM3-CM11. If, however, there was no birth after Ahmad, record 'No'.

CM12A. Compare number in CM10 with number of births in the BIRTH HISTORY Module above and check:

With this filter, we want to ascertain that the number of births recorded in the birth history is the same as the number recorded in CM10. These numbers should be equal. If they are indeed equal, continue with CM13. If not, you should probe to see which number is correct. You may need to record more births in the Birth History, delete births from the Birth History, or make changes to the Fertility module altogether.

CM13. Check BH4 in BIRTH HISTORY Module: Last birth occurred within the last 2 years, that is, since (month of interview) 2012 (if the month of interview and the month of birth are the same, and the year of birth is 2012, consider this as a birth within the last 2 years)

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

If the respondent's last birth occurred in the last 2 years, check the relevant box and enter the name of the child on the line provided. Then continue with the next module. If the respondent's last birth did not occur in the last 2 years, check the relevant box and go to the Illness Symptoms module.

OTHER IMPORTANT POINTS ABOUT THE BIRTH HISTORY TABLE

- Recording of age at death, year of birth, and age of living children. For month of birth in BH4, it is permissible to record Code '98' for 'Don't Know' as an answer. However, for year of birth (BH4), age of living children (BH6), and age at death (BH9), you must record an answer, even if it is only your best estimate. It is very important to obtain information for these questions, so you must probe for this information and make your best estimate on the basis of the woman's answers.
- Recording of information on twins. If there are any twins, record the information about each twin on a separate line. If the twins are the respondent's last birth and if one twin is dead, record the living twin last. By doing this, you will be able to talk about the living twin when you get to the following modules, which will be more comforting for the respondent.
- Recording information for more than 14 births. There are lines for 14 births in the table. If in an exceptional case you find a respondent with more than 14 births, take a fresh Questionnaire for Individual Women, fill in all the information on the cover page (WM1 to WM6), and write "CONTINUATION" on the top. Then on the second Questionnaire for Individual Women, draw a line on line N° 01 and begin with line N° 02, replace the number 02 by 15 on the Birth History module and if necessary, replace the number 03 by 16 and so on. Then write the information for these births. Return to the primary Questionnaire for Individual Women to complete the interview. Also write 'SEE CONTINUATION' across the top of the cover sheet of the primary questionnaire. Once you complete the Questionnaire for Individual Women keep the continuation questionnaire inside the primary one so that they remain together.
- Correcting of reported sequence of births. If you find that the respondent reports a birth that is not in order of birth, draw an arrow indicating the position in the table where it belongs according to the date when it occurred, and correct the BH Line Numbers printed in the first column of the Birth History module.
- Checking birth interval. Check the dates of each birth. If any two children are reported born less than seven months apart, e.g., February 2004 & September 2004 or November 2003 & May 2004, probe and correct dates. Either the February 2004/November 2003 birth occurred earlier or the September 2004/May 2004 birth occurred later, or both.
- Checking woman's age. Subtract her age of first birth from her current age. Probe for any birth occurring before age 12.

DESIRE FOR LAST BIRTH MODULE

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview. Check CM13 in Fertility/Birth History module and copy name of last born child on the space provided at the top of this module. Use this child's name while asking the questions, where indicated.

DB1. WHEN YOU GOT PREGNANT WITH (*name*), DID YOU WANT TO GET PREGNANT AT THAT TIME?

Circle the code corresponding to the response given. If the response is 'Yes' (wanted to get pregnant), circle '1' and go to next module.

DB2. DID YOU WANT TO HAVE A BABY LATER ON, OR DID YOU NOT WANT ANY (MORE) CHILDREN?

Circle the code corresponding to the response given. If the respondent says she wanted no more, circle '2' and go to next module.

DB3. HOW MUCH LONGER DID YOU WANT TO WAIT?

If the response is given in months, circle '1' and record the number of months. If the response is given in years, circle '2' and record the number of years.

MATERNAL AND NEWBORN HEALTH MODULE

This module is to be administered to all women who have had a live birth in the 2 years preceding the date of the interview. Check CM13 in Fertility module and record the name of the last-born child in the space provided. Use this child's name in the following questions, where indicated.

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

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

MN1. DID YOU SEE ANYONE FOR ANTENATAL CARE DURING YOUR PREGNANCY WITH *(name)*?

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

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, continue with MN2.

MN2. WHOM DID YOU SEE?

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

The modality « Doctor » regroups medical doctors who could either be specialists or general practitioners.

The modality « IS/IDEA/State registered nurse birth attendant/nurse/midwife » regroups nurses, higher nurses, higher technicians in nursing cares, specialized birth attendant nurses, midwives, state registered nurses,

The modality « IBA/Birth attendant nurse/Assistant nurse/ assistant midwife » regroups qualified nurses, birth attendants, assistant midwives and assistant nurses.

Circle the code for the person seen for antenatal care. Probe to learn if she saw more than one person by asking “**ANYONE ELSE?**” and circle the codes for any other persons seen for antenatal care during this pregnancy. If you are unsure on how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

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

MN2A. HOW MANY WEEKS OR MONTHS PREGNANT WERE YOU WHEN YOU FIRST RECEIVED ANTENATAL CARE FOR THIS PREGNANCY?

Circle a code for the unit of time the respondent mentions (either weeks or months) and then fill in a number to the right of the code you circle.

MN3. HOW MANY TIMES DID YOU RECEIVE ANTENATAL CARE DURING THIS PREGNANCY?

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

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

MN4. AS PART OF YOUR ANTENATAL CARE DURING THIS PREGNANCY, WERE ANY OF THE FOLLOWING DONE AT LEAST ONCE?

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

A. WAS YOUR BLOOD PRESSURE MEASURED?

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

B. DID YOU GIVE A URINE SAMPLE?

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

C. DID YOU GIVE A BLOOD SAMPLE?

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

MN5. DO YOU HAVE A CARD OR OTHER DOCUMENT WITH YOUR OWN IMMUNIZATIONS LISTED? MAY I SEE IT PLEASE?

First, ask whether she has a vaccination card or other documentary evidence of vaccination. Ask to see this evidence and record that you have seen it by circling '1'. If a card is presented, use it to assist with answers to the following 2 questions (MN6 and MN7). If the woman says she has a card but does not/cannot show it to you, circle '2'.

If the card is not available ('2' or '3' circled in MN5), you must try to find out how long ago the last Tetanus toxoid (TT) dose was received in MN6, and the total number of TT doses the mother has received in her lifetime in MN7. Use the probing questions, and record her answers in the spaces provided.

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

MN6. WHEN YOU WERE PREGNANT WITH *(name)*, DID YOU RECEIVE ANY INJECTION IN THE ARM OR SHOULDER TO PREVENT THE BABY FROM GETTING TETANUS, THAT IS CONVULSIONS AFTER BIRTH?

Tetanus is an infection of the wound and women may be infected with tetanus after delivery. It can be prevented through a vaccination during pregnancy. The vaccine is known as tetanus toxoid.

Ask if she received any tetanus toxoid injection during her last pregnancy. Circle '1' for a 'Yes' response. If the answer is 'No' or 'DK', circle the code corresponding to the response and skip to MN9.

MN7. HOW MANY TIMES DID YOU RECEIVE THIS TETANUS INJECTION DURING YOUR PREGNANCY WITH *(name)*?

Enter the number of doses she reports in the space provided and continue to MN8. If the number of doses is 7 or more times, record '7'. If she does not know, circle '8' and skip to MN9.

MN8. *How many tetanus injections during last pregnancy were reported in MN7?*

Check the box corresponding to the number of tetanus injections during last pregnancy. If she reported at least two tetanus injections during her last pregnancy, go to MN12. If she reported only one tetanus injections during her last pregnancy, continue with MN9.

MN9. DID YOU RECEIVE ANY TETANUS INJECTION AT ANY TIME BEFORE YOUR PREGNANCY WITH *(name)*, EITHER TO PROTECT YOURSELF OR ANOTHER BABY?

Circle the code corresponding to her response. If she reports never having received any tetanus injection prior to her last pregnancy, or does not know, circle the code corresponding to the answer given and skip to MN12. If 'Yes', continue with MN10.

MN10. HOW MANY TIMES DID YOU RECEIVE A TETANUS INJECTION BEFORE YOUR PREGNANCY WITH *(name)*?

Ask about doses of tetanus injections received during or before the next-to-last pregnancy or between pregnancies (at any time before the last pregnancy). Enter her response in the space provided, as in MN7. If the number of doses is 7 or more times, record '7'. If she responds 'Don't Know', skip to question MN12.

MN11. HOW MANY YEARS AGO DID YOU RECEIVE THE LAST TETANUS INJECTION BEFORE YOUR PREGNANCY WITH *(name)*?

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

MN12. *Check MN1 for presence of antenatal care during this pregnancy:*

If the answer to MN1 is 'Yes', check the corresponding box and continue with MN13. If no antenatal care is received during this pregnancy, skip to MN17.

MN13. DURING ANY OF THESE ANTENATAL VISITS FOR THE PREGNANCY, DID YOU TAKE ANY MEDICINE IN ORDER TO PREVENT YOU FROM GETTING MALARIA?

During pregnancy, a woman's immune system is weakened, making her more susceptible to malaria infection than women who are not pregnant. Malaria in pregnant women can cause several complications that are dangerous to the mother and unborn child, including severe maternal anaemia, low birth weight in newborns, and even death. The World Health Organization recommends that pregnant women in malaria-endemic areas take a treatment dose of SP/Fansidar (usually three tablets taken all at once) as a preventive measure, once a month from early in the second trimester until the time of delivery. Such preventive treatment with SP/Fansidar, usually given during antenatal visits, is known as intermittent preventive treatment (IPT). The generic name for SP/Fansidar is sulfadoxine-pyrimethamine but other brand names can exist. Other anti-malarial medicines can be used as a preventive measure as well.

Circle the code corresponding to the answer given. Notice that the word prevent is underlined in the question. Medicines to prevent malaria include only those medicines that a woman takes during pregnancy when she does not already have malaria. If the respondent took medicines during pregnancy when she did not already have malaria, continue to the next question.

If the respondent did not take any medicine to prevent her from getting malaria, circle '2'. If she does not know whether she received treatment to prevent malaria during her last pregnancy, circle '8' for 'DK'. In both cases, skip to MN17.

If the respondent says that she had malaria or a fever during the pregnancy and was given medicines to treat the malaria or fever, this would not be considered preventive treatment. In such a case, circle '2' for 'No' and skip to MN17.

MN14. WHICH MEDICINES DID YOU TAKE TO PREVENT MALARIA?

Circle the codes corresponding to all medicines reported taken to prevent malaria during the pregnancy (not to cure malaria).

If the respondent cannot remember the name of the medicine taken as a preventive measure against malaria, ask her to show you the package it came in. If she doesn't have the package, show her images of common anti-malarials and ask if she took any of them. If she mentions that during an antenatal visit she was given three tablets to take all at the same time in order to prevent malaria, circle 'A' on the assumption that she took SP/Fansidar.

If she took another medicine as a preventive measure against malaria, write the name in the space provided in 'Other', and circle 'X'. If she doesn't know the name of the medicine she took to prevent malaria, circle 'Z'.

MN15. *Check MN14 for medicine taken:*

This filter is used to skip the next question if the woman did not take SP/Fansidar during her last pregnancy. If SP/Fansidar was taken (MN14), continue with the next question. If SP/Fansidar was not taken, skip to question MN17.

MN16. DURING THIS PREGNANCY, HOW MANY TIMES DID YOU TAKE SP/FANSIDAR IN TOTAL? PLEASE INCLUDE ALL THAT YOU OBTAINED EITHER DURING AN ANTENATAL CARE VISIT, DURING A VISIT TO A HEALTH FACILITY OR FROM ANOTHER SOURCE?

Here we are asking about preventive doses of SP/Fansidar, not curative doses given if she had a fever. Therefore, in this question, we want to know only about preventive doses.

Record the number of times she took SP/Fansidar during pregnancy in the space provided. If the woman visited an antenatal clinic or other facility because she was sick with fever and was given SP/Fansidar, do not count this in the number of times she took SP/Fansidar during the pregnancy. Count only the 'times' taken (three tablets taken at the same time = '1 dose' = '1 time') when the woman was pregnant and did not have a fever.

MN17. WHO ASSISTED WITH THE DELIVERY OF (*name*)?

Circle the code for the person assisted with the delivery. Probe: "**ANYONE ELSE?**" and circle the codes for any other persons assisting with the delivery of this child.

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

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

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

MN18. WHERE DID YOU GIVE BIRTH TO *(name)*?

The intent of this question is to identify births delivered in a health facility. If the woman gave birth in a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the place is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other government medical' and circle '26'. Similarly, if the place is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle '36'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and inform your controller/team leader. The later will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that she delivered in another place not listed, write the description of the place in the space provided for 'Other' and circle '96'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

MN19. WAS *(name)* DELIVERED BY CAESAREAN SECTION? THAT IS, DID THEY CUT YOUR BELLY OPEN TO TAKE THE BABY OUT?

A caesarean section (often referred to by respondents as a "C-section" or "caesarean") is 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 while in some cases it is by choice.

MN19A. WHEN WAS THE DECISION MADE TO HAVE THE CAESAREAN SECTION? WAS IT BEFORE OR AFTER YOUR LABOUR PAINS STARTED?

Circle the code corresponding to the response given.

MN20. WHEN *(name)* WAS BORN, WAS HE/SHE VERY LARGE, LARGER THAN AVERAGE, AVERAGE, SMALLER THAN AVERAGE, OR VERY SMALL?

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

Read the entire question exactly as written before accepting an answer. This is the woman's own opinion about the size of her baby. Even if she knows the child's birthweight, tell her that you want to know her own idea of whether the baby was very large, larger than average, average, smaller than average or very small. If the respondent is unable to tell you, do not try to guess the answer based on the birthweight information or the appearance of the baby; circle '8' for 'DK'. In cases when the woman knows the birthweight of the baby and tells you the exact weight, do not use your judgement to influence her response in MN20. In other words, even if the woman tells you that her baby was smaller than average while the birthweight she is stating is quite large in your opinion, do not probe further to 'correct' the woman's perception of the size of the baby.

MN21. WAS (*name*) WEIGHED AT BIRTH?

Circle the code corresponding to the response given. If the baby was not weighed at birth or the mother doesn't know, skip to MN23.

MN22. HOW MUCH DID (*name*) WEIGH?

Ask the woman to show you her (or the child's) health card, if available. Record the birthweight in kilograms. If the weight is 'From card' or is recorded on another written document (such as a vaccination card, antenatal card or birth certificate), circle '1' and record the weight in the corresponding space. If the birthweight is reported by the mother, but no card or document is available, circle '2' for 'From recall' and record the weight in the corresponding space. Fill in the weight only once. Use zeros to fill in all digits if necessary. For example, if the woman tells you that the baby was 3.5 kilograms at birth; enter the information as '3.500'. Always record the birthweight from the card when possible.

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

MN23. HAS YOUR MENSTRUAL PERIOD RETURNED SINCE THE BIRTH OF (*name*)?

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

MN24. DID YOU EVER BREASTFEED(*name*)?

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

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

MN25. HOW LONG AFTER BIRTH DID YOU FIRST PUT *(name)* TO THE BREAST?

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

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

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

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

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

MN26. IN THE FIRST THREE DAYS AFTER DELIVERY, WAS *(name)* GIVEN ANYTHING TO DRINK OTHER THAN BREAST MILK?

If the child was given anything to drink other than breast milk, circle code '1' for 'Yes' or otherwise '2' for 'No' and go to next module.

MN27. WHAT WAS *(name)* GIVEN TO DRINK?

Circle the code corresponding to the response. Probe by asking "ANYTHING ELSE?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

POST-NATAL HEALTH CHECKS MODULE

The post-natal period is defined as the time following delivery until six weeks after birth. Post-natal health checks are important for the health and survival of both child and mother, particularly during the first couple of days after delivery.

The purpose of this module is to measure contact with a health provider at some point after the completion of the delivery process. Also, the module does not address content of care.

Each respondent with a live birth within the last two years (*CM13=One or more live births in last two years*) will be asked a subset of the questions in the module. Questions about a post-natal health check are asked separately for the baby and for the mother.

- For births that occurred in a health facility, questions are asked to establish whether anyone checked on the health of the baby and on the health of the mother before they left the facility. We also ask about any post-discharge checks on health. If a health check did occur after leaving the facility, we ask when the check occurred, who performed the check, and where it took place.
- For births that occurred outside a health facility, the respondent is asked if the birth attendant provided any health check before leaving the mother and baby. Then she is asked if there was any health check after the attendant left and, if so, when the check occurred, who performed the check, and where it took place.
- For births that occurred outside a facility with no attendant present, the respondent is asked whether there was any check on her baby's health at some point after delivery and, if so, when the check occurred, who performed the check, and where it took place. The same sequence of questions is asked about checks on the mother's health.

The Post-Natal Health Check (PN) module appears rather lengthy because it is necessary to ask different questions of women who delivered in a facility versus those who did not. Thus, it is very important to check each filter question carefully and to follow all skip instructions.

PN1. Check MN18: Was the child delivered in a health facility?

Check MN18. If MN18 is '21'-'26' or '30'-'36' (the respondent delivered her child in a health facility) tick 'Yes' and continue with PN2. If MN18 is '11' or '12' or '96' (the respondent delivered at home or some other place outside a facility), go to PN6.

PN2. NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT WHAT HAPPENED IN THE HOURS AND DAYS AFTER THE BIRTH OF (*name*). YOU HAVE SAID THAT YOU GAVE BIRTH IN (*name or type of facility in MN18*). HOW LONG DID YOU STAY THERE AFTER THE DELIVERY?

Note that PN2 is composed of two parts – an introduction and a question. Make sure to read the introduction before asking the question. Circle a code for the unit of time the respondent mentions (hours, days or weeks) and then fill in a number to the right of the

code you circle. Follow the instructions for recording time; that is less than one day should be recorded in hours and less than one week should be recorded in days. If the woman is uncertain, probe to get her best estimate of how long she stayed in the facility. Note that you will need to refer to the child by name, as well as the type of facility.

PN3. I WOULD LIKE TO TALK TO YOU ABOUT CHECKS ON *(name)*'S HEALTH AFTER DELIVERY – FOR EXAMPLE, SOMEONE EXAMINING *(name)*, CHECKING THE CORD, OR SEEING IF *(name)* IS OK.

BEFORE YOU LEFT THE *(name or type of facility in MN18)*, DID ANYONE CHECK ON *(name)*'S HEALTH?

This question refers to health checks that occurred sometime after delivery was over but before the baby left the facility.

PN3 is composed of two parts – an introduction and a question. Note that the introduction provides a series of examples to illustrate what we mean by “check on the baby’s health”; these are meant to be examples only so it is okay if the baby’s health check did not include any of these specific components. Make sure to read the introduction before asking the question so that the respondent understands the meaning of the question. Circle ‘1’ if ‘Yes’ or ‘2’ if ‘No’ and continue to the next question.

PN4. AND WHAT ABOUT CHECKS ON YOUR HEALTH – I MEAN, SOMEONE ASSESSING YOUR HEALTH, FOR EXAMPLE ASKING QUESTIONS ABOUT YOUR HEALTH OR EXAMINING YOU.

DID ANYONE CHECK ON YOUR HEALTH BEFORE YOU LEFT *(name or type of facility in MN18)*?

PN4 is similar to PN3, but here we are asking about a check on the health of the mother, not the newborn. It is important that the respondent understands that we are referring to health checks before leaving the facility.

PN4 is composed of two parts – an introduction and a question. Note that the introduction provides a series of examples to illustrate what we mean by a check on the mother’s health; these are meant to be examples only so it is okay if the health check did not include these specific components. Make sure to read the introduction before asking the question so that the respondent understands the meaning of the question. Note that we do not include health checks occurring immediately after delivery; if the respondent mentions a check that occurred 30 minutes after delivery, for example, probe to see if anyone checked on her health after that. Circle ‘1’ if ‘Yes’ or ‘2’ if ‘No’ and continue to the next question.

PN5. NOW I WOULD LIKE TO TALK TO YOU ABOUT WHAT HAPPENED AFTER YOU LEFT *(name or type of facility in MN18)*.

DID ANYONE CHECK ON *(name)*'S HEALTH AFTER YOU LEFT *(name or type of facility in MN18)*?

For a woman who delivered in a health facility, the remaining questions in the module will focus on what happened to her and her baby after discharge from the facility. To ensure that the purpose of this and the following questions is clear, it is important to read the introduction before reading the question. Circle ‘1’ if ‘Yes’ or ‘2’ if ‘No’ and follow the skip pattern. If code 1 is circled, go to PN11; if code 2 is circled, go to PN16.

PN6. Check MN17: Did a health professional, traditional birth attendant, or community health worker assist with the delivery?

This filter will be administered for women who delivered outside a health facility. Check MN17. If any code between 'A'-'G' is circled in MN17, which means the respondent delivered with a health professional, traditional birth attendant, or community health worker in attendance, continue with PN7. If none of the codes from 'A' to 'G' are circled in MN17, skip to PN10.

PN7. YOU HAVE ALREADY SAID THAT *(person or persons in MN17)* ASSISTED WITH THE BIRTH. NOW I WOULD LIKE TO TALK TO YOU ABOUT CHECKS ON *(name)*'S HEALTH AFTER DELIVERY, FOR EXAMPLE EXAMINING *(name)*, CHECKING THE CORD, OR SEEING IF *(name)* IS OK. AFTER THE DELIVERY WAS OVER AND BEFORE *(person or persons in MN17)* LEFT YOU, DID *(person or persons in MN17)* CHECK ON *(name)*'S HEALTH?

This question refers specifically to any health checks performed by the birth attendant after the delivery was completed but before leaving mother and newborn.

PN7 is composed of two parts – an introduction and a question. Note that the introduction provides a series of examples to illustrate what we mean by “check on the baby’s health”; these are meant to be examples only so it is okay if the baby’s health check did not include any of these specific components. Make sure to read the introduction before asking the question so that the respondent understands the meaning of the question. Circle ‘1’ if ‘Yes’ or ‘2’ if ‘No’ and continue to the next question.

PN8. AND DID *(person or persons in MN17)* CHECK ON YOUR HEALTH BEFORE LEAVING?

BY CHECK ON YOUR HEALTH, I MEAN ASSESSING YOUR HEALTH, FOR EXAMPLE ASKING QUESTIONS ABOUT YOUR HEALTH OR EXAMINING YOU.

PN8 is similar to PN7, but here we are asking about a check on the health of the mother, not the newborn. It is important that the respondent understands that we are referring to health checks provided by the birth attendant before she left the premises after delivery. Circle '1' if 'yes' or '2' if 'no' and go to the next question.

PN9. AFTER THE *(person or persons in MN17)* LEFT YOU, DID ANYONE CHECK ON THE HEALTH OF *(name)*?

This question is meant for all women who delivered with the assistance of a birth attendant, and it makes reference specifically to all health checks received from somebody else by the newborn, when the birth attendant left the mother and the child after birth. Circle ‘1’ if ‘yes’ or ‘2’ if ‘no’ and follow the skip patterns.

PN10. I WOULD LIKE TO TALK TO YOU ABOUT CHECKS ON *(name)*'S HEALTH AFTER DELIVERY – FOR EXAMPLE, SOMEONE EXAMINING *(name)*, CHECKING THE CORD, OR SEEING IF THE BABY IS OK. AFTER *(name)* WAS DELIVERED, DID ANYONE CHECK ON HIS/HER HEALTH?

This question will be asked to respondents who delivered outside a health facility with no birth attendant.

PN10 is composed of two parts – an introduction and a question. Note that the introduction provides a series of examples to illustrate what we mean by “check on the baby’s health”; these are meant to be examples only so it is okay if the baby’s health check did not include any of these specific components. Make sure to read the introduction before asking the question so that the respondent understands the meaning of the question. Circle ‘1’ if ‘Yes’ and continue to the next question. If ‘No’ circle code ‘2’ and skip to PN19.

PN11. DID SUCH A CHECK HAPPEN ONLY ONCE, OR MORE THAN ONCE?

This question will be asked to all respondents whose newborn received some sort of health check either after discharge from the health facility or after the birth attendant left the home. Respondents who delivered with no birth attendant will also be asked this question if they indicate that the baby received some sort of health check at any point after delivery. Circle ‘1’ if ‘Once’ or ‘2’ if ‘More than once’ and follow the skip pattern.

PN12A. HOW LONG AFTER DELIVERY DID THAT CHECK HAPPEN?

PN12B. HOW LONG AFTER DELIVERY DID THE FIRST OF THESE CHECKS HAPPEN?

Note that PN12A and PN12B are the same question, but worded differently depending on whether the newborn had just one health check or more than one (according to the response in PN11). Circle a code for the unit of time the respondent mentions (either hours, days or weeks) and then fill in a number to the right of the code you circle. Follow the instructions for recording time; that is less than one day should be recorded in hours and less than one week should be recorded in days. If the woman is uncertain, probe to get her best estimate.

PN13. WHO CHECKED ON *(name)*’S HEALTH AT THAT TIME?

Probe for the type of person who performed the health check. If the woman is unsure of the status of the person, for example, if she doesn’t know whether the provider was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons who were involved in that (first) health check. If you are unsure where to code a person mentioned, write it in the space provided ‘Other’ and circle ‘X’.

PN14. WHERE DID THIS CHECK TAKE PLACE?

The intent of this question is to identify where the health check occurred. If the place is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for ‘Other government medical’ and circle ‘26’. Similarly, if the place is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for ‘Other private medical’ and circle ‘36’. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire ‘Name of place’ and inform your controller/team leader. The later will learn

from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent names another place not listed, write the description of the place in the space provided for 'Other' and circle '96'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

PN15. Check MN18: Was the child delivered in a health facility?

Check MN18. If MN18 is '21'-'26' or '30'-'36' (the respondent delivered her child in a health facility) continue with PN16. If MN18 is '11' or '12' or '96' (the respondent delivered at home or some other place which is not a health facility) go to PN17.

PN16. AFTER YOU LEFT (*name or type of facility in MN18*), DID ANYONE CHECK ON YOUR HEALTH?

This question is asked only to women who delivered in a health facility, and refers to a health check occurring after discharge from the facility. Circle '1' if 'Yes' or '2' if 'No' and follow the skip pattern. It is important for the respondent to understand that we are referring to a check on her health, not her baby's.

PN17. Check MN17: Did a health professional, traditional birth attendant, or community health worker assist with the delivery?

This filter will be administered for women who delivered outside a health facility. Check MN17. If any code between 'A'-'G' is circled in MN17, which means the respondent delivered with a health professional, traditional birth attendant, or community health worker in attendance, continue with PN18. If no codes from 'A' to 'G' are circled, skip to PN19.

PN18. AFTER THE DELIVERY WAS OVER AND (*person or persons in MN17*) LEFT, DID ANYONE CHECK ON YOUR HEALTH?

This question is addressed to women who delivered at home with a birth attendant, and the question specifically refers to any health checks she received after the birth attendant left her and the baby after delivery. Circle '1' if 'Yes' or '2' if 'No' and follow the skip pattern.

PN19. AFTER THE BIRTH OF (*name*), DID ANYONE CHECK ON YOUR HEALTH? I MEAN SOMEONE ASSESSING YOUR HEALTH, FOR EXAMPLE ASKING QUESTIONS ABOUT YOUR HEALTH OR EXAMINING YOU.

This question is addressed to women who delivered at home with a birth attendant, and the question specifically refers to any health checks she received after the delivery of her baby. Circle '1' if 'Yes' and go to the next question. If 'No', circle '2' and go to the next module.

PN20. DID SUCH A CHECK HAPPEN ONLY ONCE, OR MORE THAN ONCE?

This question will be asked to all respondents who reported receiving some sort of health check, whether after discharge from the health facility or after the birth attendant left the home. Respondents who delivered with no birth attendant will also be asked this question if

they indicate that they received a health check at any point after delivery. Circle '1' if 'Once' or '2' if 'More than once and follow the skip pattern.

PN21A. HOW LONG AFTER DELIVERY DID THAT CHECK HAPPEN?

PN21B. HOW LONG AFTER DELIVERY DID THE FIRST OF THESE CHECKS HAPPEN?

Note that PN21A and PN21B are the same questions, but worded differently depending on whether the respondent had just one health check or more than one. Circle a code for the unit of time the respondent mentions (either hours, days or weeks) and then fill in a number to the right of the code you circle. Follow the instructions for recording time; that is, less than one day should be recorded in hours and less than one week should be recorded in days. If the woman is uncertain, probe to get her best estimate.

PN22. WHO CHECKED ON YOUR HEALTH AT THAT TIME?

Probe for the type of person who performed the health check. If the woman is not sure of the status of the person, for example, if she doesn't know whether the provider was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons who were involved in that (first) health check. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'.

PN23. WHERE DID THIS CHECK TAKE PLACE?

The intent of this question is to identify where the health check occurred. If the place is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other government medical' and circle '26'. Similarly, if the place is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle '36'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your controller/team leader. The later will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent names another place not listed, write the description of the place in the space provided for 'Other' and circle '96'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

ILLNESS SYMPTOMS MODULE

IS1. *Check List of Household Members, columns HL7B and HL15 of the household questionnaire*

If the respondent is the mother or guardian/ caretaker of any child age 0-14, her Line Number is recorded in HL15. She may be the mother or caretaker of more than one child. Check in HL7B if any children with her Line Number recorded in HL15 are age 0-4. If yes, continue with IS2. Otherwise, go to next module.

IS2. SOMETIMES CHILDREN HAVE SEVERE ILLNESSES AND SHOULD BE TAKEN IMMEDIATELY TO A HEALTH FACILITY. WHAT TYPES OF SYMPTOMS WOULD CAUSE YOU TO TAKE A CHILD UNDER THE AGE OF 5 TO A HEALTH FACILITY RIGHT AWAY?

This question asks for symptoms of illnesses that would cause the respondent to take a child to a health facility right away. Probe by asking '**ANY OTHER SYMPTOMS?**' and keep asking for more signs or symptoms of illnesses until the mother or guardian/ caretaker cannot recall any additional symptoms. Note that accidents should not be considered as symptoms of an illness.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the response categories, write it down in full and check with your controller later on.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X', 'Y', and 'Z', for additional symptoms not listed).

CONTRACEPTION MODULE

The module should be administered to all women age 15-49 years (including women age 15 and age 49). These questions deal with private behaviour and attitudes. They are designed to collect the basic information needed to estimate contraceptive prevalence rates and types of methods used.

Any other person that may be present during the interview should be asked to leave the interview area to ensure privacy. Even in cases where women are being interviewed alone, they will be reluctant to answer these questions, especially if they sense that you are part of a team that includes males and that her responses may be shared with the males in the team. Make sure to emphasize here that the respondent's answers will remain strictly confidential.

CP1. I WOULD LIKE TO TALK WITH YOU ABOUT ANOTHER SUBJECT – FAMILY PLANNING. ARE YOU PREGNANT NOW?

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

Circle the code corresponding to the response given. If she is pregnant, circle '1' and skip to CP2A. If the woman is unsure or does not know for certain if she is pregnant, circle '8' for 'Unsure or DK'.

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

Circle the code corresponding to the response given. If 'yes', circle '1' and skip to CP3.

If needed, consider the last 1 month as 'current use'.

CP2A. HAVE YOU EVER DONE SOMETHING OR USED ANY METHOD TO DELAY OR AVOID GETTING PREGNANT?

Circle the code corresponding to the response given and go to next module.

CP3. WHAT ARE YOU DOING TO DELAY OR AVOID A PREGNANCY?

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

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

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months apart and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method.

Lactational amenorrhoea method (LAM) requires a woman to breastfeed frequently (without feeding the child anything else except water) and to know that the method can be used for up to six months after a birth as long as menstruation has not returned. The method also teaches women that if menstruation returns, the child becomes six months old, or the mother starts feeding her child anything other than breast milk or plain water, they should begin using another method of contraception if they want to avoid becoming pregnant.

It's important to point out that the use of the morning-after pill is considered as a contraceptive method, classified under the category 'Pill'.

UNMET NEED MODULE

Women with unmet need are those who are fecund and sexually active but are not using any method of contraception, and report not wanting any more children or wanting to delay the next child. The concept of unmet need points to the gap between women's reproductive intentions and their contraceptive behaviour. Questions used in this module as well as a number of other modules are used to assess whether women have an unmet need for family planning.

UN1. Check CP1. Currently pregnant?

This is a filter that you will use to make sure that you ask questions UN2 to UN4 to women who are pregnant at the time of the interview. Check her response to CP1: If the woman is currently pregnant, mark the corresponding box and continue with UN2. If she is currently not pregnant, is unsure or does not know, skip to UN5.

UN2. NOW I WOULD LIKE TO TALK TO YOU ABOUT YOUR CURRENT PREGNANCY. WHEN YOU GOT PREGNANT, DID YOU WANT TO GET PREGNANT AT THAT TIME?

Circle the code corresponding to the answer given. Skip to UN4 if 'Yes'. Otherwise, continue to the next question.

UN3. DID YOU WANT TO HAVE A BABY LATER ON OR DID YOU NOT WANT ANY (MORE) CHILDREN?

Circle the code corresponding to the answer given.

UN4. NOW I WOULD LIKE TO ASK SOME QUESTIONS ABOUT THE FUTURE. AFTER THE CHILD YOU ARE NOW EXPECTING, WOULD YOU LIKE TO HAVE ANOTHER CHILD, OR WOULD YOU PREFER NOT TO HAVE ANY MORE CHILDREN?

Note that we want to make sure that pregnant women do not think that we are asking them if they want the child they are pregnant with now. Circle the code corresponding to the response given. If the woman wants to have another child, you should circle '1' and continue with UN7. If she wants no more children or does not want to have children at all, you should circle '2' and skip to UN13. If she is undecided or does not know, circle '8' and skip to UN13.

UN5. Check CP3. Currently using "Female sterilization"?

If the woman is currently using female sterilization ('A' circled in CP3), mark the corresponding box and skip to UN13. If she is currently not using female sterilization, continue with UN6.

UN6. NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT THE FUTURE. WOULD YOU LIKE TO HAVE (A/ANOTHER) CHILD, OR WOULD YOU PREFER NOT TO HAVE ANY (MORE) CHILDREN?

Circle the code corresponding to the response given. If the woman wants to have a/another child, you should circle '1'. If she wants no more children or does not want to have children at all, you should circle '2' and skip to UN9. If she says she cannot get pregnant, circle '3' and skip to UN11. If she is undecided or does not know, circle '8' and skip to UN9.

UN7. HOW LONG WOULD YOU LIKE TO WAIT BEFORE THE BIRTH OF (A/ANOTHER) CHILD?

Here, you will also need to choose the appropriate phrasing for the question, based on what you already know about the respondent. This question should be asked to all women (pregnant or not pregnant) 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 spaces. If she says she does not want to wait and would like to have a baby right away, record 993 for 'Does not want to wait (Soon/Now)'. If the woman says she cannot get pregnant, circle '994'. If the woman tells you she would like to wait until after she is married to have a child, record '995' for 'After marriage'. If she gives a different answer, circle '996' for 'Other'. If she says she does not know, circle '998'. For women who say that they cannot get pregnant, you should skip to UN11.

UN8. Check CP1. Currently pregnant?

Check CP1. If the woman is currently pregnant, mark the corresponding box and skip to UN13. If she is currently not pregnant, is unsure or does not know, continue with UN9.

UN9. Check CP2. Currently using a method?

Check CP2. If the woman is currently using a method (CP2=1), mark the corresponding box and skip to UN13. If she is currently not using a method, continue with UN10.

UN10. DO YOU THINK YOU ARE PHYSICALLY ABLE TO GET PREGNANT AT THIS TIME?

This question aims to learn whether the woman thinks she can conceive a child. Circle the code corresponding to the response given.

Make sure that the woman does not relate her current physical ability to get pregnant with her current marital status. It is important to emphasize to the woman, if necessary, that we are interested in her current physical ability – she may be physically able to get pregnant, but may think that this is not possible because she currently does not have a partner. In such cases, the woman should obviously be coded as 'Yes'.

UN11. WHY DO YOU THINK YOU ARE NOT PHYSICALLY ABLE TO GET PREGNANT?

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

UN12. Check UN11. "Never menstruated" mentioned?

Check UN11. If code 'C' is circled (Never menstruated), mark the corresponding box and go to the next module. If code 'C' is not circled, continue with UN13.

UN13. WHEN DID YOUR LAST MENSTRUAL PERIOD START?

The answers to this question will help to determine whether any of the respondents are

actually menopausal or infecund because they have not had their periods in a long time. Record the respondent's answer in the units that she uses. Note that the answer can be given in months or years. Circle '1' if the response is in days, '2' if in weeks, '3' if in months, 4' if in years and record the answer in the appropriate spaces.

In some cases, the respondent may give you the date that her last menstrual period began. If that happens, write the date on the questionnaire, calculate the length of time since that date, and record it in the appropriate units. Note that it is not necessary to obtain a date.

If she says she is in menopause or has had hysterectomy, record 994. A woman who is too old to menstruate or become pregnant is described as being in menopause. A hysterectomy is an operation to remove the uterus. If the woman tells you she had her last menstrual period before her last pregnancy, record '995'. If she says she has never menstruated, circle '996'.

MARRIAGE/UNION MODULE

This module is to be administered to all women age 15-49 years (including women age 15 and age 49)

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

For example, if a woman went to live with her boyfriend and his family and stayed there for several years, they would be considered 'living together', whether or not they have any children. On the other hand, if a woman has a boyfriend but has never lived with him, she would not be considered in a union.

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

The options here are currently married, living with a man, or not in union (the woman is neither married nor living with a man as if married). Circle the code corresponding to the respondent's status at the time of the interview. If the woman is currently neither married nor in a union, skip to MA5.

MA2. HOW OLD IS YOUR HUSBAND/PARTNER? Probe: HOW OLD WAS YOUR HUSBAND/PARTNER ON HIS LAST BIRTHDAY?

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

MA3. BESIDES YOURSELF, DOES YOUR HUSBAND/PARTNER HAVE ANY OTHER WIVES OR PARTNERS OR DOES HE LIVE WITH OTHER WOMEN AS IF MARRIED?

In this question, we are interested in the wives and/or live-in partners that the respondent's husband/partner has. Circle the code corresponding to the answer given. If 'No', skip to MA7.

MA4. HOW MANY OTHER WIVES OR PARTNERS DOES HE HAVE?

Similar to the previous question, we are interested here in the number of wives and/or live-in partners the respondent's husband has. Enter the number of other wives in the space provided. Use leading zero if necessary. For all answers, skip to MA7.

MA5. HAVE YOU EVER BEEN MARRIED OR LIVED TOGETHER WITH A MAN AS IF MARRIED?

For women who are not currently married or living with a man, ask whether they have ever been married or lived with a man as if married.

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

If she was never married and never lived with a man, circle '3' for 'No' and go to the next module. Otherwise, continue on to MA6.

MA5A. WERE YOU MARRIED OR DID YOU LIVE TOGETHER WITH A MAN AS IF YOU WERE MARRIED DURING THE LAST 12 MONTHS?

For women who are not currently married or who do not live with a man, inquire to know if at any moment during the last 12 months they were married or lived with a man as if married.

Circle the corresponding code to the answer given.

MA6. WHAT IS YOUR MARITAL STATUS NOW: ARE YOU WIDOWED, DIVORCED OR SEPARATED?

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

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

MA7. HAVE YOU BEEN MARRIED OR LIVED WITH A MAN ONLY ONCE OR MORE THAN ONCE?

As with MA1, we are interested in formal marriages as well as informal arrangements. If a woman was married or lived with a man and then was widowed, divorced, or separated from her husband or partner and is now either married to or living with someone else, record 'More than once'. If a woman is not currently married or in an informal union but was previously married or living with someone else two or more times, record 'More than once' by circling '2' and continue with MA8B. If she has married or lived with someone else only once, circle '1' and continue with MA8A.

Note that the question refers to periods of marriage or informal unions, and not to numbers of husbands or partners. If a woman was married to a man and divorced him, and then

married the same person again, she should be considered as having married 'More than once'. The same applies to informal unions with the same person.

MA8A. IN WHAT MONTH AND YEAR DID YOU MARRY OR START LIVING WITH A MAN AS IF MARRIED?

MA8B. IN WHAT MONTH AND YEAR DID YOU FIRST MARRY OR START LIVING WITH A MAN AS IF MARRIED?

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

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

MA9. HOW OLD WERE YOU WHEN YOU STARTED LIVING WITH YOUR FIRST HUSBAND/PARTNER?

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

ATTITUDES TOWARD DOMESTIC VIOLENCE MODULE

Before you administer this module, make sure that you are alone with the respondent to ensure privacy.

There are two questions in this module. The first question is based on the woman's attitudes toward wife-beating. Note that we are not asking whether the woman has been subjected to domestic violence. Supportive attitudes should not necessarily be interpreted as a measure of *approval* of domestic violence, nor do they imply that a woman has been victim of such violence or will inevitably become a victim. Rather, such attitudes should be seen as an indication of the *social acceptance* of violence (in contexts where women have a lower status in society) as a disciplinary action when a woman does not comply with certain expected gender roles.

As regards to the second question, it focuses on emotional and physical violence that could have been suffered by a woman from the part of the husband/partner in the last 12 months. This second question is addressed to women who are currently married/in union or who were married/in union.

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

- [A] IF SHE GOES OUT WITHOUT TELLING HIM?
- [B] IF SHE NEGLECTS THE CHILDREN?
- [C] IF SHE ARGUES WITH HIM?
- [D] IF SHE REFUSES TO HAVE SEX WITH HIM?
- [E] IF SHE BURNS THE FOOD?
- [F] IF SHE DOESN'T RESPECT HER IN-LAWS
- [G] IF SHE HAS FRIENDS CONSIDERED OF POOR CHARACTER
- [H] IF SHE DOESN'T DRESS UP AT THE HUSBAND'S CONVENIENCE

Read each item aloud. For each situation, circle the code corresponding to the answer given – '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

DV2. VERIFY THAT MA1= 1 OR 2 ("IS CURRENTLY MARRIED/IN UNION") OR MA5A= 1 ("WAS MARRIED /IN UNION DURING THE LAST 12 MONTHS") IS CIRCLED?

DV2 helps to filter women currently married/in union as well as those who were married/in union in the last 12 months, since the next question only concerns them. Check MA1 and MA5A, if the woman is currently married/in union or was married/in union in the last 12 month, tick the corresponding box and go to the next question. If not, tick the corresponding box and go to the next module.

DV3. DURING THE LAST 12 MONTHS, DID IT ARISE OFTEN, AT TIMES, OR NEVER THAT YOUR HUSBAND/ PARTNER (LAST) DID YOU ONE OF THE FOLLOWING THINGS:

- [A] SAYS OR DOES SOMETHING TO HUMILIATE YOU IN FRONT OF OTHER PERSONS?**
- [B] THREATENS TO HURT YOU OR HARM YOU OR SOMEONE CLOSE TO YOU?**
- [C] INSULTS OR BELITTLES YOU?**
- [D] PUSHES YOU, SHAKES YOU OR THROWS SOMETHING ON YOU?**
- [E] SLAPS YOU?**
- [F] TWISTS YOUR ARM OR PULL YOUR HAIRS?**
- [G] PUNCHES YOU WITH HIS FIST OR WITH SOMETHING THAT CAN HURT YOU?**
- [H] GIVES YOU KICKS OR DRAGS YOU OR BEATS YOU UP ?**
- [I] TRIES TO CHOKE OR BURN YOU ON PURPOSE**
- [J] THREATENS OR ATTACK YOU WITH A KNIFE, GUN, OR ANY OTHER WEAPON**
- [K] FORCES YOU PHYSICALLY TO HAVE SEXUAL INTERCOURSE WITH HIM EVEN WHEN YOU DID NOT WANT**
- [L] FORCES YOU TO PERFORM ANY SEXUAL ACTS YOU DID NOT WANT**

This part is devoted to emotional and physical violences that could have been suffered by a woman from the part of the husband/partner in the last 12 months. Questions are addressed to women currently married/in union or who were married/in union at any moment in the last 12 months. Each question should be read clearly and slowly to enable the interviewee understand the question. After asking each question, stop for some time and give sufficient time to the respondent to answer the question. Record the answer before asking the next question. For each listed case, take down the respondent's answer. If the answer is 'Yes', determine the frequency of the event in the last 12 months.

The first three questions are based on emotional violence and aim to know if the respondent was verbally attacked (including through the phone) by the husband/partner and whether the respondent felt humiliated or not, humiliated in front of others because of what the husband said or did. Our interest here is the humiliation felt by the woman and not what the husband/partner did or said.

The remaining questions concern physical and violent actions perpetrated by the husband/partner. These questions could be very painful and some respondents could be confused and upset. If a respondent crumbles, be sympathetic and kind. Give time to the respondent to recover before you continue with the interview. Do not force the respondent to answer, but at the same time, note that despite the sadness, many women will be willing to tell you about their situation if you are patient, if you adopt a neutral attitude and if you are sympathetic.

SEXUAL BEHAVIOUR MODULE

The purpose of this module is to obtain information to help programme managers and policy makers plan more effective family planning/reproductive health programmes. **Before continuing, ensure that no one else, besides you and the respondent, is present for the interview and the respondent's answers will remain strictly confidential. If the respondent's privacy cannot be ensured, STOP HERE and do not ask the questions in this module until you have privacy again.**

These questions may be embarrassing for some respondents; therefore, ask them in a matter-of-fact voice and do not make the respondent feel embarrassed by your own behaviour. A common reaction for people who are embarrassed is to giggle or laugh. If you laugh in return or act as if you are embarrassed too, it will make the respondent think that the questions are not serious. Make sure you maintain a serious attitude.

Note that even though the questions in this module refer to the 'sexual intercourse', they do not explicitly mention a sexual activity with opposite sex. Ask each question as it is written and record the answer regardless of whether the respondent is referring to a heterosexual activity or not.

SB1. NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT SEXUAL ACTIVITY IN ORDER TO GAIN A BETTER UNDERSTANDING OF SOME IMPORTANT FAMILY LIFE ISSUES. THE INFORMATION YOU SUPPLY WILL REMAIN STRICTLY CONFIDENTIAL. HOW OLD WERE YOU WHEN YOU HAD SEXUAL INTERCOURSE FOR THE VERY FIRST TIME?

It is very important that you read the first sentence, and to emphasize to the respondent that her responses will remain strictly confidential. If necessary, explain to her once again that the information she shares with you will only be used for statistical purposes; that her name will never be revealed; and her responses will not be shared with others in the community or elsewhere.

The age we are asking about is the age of the respondent the very first time she had sexual intercourse. It does not matter whether the woman continued to have a relationship with this person. We are not asking about the first time with her current partner, but rather, the first experience of sexual intercourse in her entire life.

If the response is 'Never had intercourse', circle '00' and skip to the next module. Otherwise, enter the age in years on the line provided. If she was less than 10 years old, use a zero to fill in the first space.

If the respondent tells you that her first time was when she started living with her first husband, record her response by circling '95'. You will have collected this information in the Marriage/Union module. If the respondent says that her first time was with her first husband, but it was before they began living together, probe for the respondent's age at the time.

If the respondent says she does not know how old she was when she first had intercourse, probe by relating it to how old she was when she first married or had her first child. However, when doing this probing, be certain not to assume that the first time she had sex was at the time of her first marriage. If she has never married and/or never had children, you can probe by relating the timing of the first intercourse to whether she was going to school at the time, or to places that she might have lived. The respondent should feel comfortable in taking her time to think about her response to remember correctly. Allowing time for her to recall will also reflect how serious you are with this range of questions, which in turn will make the respondent more comfortable.

SB2. THE FIRST TIME YOU HAD SEXUAL INTERCOURSE, WAS A CONDOM USED?

If used correctly, condoms can reduce the risk of transmission of AIDS and other sexually transmitted infections. We do not mention this fact to the respondent, because we do not want to influence her answer here. In this question we are referring to the first occasion the respondent had sexual intercourse.

Circle the code for the response given.

SB3. WHEN WAS THE LAST TIME YOU HAD SEXUAL INTERCOURSE?

By 'the last time you had sexual intercourse' we are referring to the respondent's most recent act of sexual intercourse.

In most cases you will record the respondent's answer by using the same units of measure she used in her response. For example, if she says '3 weeks ago', circle '2' and write '03' next to 'Weeks ago'. If she says "4 days ago," circle '1' and write '04' next to 'Days ago'. If the respondent says "last night," circle '1' and write '00' for 'Days ago'. If the respondent answers with a month, for example, if she says "it was in December," count the number of months and record months. It may be helpful to write the name of the month in the questionnaire. All responses within less than 12 months will be recorded in months, weeks or days.

If the response is 12 months or more, circle '4' and record the answer in years. The 'Years ago' row should be used only if the last intercourse was more than 1 year ago. There should never be a response recorded '00' 'Years Ago'. If the response is 12 months or more, go to the SB15.

While this question is a simple one, respondents who have not had sexual intercourse recently are likely to round off their answers, and it will be up to you to learn from respondents whether they last had sex more or less than a year ago. For example, a woman with no regular sexual relationships may engage in sexual intercourse on an irregular basis. Perhaps the last time she had sexual intercourse was during a trip she took 10 months ago; she will be more likely to respond "about a year ago," rather than count how many months ago it was. Therefore, you will need to probe all responses of 'a year ago' with: "Do you

remember which month it was?" In this way, we will be able to determine whether the respondent actually had intercourse within the last year or more than a year ago. Respondents who last had sexual intercourse, 10, 11, 12, 13, 14 or 15 months ago may all give responses of 'a year ago'; it will be up to you to clarify when it actually was. Asking the respondent "Was it more or less than a year ago" is not a very good probe for this question; it would be best to ask, "Do you remember what month it was?"

If a woman has not yet resumed intercourse since she had her last child, check CM12 for the month and year of birth of her last child, and ask how long before the birth of that child she had sex the last time.

SB4. THE LAST TIME YOU HAD SEXUAL INTERCOURSE WAS A CONDOM USED?

In this question, we now refer only to the last time the respondent had sexual intercourse.

Circle the code for the response given.

SB5. WHAT WAS YOUR RELATIONSHIP TO THIS PERSON WITH WHOM YOU LAST HAD SEXUAL INTERCOURSE?

In this question, we want to know the relationship of the respondent to the person with whom she last had sex. If the person is 'boyfriend', ask: "**WERE YOU LIVING TOGETHER AS IF MARRIED?**" If 'Yes', circle '2' for 'Cohabiting partner'. If 'No', circle '3' for 'Boyfriend' and skip to SB7.

Note that we are interested in the relationship of the woman with the person mentioned at the time they last engaged in sexual intercourse. For example, if a woman's last partner was a boyfriend she was living with at the time, you would record 'Cohabiting partner' even though they are no longer living together. They were living together at the time of the sexual encounter. Record the status of the relationship that existed at the time the two people last had sexual intercourse. It is most important to determine whether or not the sexual partner was someone the respondent was living with at the time they last had sexual intercourse.

SB6. Check MA1:

Check MA1 of the Marriage/Union module. If the respondent is currently married or living with a man, check the corresponding box and skip to SB8. If the woman is not married or in union, check the corresponding box and continue to the next question.

SB7. HOW OLD IS THIS PERSON?

Sometimes young women have sexual partners who are significantly older than they are; this can put them at higher risk of HIV infection. In this question we ask young women to tell us the age of their sexual partners.

Record the age of the partner at the moment of sexual intercourse in the space provided. If she does not know, ask her to estimate the age of this person. If the respondent is unable to

estimate the partner's age, probe by asking **"ABOUT HOW OLD IS THIS PERSON?"**. If she still says she does not know, circle '98' and continue to the next question.

SB8. HAVE YOU HAD SEXUAL INTERCOURSE WITH ANY OTHER PERSON IN THE LAST 12 MONTHS?

We are interested in finding out whether the respondent had sexual intercourse with anyone else within the past 12 months. We want the respondent to take their time in answering because we are asking about a fairly long period of time – the entire year preceding the date of interview. Continue to the next question if 'Yes'. If 'No', skip to SB15.

SB9. THE LAST TIME YOU HAD SEXUAL INTERCOURSE WITH THIS OTHER PERSON, WAS A CONDOM USED?

This question asks about condom use during the last intercourse with 'this other person'. This is not the person she had her last intercourse with.

Circle the code for the response given.

SB10. WHAT WAS YOUR RELATIONSHIP TO THIS PERSON?

This question asks about the relationship she had with this other person. It should refer to the relationship she had with the person at the time of the last intercourse.

The questions should be asked, probed and recorded the same way as SB5. If the person is 'boyfriend', ask: **"WERE YOU LIVING TOGETHER AS IF MARRIED?"** If 'Yes', circle '2' for 'Cohabiting partner'. If 'No', circle '3' for 'Boyfriend' and skip to SB12.

SB11. Check MA1 and MA7:

Check MA1 and MA7 of the Marriage/Union module. If the respondent is currently married or living with a man and married only once, check the corresponding box and skip to SB13. For all other cases, check the corresponding box and continue to the next question.

SB12. HOW OLD IS THIS PERSON?

Again, we are looking for the age of the person she had sexual intercourse with at the time of the sexual encounter.

Record the age in the space provided. If she does not know, ask her to estimate the age of this person. If the respondent is unable to estimate the sexual partner's age, probe by asking **"ABOUT HOW OLD IS THIS PERSON?"**. If she still says she does not know, circle '98' and continue to the next question.

SB13. OTHER THAN THESE TWO PERSONS, HAVE YOU HAD SEXUAL INTERCOURSE WITH ANY OTHER PERSON IN THE LAST 12 MONTHS?

Circle the code corresponding to response given. Continue to the next question if the response is 'Yes'. If 'No', skip to SB15.

SB14. IN TOTAL, WITH HOW MANY DIFFERENT PEOPLE HAVE YOU HAD SEX IN THE LAST 12 MONTHS?

This is the total number of different partners the respondent has had sexual intercourse with in the last 12 months, including the ones already mentioned.

Enter the total in the space provided. If her response is less than 10, use a leading zero. Since this question is asked only if the respondent has had sexual intercourse with at least three partners in the last 12 months, the answer should never be '00', '01' or '02'.

SB15. IN TOTAL, WITH HOW MANY DIFFERENT PEOPLE HAVE YOU HAD SEXUAL INTERCOURSE IN YOUR LIFETIME?

This is the total number of different partners the respondent has had sexual intercourse in her lifetime.

Enter the total in the space provided. If her response is less than 10, use a leading zero. If a non-numeric answer is given, probe to get an estimate. If number of partners is 95 or more, write '95'.

HIV/AIDS MODULE

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

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

For some questions, out of interest or curiosity, respondents may ask you what the correct answer is. As for all other such questions, you should courteously tell the respondent that you would like to hold questions until after interview(s) has concluded. Regardless, you should of course know the correct answer to the knowledge questions and will have been trained on these so that you can answer their questions when you complete all the interviews in that household.

HA1. NOW I WOULD LIKE TO TALK WITH YOU ABOUT SOMETHING ELSE. HAVE YOU EVER HEARD OF AN ILLNESS CALLED AIDS?

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

If a respondent has never heard of the AIDS, skip to next module.

The following questions HA2-HA8 ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV – by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example.

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

HA2. CAN PEOPLE REDUCE THEIR CHANCE OF GETTING THE AIDS VIRUS BY HAVING JUST ONE UNINFECTED SEX PARTNER WHO HAS NO OTHER SEX PARTNERS?

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

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

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

HA6. CAN PEOPLE GET THE AIDS VIRUS BY SHARING FOOD WITH A PERSON WHO HAS AIDS?

HA7. IS IT POSSIBLE FOR A HEALTHY-LOOKING PERSON TO HAVE THE AIDS VIRUS?

HA8. CAN THE VIRUS THAT CAUSES AIDS BE TRANSMITTED FROM A MOTHER TO HER BABY?

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

Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby **'DURING PREGNANCY', 'DURING DELIVERY' or 'BY BREASTFEEDING'** him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

The following four questions are meant to ascertain the respondent's personal opinion and attitude towards people with HIV/AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.

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

HA8A. Check HA8[A], [B] and [C]:

Verify HA8[A], [B] and [C] ; if atleast one 'yes' is circled in this questions, continue with HA8B. If not, go to HA9.

HA8B. ARE THERE ANY SPECIAL DRUGS THAT A DOCTOR OR A NURSE CAN GIVE TO A WOMAN INFECTED WITH THE AIDS VIRUS TO REDUCE THE RISK OF TRANSMISSION TO THE BABY? ?

Ask the question and circle the code corresponding to the answer given.

HA9. IN YOUR OPINION, IF A FEMALE TEACHER HAS THE AIDS VIRUS BUT IS NOT SICK, SHOULD SHE BE ALLOWED TO CONTINUE TEACHING IN SCHOOL?

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

HA10. WOULD YOU BUY FRESH VEGETABLES FROM A SHOPKEEPER OR VENDOR IF YOU KNEW THAT THIS PERSON HAD THE AIDS VIRUS?

HA11. IF A MEMBER OF YOUR FAMILY GOT INFECTED WITH THE AIDS VIRUS, WOULD YOU WANT IT TO REMAIN A SECRET?

HA12. IF A MEMBER OF YOUR FAMILY BECAME SICK WITH AIDS, WOULD YOU BE WILLING TO CARE FOR HER OR HIM IN YOUR HOUSEHOLD?

The remaining questions in this module are aimed to obtain information about the level of 'unmet need' for HIV-testing and will be asked to women with a live birth in last 2 years and received antenatal care. They first ask about AIDS counselling and experience of HIV testing. Voluntary testing and counselling are now encouraged, in the belief that if a person knows

his or her status, he or she is more likely to adopt behaviours to prevent contracting the virus or (if positive) transmitting it. Many of those who get tested do not return to learn the results of the test, but the proportion of those who return should rise as the quality of pre-test counselling improves. It is important to obtain an estimate of the number of those tested who return to learn the results, in order to monitor this proxy indicator of the quality of available counselling and the level of demand for such services.

HA13. Check CM13: Any live birth in last 2 years?

Check CM13 in the Fertility module to see if the woman has any live births in last 2 years. If the respondent has no live births in last 2 years check the box marked 'No' and skip to HA24. If she has a live birth in last 2 years check the corresponding box and continue with HA14.

HA14. Check MN1: Received antenatal care?

Check the respondent's answer to MN1 in the Maternal and Newborn Health module regarding whether or not she received antenatal care. If the respondent has received antenatal care check the box marked 'Yes' and continue with HA15. If she has not received antenatal care in last 2 years check the corresponding box and skip to HA24.

HA15. DURING ANY OF THE ANTENATAL VISITS FOR YOUR PREGNANCY WITH (name), WERE YOU GIVEN ANY INFORMATION ABOUT

- [A] BABIES GETTING THE AIDS VIRUS FROM THEIR MOTHER?**
- [B] THINGS THAT YOU CAN DO TO PREVENT GETTING THE AIDS VIRUS?**
- [C] GETTING TESTED FOR THE AIDS VIRUS?**

WERE YOU:

- [D] OFFERED A TEST FOR THE AIDS VIRUS?**

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

HA16. I DON'T WANT TO KNOW THE RESULTS, BUT WERE YOU TESTED FOR THE AIDS VIRUS AS PART OF YOUR ANTENATAL CARE?

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to HA19.

HA17. I DON'T WANT TO KNOW THE RESULTS, BUT DID YOU GET THE RESULTS OF THE TEST?

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

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she knows the results of the test. Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to HA22.

HA18. REGARDLESS OF THE RESULT, ALL WOMEN WHO ARE TESTED ARE SUPPOSED TO RECEIVE COUNSELLING AFTER GETTING THE RESULT. AFTER YOU WERE TESTED, DID YOU RECEIVE COUNSELLING?

Circle the code corresponding to the response.

All answers should skip to HA22.

HA19. Check MN17: Birth delivered by health professional (A, B, C or D)?

Check the respondent's answer to MN17 in the Maternal and Newborn Health module regarding whether or not this birth was delivered by a health professional (doctor, nurse/midwife, assistant midwife, nursing aid). If the birth was delivered by a health professional, check the box marked 'Yes' and continue with HA20. If the birth was not delivered by a health professional, check the corresponding box and skip to HA24.

HA20. I DO NOT WANT TO KNOW THE RESULTS, BUT WERE YOU TESTED FOR THE AIDS VIRUS BETWEEN THE TIME YOU WENT FOR DELIVERY BUT BEFORE THE BABY WAS BORN?

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'No', skip to HA24.

HA21. I DON'T WANT TO KNOW THE RESULTS, BUT DID YOU GET THE RESULTS OF THE TEST?

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

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

HA22. HAVE YOU BEEN TESTED FOR THE AIDS VIRUS SINCE THAT TIME YOU WERE TESTED DURING YOUR PREGNANCY?

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'Yes', skip to HA25. If the answer is 'No', continue with HA23.

HA23. WHEN WAS THE MOST RECENT TIME YOU WERE TESTED FOR THE AIDS VIRUS?

Circle the code corresponding to the response.

All answers should skip to next module.

HA24. I DO NOT WANT TO KNOW THE RESULTS, BUT HAVE YOU EVER BEEN TESTED TO SEE IF YOU HAVE THE AIDS VIRUS?

Ask the respondent if she was tested for the HIV. Be clear to the respondent that you are not asking to know the results of the test. Circle the code for the response given. If her answer is 'No', skip to HA27.

HA25. WHEN WAS THE MOST RECENT TIME YOU WERE TESTED?

Circle the code corresponding to the response.

HA26. I DO NOT WANT TO KNOW THE RESULTS, BUT DID YOU GET THE RESULTS OF THE TEST?

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

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

All answers should skip to next module.

HA27. DO YOU KNOW OF A PLACE WHERE PEOPLE CAN GO TO GET TESTED FOR THE AIDS VIRUS?

Circle the code corresponding to the response.

TOBACCO COMSUMPTION AND EXPOSURE

The purpose of this module is to collect information on the use of tobacco. It is administered to all women, age 15-49 years.

The questions will help to understand:

- ever and current use of cigarettes and the age at which cigarette smoking first started
- ever and current use of smoked and smokeless tobacco products
- the intensity of use of cigarettes and of smoked and smokeless tobacco products

TC1A. HAVE YOU EVER TRIED TOBACCO SMOKING (CIGARETTE OR ANY OTHER FORM OF TOBACCO), EVEN ONE OR TWO PUFFS?

Note that there are two different categories of answers for the response 'Yes'. 'Yes, have smoked only one or some puffs' and 'Yes, have smoked at least one dose or a whole cigarette'. Make sure you distinguish between the two categories. If the respondent simply answers 'Yes', probe by asking, 'IS IT ONE OR SOME PUFFS, OR A DOSE OR A WHOLE CIGARETTE?' If she only smoked one or some puffs, circle code 1 for 'Yes, have smoked only one or some puffs' Equally note that this question only focuses on cigarettes or any other form of smoked tobacco. It doesn't take into account other tobacco products that are not smoked.

TC1B. . HOW OLD WERE YOU WHEN YOU SMOKED TOBACCO FOR THE FIRST TIME?

Write down the age at which the respondent smoked one or some puffs of cigarette, a whole cigarette or a dose of any other form of smoked tobacco for the first time. If the respondent was 10 years or more when she smoked tobacco for the first time, record the age in completed years.

TC1. DO YOU CURRENTLY SMOKE TOBACCO ON A DAILY BASIS, LESS THAN DAILY OR NOT AT ALL?

Ask the question and select only one answer.(The modality 'Don't know' should not be read to the respondent). If the answer is 'Daily' or 'Don't know', skip questions TC2A and TC2B. If the respondent declares that she doesn't know, probe so that the respondent indicates her frequency since she ought to be aware. The case 'Don't know' must be rare and should correspond to the situation of a woman who smokes at times daily, at times sometimes per week or who at times spends smokeless weeks.

TC2A. HAVE YOU SMOKED TOBACCO DAILY IN THE PAST?

This question will be asked only to those respondents who said they currently smoke less than daily (TC1=2). Ask question and select only one answer

TC2B. IN THE PAST, HAVE YOU SMOKED TOBACCO ON A DAILY BASIS, LESS THAN DAILY, OR NOT AT ALL?

This question will be asked if the respondent says she does not currently smoke at all ('TC1=3'). Ask question and select only one answer. Note that if a respondent says she smoked daily and less than daily in the past, select the answer for 'Daily'

TC3. ON AVERAGE, HOW MANY OF THE FOLLOWING PRODUCTS DO YOU CURRENTLY SMOKE EACH DAY/WEEK? ALSO, LET ME KNOW IF YOU SMOKE THE PRODUCT, BUT NOT EACH DAY/WEEK?

v

- A. Manufactured cigarettes?
- B. Hand-rolled cigarettes?
- D. Pipes full of tobacco?
- E. Cigars, cheroots, or cigarillos?
- F. Number of water pipe (narghile) sessions?
- X. Other

This question is asked to respondents who currently smoke tobacco (TC1=1 or 2). Ask the stem question in TC3 and each item part (A through F). If the respondent smoked another product not listed, write down the name of the product in the space provided at 'Other', and circle 'X'.

For daily smokers (TC1=1), the question will be focused on the daily use (number of units per day).

For smokers who smoke less than daily (TC1=2), the question will be focused on the weekly use (number of units per week). If the respondent answers that she smokes one of the products but less than daily or less than weekly, you should enter "888".

NB. If the respondent reports an answer in packs or cartons, the interviewer should record the number of real units of the considered tobacco product and not the number of packs or cartons. This is particularly important for item A (manufactured cigarette), since the respondents might answer in terms of number of cigarette packs.

If the respondent declares that she doesn't smoke at all a given product, enter 000 for this product.

NB. For each type of tobacco smoked by the interviewee, you must underline the corresponding frequency (per day or per week) after having recorded the quantity of product smoked.

TC4. DO YOU CURRENTLY USE SMOKELESS TOBACCO ON A DAILY BASIS, LESS THAN DAILY, OR NOT AT ALL?

Ask question and select only one answer. If the answer is 'daily' or 'don't know', go to question TC6. If the answer is 'not at all', go to question TC5B.

TC5A. HAVE YOU USED SMOKELESS TOBACCO DAILY IN THE PAST?

This question will only be asked to those respondents who said at question TC4 they currently use smokeless tobacco less than daily (TC4=2). Ask question and select only one answer.

TC5B. IN THE PAST, HAVE YOU USED SMOKELESS TOBACCO ON A DAILY BASIS, LESS THAN DAILY, OR NOT AT ALL?

This question will be asked if the respondent says at question TC4 she does not currently use smokeless tobacco at all (TC4=3). Ask question and select only one answer. Note that if a respondent says she used smokeless tobacco on a 'daily' basis and 'less than daily' in the past, select 'daily'.

TC6. IF SOMEONE SMOKES INSIDE YOUR HOME, AT WHICH FREQUENCY IS IT DONE? WOULD YOU SAY: DAILY, WEEKLY, MONTHLY, LESS THAN MONTHLY OR NEVER?

Ask question and select only one answer. The respondent should select one of the response categories that come closest to her situation.

TC7. DO YOU CURRENTLY WORK OUTSIDE OF YOUR HOME?

Ask question and select only one answer. If the respondent says she does not currently work, select no/don't work. If the answer is no/don't work, go to question TC10A

TC8. DO YOU USUALLY WORK INDOORS OR OUTDOORS?

Ask question and select only one answer. If the respondent says she works both indoors and outdoors, select both. If the answer is outdoors go to question TC10A

TC9 DURING THE PAST 30 DAYS, DID ANYONE SMOKE IN INDOOR AREAS WHERE YOU WORK?

Ask question and select only one answer. The respondent should answer yes if she saw somebody smoke or smelled the smoke inside the indoor areas where she works.

TC10A. VERIFY TC1 (CODE 1 OR 2 CIRCLED ?)

Tick following the respondent's answer given at TC1, relative to the question to know whether the respondent currently smokes. If the answer is 'daily' (TC1=1) or 'less than daily', tick the box 'Person currently smoking tobacco daily or less than daily' (TC1=2) and go to TC10. If the person does not currently smoke tobacco daily or less than daily, tick the box 'Person not currently smoking tobacco daily or less than daily' and go to TC13.

TC10.DURING THE PAST 12 MONTHS, HAVE YOU TRIED TO STOP SMOKING?

The questions TC10 to TC20 are addressed to current smokers (TC1=1 or 2). Ask question TC10 and select only one answer.

TC11. HAVE YOU VISITED A DOCTOR OR OTHER HEALTH CARE PROVIDER IN THE PAST 12 MONTHS?

Ask question and select only one answer. If the respondent has not visited a doctor or any other care provider during the last 12 months, go to TC13.

TC12. DURING ANY VISIT TO A DOCTOR OR HEALTH CARE PROVIDER IN THE PAST 12 MONTHS, WERE YOU ADVISED TO QUIT SMOKING TOBACCO?

Asked if TC11=1. Ask question and select only one answer

TC13. IN THE LAST 30 DAYS, HAVE YOU NOTICED INFORMATION ABOUT THE DANGERS OF SMOKING CIGARETTES OR THAT ENCOURAGES QUITTING SMOKING IN NEWSPAPERS OR MAGAZINES?

Ask question and select only one answer. If the respondent says she neither read newspapers nor magazines in the past 30 days, select the not applicable/not concerned category but do not offer this category to the respondents.

TC14. IN THE LAST 30 DAYS, HAVE YOU NOTICED INFORMATION ABOUT THE DANGERS OF SMOKING CIGARETTES OR THAT ENCOURAGES QUITTING SMOKING ON TELEVISION?

Ask question and select only one answer. If the respondent says she did not watch television in the past 30 days, select the not applicable/not concerned category but do not offer this category to the respondents.

TC15. IN THE LAST 30 DAYS, DID YOU NOTICE ANY HEALTH WARNINGS ON CIGARETTE PACKAGES?

This question is addressed to current smokers (TC1 = 1 or 2). Ask questions and select only one answer. Do not read the categories of answers.

TC15A. CHECK TC1 (CODE 1 OR 2 CIRCLED?)?

For persons currently smoking tobacco daily or less than daily, tick the corresponding box and continue to TC16. Otherwise tick the box corresponding to persons not currently smoking tobacco daily or less than daily and go to TC17.

TC16. IN THE LAST 30 DAYS, HAVE HEALTH WARNINGS ON CIGARETTE PACKAGES LED YOU TO THINK ABOUT QUITTING SMOKING?

This question is addressed to current smoker (TC1 = 1 or 2) who noticed the health warnings on cigarette packages in the past 30 days (TC15=1). Ask question and select only one answer.

TC17. IN THE LAST 30 DAYS, HAVE YOU NOTICED ANY ADVERTISEMENTS OR BILLBOARDS PROMOTING CIGARETTES IN SALES POINTS?

Ask question and select only one answer. If the respondent declares not having been to cigarette sales points in the past 30 days, select the not applicable/not concerned category but do not offer this category to the respondents.

TC18 IN THE LAST 30 DAYS, HAVE YOU NOTICED ANY OF THE FOLLOWING TYPES OF CIGARETTE PROMOTIONS?

- A. FREE SAMPLES OF CIGARETTE?
- B. REDUCTION IN THE PRICE OF CIGARETTES?
- C. COUPONS FOR CIGARETTES?

- D. GIFTS OR DISCOUNT OFFER ON OTHER PRODUCTS WHEN BUYING CIGARETTES?
- E. CLOTHES OR OTHER ITEM WITH A CIGARETTE BRAND NAME OR LOGO?
- F. PROMOTION FOR CIGARETTES BY MAIL?

Ask stem question at TC18 and each item part (A through F). Note that the stem question does not need to be repeated, only read if needed

TC18A. CHECK TC3 (ITEM A > 0 ?)

For persons currently smoking manufactured cigarette (a quantity greater than 0 recorded in TC3 [A]), tick the corresponding box and continue to TC19. On the contrary (no quantity recorded in TC3 [A]), tick the box corresponding to person not smoking/ not currently smoking manufactured cigarettes and go to the next module.

TC19. THE LAST TIME YOU PURCHASED CIGARETTES FOR YOUR PERSONAL USE, HOW MANY CIGARETTES/PACKETS/CASES DID YOU BUY?

TC19A. IF PACKET : WHAT IS THE NUMBER OF CIGARETTES PER PACKET?

TC19B. IF CASE : WHAT IS THE NUMBER OF CIGARETTES PER CASE

TC19C. IF OTHER CONTAINER: WHAT IS THE NUMBER OF CIGARETTES PER CONTAINER?

You must always check the unit with the respondent before recording the number

As the question, record the number and select the unit used by the respondent (cigarette, packet, case, other). Specify the unit if the respondent chooses another container. If the response is given in terms of packets, cases or other, ask the respondent how many cigarettes do they contain each.

TC20. IN TOTAL, HOW MUCH DID YOU SPEND FOR THIS PURCHASE?

Ask the question and indicate the amount in CFA F

The final four questions of the module are on alcohol consumption.

ALCOHOL CONSUMPTION MODULE

The aim of this module is to gather information on alcohol consumption. The module is administered to all women aged 15 to 49 years.

The questions will help to understand:

- If the respondent has ever consumed or currently consumes alcohol and the age at first alcohol consumption;
- The intensity of alcohol consumption;
- The different types of alcohol consumed and the corresponding quantities.

TA14. NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT DRINKING ALCOHOL. THAT IS DRINKING BEER, WINE, COGNAC, VODKA, WHISKY, RUM OR OTHER TYPES OF MODERN OR LOCALLY MADE ALCOHOL

HAVE YOU EVER DRUNK ALCOHOL?

Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to the next module.

TA15. WE COUNT ONE DOSE OF ALCOHOL AS ONE CAN OR BOTTLE OF BEER, ONE GLASS OF WINE, OR ONE SHOT OF COGNAC, VODKA, WHISKEY OR RUM. HOW OLD WERE YOU WHEN YOU HAD YOUR FIRST DRINK OF ALCOHOL, OTHER THAN A FEW SIPS?

Make sure that the respondent understands what we mean by one dose of alcohol. Otherwise, we may be capturing those cases when the respondent may have taken just a few sips very early on, which is not the intention of this question. We are looking for the consumption of at least one dose, as described in the question.

Write the age of the respondent at the time when she had her first dose. If the respondent says she has never had one dose of alcohol, then circle '00' and skip to the next module.

Note that a respondent who has had a few sips but never a complete dose may respond with 'Yes' in TA14, but may respond with 'Never had one dose of alcohol' in this question. This is possible.

TA15.A. DURING THE LAST 12 MONTHS, HOW OFTEN DID YOU DRINK AT LEAST ONE DOSE OF ALCOHOL

Ask question and select only one answer.

TA16. DURING THE LAST ONE MONTH, ON HOW MANY DAYS DID YOU HAVE AT LEAST ONE DOSE OF ALCOHOL?

Record the total number of days the respondent had at least one dose of alcohol during the last one month. If the answer refers to a period less than 10 days, record the number of days. If the respondent says she drank alcohol "everyday" or "almost every day", circle "30". If the response is ten days or more but less than a month, circle "10". If the respondent says she did not have one dose of alcohol in the last month, then circle '00' and skip to the next module.

TA17. IN THE LAST ONE MONTH, ON THE DAYS THAT YOU DRANK ALCOHOL, HOW MANY DOSES DID YOU USUALLY HAVE?

Note that in this question, we are collecting information on the number of doses the respondent may have had on the days that she had any alcohol. In other words, if the respondent had alcohol on three days during the last one month (the response to question TA16), then the response to this question should be the average (the amount that the respondent "usually" had) number of drinks she may have had during those three days. Note that the response here cannot be less than 1 dose, as this question and the previous question are about having at least one dose, as defined in TA15.

TA18 THE DAYS YOU DRANK ALCOHOL IN THE LAST MONTH, WHAT TYPE OF ALCOHOL DID YOU MAINLY TAKE?

In this question, we make reference to the main type of alcohol declared by the respondent.

In case of any ambiguity, consider the most consumed alcohol in terms of quantity amongst the different types declared by the respondent.

TA19. THE DAYS YOU DRANK ALCOHOL IN THE LAST MONTH, WHAT TYPE OF DOSE DID YOU MAINLY TAKE?

Here, you should specify the main type of alcohol container the respondent declared to have used.

LIFE SATISFACTION MODULE

It is well-known that subjective perceptions of individuals of their incomes, education, living environments play a significant role in their lives, autonomously from objective conditions, such as physical wealth and health. Life satisfaction, which is a measure of an individual's perceived level of well-being, can have an emotional toll which will impact on well-being regardless of actual income or ownership of goods. It is therefore important that we understand how satisfied young people are in a variety of domains and identify factors that support or hinder their development, and thus, create a more comprehensive picture of young people's life situations.

A closely related but different domain, happiness, on the other hand, is a fleeting, transient emotion that can be affected by numerous factors, ranging from good weather to a recent death in the family. In the latter, for instance, a person may be satisfied with her job, income, education, family life, friends and the like, but still be unhappy. In a cross-sectional survey, however, we are likely to generate a snapshot of the typical level of happiness in a population.

This module is to be administered to respondents age 15-24 only. The module includes 14 questions. A double-sided response card is also used and shown to the respondent, to make it easier for the respondent to answer the questions.

Question LS2 has 5 possible response categories on happiness, each of which is depicted by a smiling (and not so smiling) face on the response card.

Questions from LS3 to LS13 are on life satisfaction and all have the same response categories, in the form of a 5-item scale from "Very satisfied" to "Very unsatisfied". Side 2 of the response card also has 5 "smiling faces" corresponding to these response categories.

Information on when and how to use the response card is given below.

LS1. *Check WB2: Age of respondent is between 15 and 24?*

Before starting to ask the questions in this module, check WB2. If the respondent is age 25-49 years, skip to the next module. If the respondent is age 15 to 24, inclusive, continue with the next question, LS2.

The first question of the module (LS2) is about happiness. You will introduce Side 1 of the response card in this question.

LS2. You will first introduce the module with the following sentence:

I WOULD LIKE TO ASK YOU SOME SIMPLE QUESTIONS ON HAPPINESS AND SATISFACTION.

And ask the following question:

FIRST, TAKING ALL THINGS TOGETHER, WOULD YOU SAY YOU ARE VERY HAPPY, SOMEWHAT HAPPY, NEITHER HAPPY NOR UNHAPPY, SOMEWHAT UNHAPPY OR VERY UNHAPPY?

You will immediately introduce Side 1 of the response card, by saying:

YOU CAN ALSO LOOK AT THESE PICTURES TO HELP YOU WITH YOUR RESPONSE.

You will need to explain to the respondent what each symbol represents, and ask the respondent to point out to the symbol which best represents her level of happiness.

With this question, we will first try to learn whether the respondent is happy at the time of interview, before we go and talk about levels of satisfaction in various domains.

Questions LS3 to LS13 are about satisfaction in various domains, and satisfaction overall. Satisfaction, compared to happiness, is thought to be longer term, while happiness is usually taken by the respondents to be a shorter term state of mind. We first ask the question on happiness, before reminding the respondent about the various domains, so that an overall level of happiness can be ascertained.

A person who is dissatisfied with her income, with her school and the like, may also be happy, because, for example, of the outcome of a recent election or a recent birth in her family.

Question LS3 has a long explanatory introduction at the beginning, and will also help you to introduce Side 2 of the response card, for all questions from LS3 to LS13. It is important that you take your time to introduce these questions by using the sentences provided.

Start the series of questions on satisfaction by saying:

LS3. NOW I WILL ASK YOU QUESTIONS ABOUT YOUR LEVEL OF SATISFACTION IN DIFFERENT AREAS.

And continue with the following explanation:

IN EACH CASE, WE HAVE FIVE POSSIBLE RESPONSES: PLEASE TELL ME, FOR EACH QUESTION, WHETHER YOU ARE VERY SATISFIED, SOMEWHAT SATISFIED, NEITHER SATISFIED NOR UNSATISFIED, SOMEWHAT UNSATISFIED OR VERY UNSATISFIED.

If the respondent does not understand the topic at hand, repeat the sentence. If necessary, describe the module as "...questions about how satisfied you are, in school, at work, with your friends and your family".

Then, introduce side 2 of the response card.

AGAIN, YOU CAN LOOK AT THESE PICTURES TO HELP YOU WITH YOUR RESPONSE.

Explain that she can use the response card for a number of questions:

Show side 2 of response card and explain what each symbol represents. Circle the response code shown by the respondent, for questions LS3 to LS13.

Describe to the respondent that the very happy-looking, smiling face on the left stands for very satisfied, while the one on the right, which looks very unsatisfied or unhappy, stands for the very unsatisfied. Tell the respondent that you want her to show the face that best describes the level of satisfaction she has from any of the domains in the questions.

Note that the response card is to be used with all respondents, regardless of the level of education. However, it will probably be most useful and critical with respondents who have no or little education, and/or little ability to think in terms of scales.

And finally, ask the question on family life:

HOW SATISFIED ARE YOU WITH YOUR FAMILY LIFE?

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

We have to leave it to the respondent's perception as to what she refers to as "family life". Note that the question is not about "family", but rather about "family life". In other words, we are not asking the respondent to think about family members individually. At hearing this question, some respondents will think of their immediate family, or members of family that she is living together with. Depending on the living arrangements or relationship patterns between immediate and extended family members, some respondents will automatically think of the extended family. Do not try to explain what is meant by the "family", unless the respondent asks you to. If that happens, tell the respondent that we are interested in their family experiences, immediate or extended family, whichever they spend more time with.

LS4. HOW SATISFIED ARE YOU WITH YOUR FRIENDSHIPS?

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

LS5. DURING THE (*current* / 2013-2014) SCHOOL YEAR, DID YOU ATTEND SCHOOL AT ANY TIME?

With this question, we would like to establish whether the respondent has attended school at any time during the current school year. If 'No', circle '2' and skip to LS7.

LS6. HOW SATISFIED (*are/were*) YOU WITH YOUR SCHOOL?

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

LS7. HOW SATISFIED ARE YOU WITH YOUR CURRENT JOB?

Note that you will be leaving the definition of "job" to the perception of the respondent. When answering this question, she might be referring to a full-time job, irregular or seasonal work, family business, paid work or unpaid work, and the like. It is important that you ask the question as it is and ask the respondent to answer. You are not expected to define what a "job" is.

If the respondent says that she does not have a job, circle "0" and continue with the next question. Do not probe to find out how she feels about not having a job, unless she tells you

herself. For example, if she says that she does not have a job and she is very unsatisfied, circle “5” and continue with the next question.

LS8. HOW SATISFIED ARE YOU WITH YOUR HEALTH?

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

LS9. HOW SATISFIED ARE YOU WITH WHERE YOU LIVE?

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

“Where you live” might be understood in different ways by different respondents. The intention here is to get the respondent’s satisfaction from the neighbourhood she is living in, her neighbours and the characteristics of the dwelling (if they like it, if they wish they lived in a different house, etc.). We are not interested in the level of satisfaction of the respondent with the city or country they are living in.

LS10. HOW SATISFIED ARE YOU WITH HOW PEOPLE AROUND YOU GENERALLY TREAT YOU?

Circle the code corresponding to the response given or to the smiling face pointed out by the respondent.

LS11. HOW SATISFIED ARE YOU WITH THE WAY YOU LOOK?

Circle the code corresponding to the response given or to the smiling face pointed out by the respondent.

LS12. HOW SATISFIED ARE YOU WITH YOUR LIFE, OVERALL?

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

The question is intended to elicit the evaluation of positivity of a respondent’s life as a whole, without making reference to a specific domain. This is the overall level of satisfaction of the respondent, considering all aspects of her life.

LS13. HOW SATISFIED ARE YOU WITH YOUR CURRENT INCOME?

Circle the code corresponding to the response given or to the smiling face pointed at by the respondent.

This question is asked after the general question on life satisfaction (LS12) deliberately, so as to avoid having the respondent to condition her other responses to her level of satisfaction in other non-income domains. Income is composed of incomes from activities and the off employment incomes such as monetary transfers received. These incomes should be of a regular nature. It’s necessary to hunt out the interviewee since many of them will have the tendency to declare not having an income.

If the respondent says that she does not have any income, circle “0” and continue with the next question. Do not probe to find out how she feels about not having any income, unless she tells you herself. For example, if she says that she does not have any income and she is very unsatisfied with this situation, circle “5” and continue with the next question.

With the two questions that follow, we intend to learn from the respondent her perceptions about a better life – whether she thinks her life improved or worsened during the last one year, and what her expectation is for the next one year. Note that the response card is not used in these two questions.

LS14. COMPARED TO THIS TIME LAST YEAR, WOULD YOU SAY THAT YOUR LIFE HAS IMPROVED, STAYED MORE OR LESS THE SAME, OR WORSENEED, OVERALL?

Make sure that the respondent understands the reference to the last one year of her life, and that we are referring to the overall improvement or worsening.

LS15. AND IN ONE YEAR FROM NOW, DO YOU EXPECT THAT YOUR LIFE WILL BE BETTER, WILL BE MORE OR LESS THE SAME, OR WILL BE WORSE, OVERALL?

Note that this question is about the respondent’s expectations about her life course during the next one year, and that the sentence here is designed as a continuation of the previous question, by beginning with “And...”. This question is also about overall improvement or worsening.

PARTICIPATION OF WOMEN TO DEVELOPMENT MODULE

The questions in this module help to evaluate the level of involvement of women in activities within the household and the community.

WD1. WHAT IS YOUR OCCUPATION, THAT IS, WHAT KIND OF WORK DO YOU MAINLY DO?

Ask the question as written. Circle the code corresponding to the respondent's answer. If the answer corresponds to the modalities of codes 4 to 7, go to question WD3, otherwise, go to question WD2.

NB : Commercial activities consist in the buying and selling of products in their state, while industry refers to a transformation activity of products (craft work etc).

WD2. DO YOU DO SOMETHING THAT YIELDS YOU AN INCOME IN CASH OR IN KIND?

Ask the question as written. Circle the code corresponding to the respondent's answer. If the answer is "No", go to question WD3, otherwise, go to question WD2A.

WD2A. WHAT IS THE MAIN ACTIVITY THAT YIELDS YOU INCOME IN CASH OR IN KIND?

Ask the question; allow the respondent to describe her activity and circle the appropriate code.

WD3. DO YOU TAKE CHARGE OF ALL YOUR PERSONAL EXPENDITURE, PART OF YOUR PERSONAL EXPENDITURE OR NONE OF YOUR PERSONAL EXPENDITURE?

Ask the question as written. Circle the code corresponding to the respondent's answer. If the answer is 'all expenditures' or 'None of the expenditures', go to question WD4, otherwise, go to question WD3A.

WD3A.WHAT ARE THE ITEMS OF YOUR PERSONAL EXPENDITURE THAT YOU TAKE CHARGE OF?

OTHER THING ?

The question concerns those who answered 'part of the expenditures ' in WD3. Do not suggest an answer. Probe on the type of expenditure and circle the appropriate code whenever a type of expenditure is mentioned spontaneously. If the response does not match with those of the list, take down the description and circle the code 'X'.

Clothing includes all cloths, fabrics, footwear, underwear, school uniforms, their design, their cleaning and repair, and clothing accessories (hats, belts, handkerchiefs, etc. .).

Health and personal care include health consultation charges, hospitalization charges, drugs, therapeutic appliances and materials. We could also add to these items, body care services, body care appliances and articles.

WD4. DO YOU TAKE CHARGE OF ALL THE HOUSEHOLD EXPENDITURES, PART OF THE HOUSEHOLD EXPENDITURES OR NONE OF THE HOUSEHOLD EXPENDITURES ?

Ask the question as written. Circle the code corresponding to the respondent's answer. If the answer is ' all expenditures ' or ' None of the expenditures', go to question WD5, otherwise, go to question WD4A.

WD4A. WHAT ARE THE ITEMS OF YOUR HOUSEHOLD EXPENDITURES THAT YOU TAKE CHARGE OF?

OTHER THING?

Probe on the type of expenditure and circle the appropriate code whenever a type of expenditure is mentioned spontaneously. But do not suggest any answer.

Note: These are household expenditures and not those of the respondent, as identified in questions WD3A and WD3. If the response does not match with those of the list, take down the description and circle X.

Accommodation includes rent, water, electricity , gas and other fuels.

Equipment of the house includes the acquisition and repair of durable goods (TV , radio, furnitures, beds, etc. .).

WD5. DO YOU HAVE ANY RESPONSIBILITY IN YOUR QUARTER/VILLAGE/TOWN . FOR EXAMPLE LIKE BLOCK HEAD, QUARTER HEAD, VILLAGE CHIEF, MAYOR/ MUNICIPAL COUNCILLOR, MEMBER OF PARLIAMENT OR OTHER?

In this question, we want to know if the respondent has responsibilities in her administrative locality (quarter, village, town) of residence.

WD6. ARE YOU PROPRIETOR OF A HOUSE LAND THAT EXCLUSIVELY BELONGS TO YOU?

IF YES, DO YOU HAVE A LAND TITLE?

In this question, we want to know if the respondent has a built land which exclusively belongs to her (personal property). If 'Yes', probe to know whether or not she has a land title for this built land and circle '1 ' for "Yes, with land title ' or '2 ' for" Yes, without land . "

WD7. ARE YOU PROPRIETOR OF AN UNBUILT LAND THAT EXCLUSIVELY BELINGS TO YOU?

IF YES, DO YOU HAVE A LAND TITLE?

Ask the question as written. If the answer is 'Yes', probe whether it's with or without land title. Circle the code corresponding to the respondent's answer.

WD8. ARE YOU MEMBER OF THE FOLLOWING TYPES OF ASSOCIATIONS? :

- [A] CULTURAL ?
- [B] RELIGIOUS ?
- [C] POLITICAL ?
- [D] NJANGUI ?
- [E] DEVELOPMENT COMMITTEE?
- [F] SPORTING?
- [G] FRIENDLY?
- [H] PROFESSIONAL?

[X] OTHER (SPECIFY) _____

Read each type of association and circle the code corresponding to the respondent's answer. Ask the question as written.

WD8A. Check WD8:

If the respondent is not a member of an association (you circled code '2 ' in WD8 for all types of association), go to WD10

WD9. DO YOU HAVE A RESPONSIBILITY IN THIS /AT LEAST ONE OF THESE ASSOCIATIONS ?

In this question we want to know if the respondent has a responsibility in at least one association.

Ask the question as written. Circle the code corresponding to the respondent's answer.

WD10. DURING THE LAST 24 MONTHS, DID YOU OBTAIN A LOAN?

Ask the question as written. Circle the code corresponding to the respondent's answer. If the answer is "No", go to WM11 while respecting the skip pattern.

WD10A.WHAT DID THE LAST LOAN OBTAIN MAINLY SERVE FOR?

This is the main use of the loan obtained. if multiple uses are mentioned, probe and retain only the most important

WD11. WHAT WAS THE ORIGIN OF THE LAST LOAN OBTAINED?

Ask the question as written. Circle the code corresponding to the respondent's answer.

ENDING THE QUESTIONNAIRE

WM11.*Record the time*

Record the time of the day you finish the woman's interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

If the interview is interrupted for more than 15 minutes or it is not completed on your first visit and you visit the household again to continue the interview, the amount of time between WM10 and WM11 will not reflect the correct duration of the interview. You should take a note of this next to the question WM11 and if necessary provide additional explanation at the end of the questionnaire.

WM12. *Check List of Household Members, columns HL7B and HL15. Is the respondent the mother/guardian/ caretaker of any child age 0-4 living in this household?*

If the respondent is the mother or caretaker of any child age 0-4 living in this household, proceed to complete the result of woman's interview (WM7) on the cover page and then go to Questionnaire for Children Under Five for that child and start the interview with this respondent. Otherwise end the interview with this respondent by thanking her for her

cooperation and proceed to complete the result of woman's interview (WM7) on the cover page.

OBSERVATIONS

The last page of the individual women questionnaire has been reserved for the interviewers, team leaders, controllers and supervisors to write any notes or observations regarding this particular individual interview.

THE QUESTIONNAIRE FOR INDIVIDUAL MEN

The Questionnaire for Individual Men includes, for the most part, a subset of the modules included in the Questionnaire for Individual Women. A number of modules which are not applicable to men are excluded; for those modules in both questionnaires, there are modest differences between the two questionnaires. These differences form the main narrative in this section.

The following modules are also found in the Questionnaire for Individual Women and therefore not covered here. Please refer to the section on the Women's Questionnaire for detailed explanations:

- Man's Information Panel
- Man's Background module
- Access to Mass Media and Use of Information/Communication Technology module
- Attitudes Toward Domestic Violence module
- Tobacco and Alcohol Use module
- Life Satisfaction module

The following modules include important differences from the Questionnaire for Individual Women. These differences are described below.

FERTILITY MODULE

MCM1. NOW I WOULD LIKE TO ASK ABOUT ALL THE CHILDREN YOU HAVE HAD IN YOUR LIFE. I AM INTERESTED IN ALL OF THE CHILDREN THAT ARE BIOLOGICALLY YOURS, EVEN IF THEY ARE NOT LEGALLY YOURS OR DO NOT HAVE YOUR LAST NAME. HAVE YOU EVER FATHERED ANY CHILDREN WITH ANY WOMAN?

The first question of the module is used to determine if the respondent has fathered any children with any woman in his life. It is important that these children belong to the respondent biologically. If he says he has never fathered a child, circle '2', and skip to MCM8. If he says he does not know if he has a child or not, circle '8' and skip to MCM8.

MCM3. HOW OLD WERE YOU WHEN YOUR FIRST CHILD WAS BORN?

Enter the age in completed years.

MCM4. DO YOU HAVE ANY SONS OR DAUGHTERS THAT YOU HAVE FATHERED WHO ARE NOW LIVING WITH YOU?

Read the question slowly. The sons and daughters being considered are those who live with him in his household (these children should have been recorded in the List of Household Members). Circle the code corresponding to the response. If he answers 'No', skip to MCM6.

MCM5. HOW MANY SONS LIVE WITH YOU? HOW MANY DAUGHTERS LIVE WITH YOU?

Record the number of sons and daughters living with the man in the space provided. If he does not have any sons living with him or if he does not have any sons, record '00' in the

space provided for sons. Similarly, if he has no daughters now living with him (or if he does not have any daughters), record '00' in the space for daughters. Do not leave either of the spaces blank. Since the question is asked only to men who have children living with them in the same household (MCM4=Yes), at least one of the spaces should have a value higher than '00'.

Remember, we are interested only in the respondent's OWN children – not foster children, children of his wife by another man, children of another relative, or children for whom he is the caretaker.

MCM6. DO YOU HAVE ANY SONS OR DAUGHTERS THAT YOU HAVE FATHERED WHO ARE ALIVE BUT DO NOT LIVE WITH YOU?

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

Make sure the respondent is not reporting dead children in this question. Circle the code corresponding to the response. If he answers 'No', skip to MCM8.

MCM7. HOW MANY SONS ARE ALIVE BUT DO NOT LIVE WITH YOU? HOW MANY DAUGHTERS ARE ALIVE BUT DO NOT LIVE WITH YOU?

If the answer to MCM6 is 'Yes', record the number of sons and daughters who are alive but not living with the respondent in the space provided. If the answer is 'None' for sons (or if he does not have any sons who are alive), record '00' in the space provided for sons. If the answer is 'None' for daughters (or if he does not have any daughters who are alive), record '00' in the space provided for daughters.

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

MCM8. HAVE YOU EVER FATHERED A SON OR DAUGHTER WHO WAS BORN ALIVE BUT LATER DIED?

Circle the code corresponding to the response. Some respondents may fail to mention children who died very young, so if he answers 'No', it is important to probe by asking **"I MEAN, TO A CHILD WHO EVER BREATHED, CRIED OR SHOWED SIGNS OF LIFE – EVEN IF HE OR SHE LIVED ONLY A FEW MINUTES OR HOURS?"** If the answer is still 'No', skip to MCM10.

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

MCM9. HOW MANY BOYS HAVE DIED? HOW MANY GIRLS HAVE DIED?

If the answer to MCM8 is 'Yes', record the number of sons and daughters who were born alive but later died in the spaces provided. Do not leave either of the spaces blank. For men who have been asked this question, at least one of the spaces should have a value higher than '00'.

MCM10. Sum answers to MCM5, MCM7 and MCM9

Add the numbers of births reported in MCM5, MCM7 and MCM9 and write the sum here, then continue with MCM11.

MCM11. JUST TO MAKE SURE THAT I HAVE THIS RIGHT, YOU HAVE FATHERED IN TOTAL (*total number in MCM10*) LIVE BIRTHS DURING YOUR LIFE. IS THIS CORRECT?

If he says it is correct, check the box marked 'Yes' and then further check if he has fathered any live births. If he has not fathered any live births before, go to next module. If he has fathered live births before, continue with MCM11A.

If he says 'No', first check responses to MCM1-MCM10 and then go back through the questions to check with the respondent whether you have obtained the information correctly. For example, starting with MCM5, you would ask: "You have two sons and one daughter living with you, is that correct?" Do the same for MCM7 and MCM9. Correct the answers and the sum mentioned in MCM10 and then continue to the next question. Make sure to cancel the 'No' in MCM11 and check 'Yes' after you have made the corrections.

MCM11A. DID ALL THE CHILDREN YOU HAVE FATHERED HAVE THE SAME BIOLOGICAL MOTHER?

Circle '1' if 'Yes', and go to MCM12. If 'No', circle '2'.

MCM11B. IN ALL, HOW MANY WOMEN HAVE YOU FATHERED CHILDREN WITH?

Record the number of women the respondent has fathered children with.

MCM12. OF THESE (TOTAL NUMBER IN MCM10) BIRTHS YOU HAVE FATHERED, WHEN WAS THE LAST ONE BORN (EVEN IF HE OR SHE HAS DIED)?

Enter the date of the most recent birth the man has fathered, even if the child is no longer alive, in the space provided.

Note that you MUST obtain exact information on the month and year of the last birth; 'DK' is not allowed for month and year.

MARRIAGE/UNION MODULE

Following are the differences from the Questionnaire for Individual Women:

MMA3 - Wording change

MMA4 – Wording change and response category '98' is removed

SEXUAL BEHAVIOUR MODULE

Following are the differences from the Questionnaire for Individual Women:

MSB5 & MSB10 – Response category ‘Prostitute’ is added

MSB5 & MSB10 – ‘boyfriend’ is replaced with ‘girlfriend’

HIV/AIDS MODULE

Following are the differences from the Questionnaire for Individual Women:

Questions HA13 – HA23 are removed

ENDING THE QUESTIONNAIRE

MWM12. Check List of Household Members, columns HL7B and HL15. Is the respondent the caretaker of any child age 0-4 living in this household?

If the respondent is the caretaker of any child age 0-4 living in this household, proceed to complete the result of man’s interview (MWM7) on the cover page and then go to Questionnaire for Children Under Five for that child and start the interview with this respondent. Otherwise end the interview with this respondent by thanking him for his cooperation and proceed to complete the result of man’s interview (MWM7) on the cover page.

OBSERVATIONS

The last page of the individual men questionnaire has been reserved for the interviewers, team leaders, controllers and supervisors to write any notes or observations regarding this particular individual interview.

THE QUESTIONNAIRE FOR CHILDREN UNDER FIVE

The purpose of the Questionnaire for Children Under Five is to collect information on a wide range of topics such as child development, breastfeeding, nutrition, treatment and care seeking for illnesses, and immunizations during the first five years of life. You will have identified children under five, eligible for this questionnaire, after you have completed the List of Household Members in the Household Questionnaire.

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

This questionnaire is to be administered to all mothers/main guardians or caretakers (see the List of Household Members, column HL15) who care for a child that lives with them and is under the age of 5 years (see the List of Household Members, column HL7B).

A separate form should be filled in for each eligible child listed in the Household Questionnaire – check column HL7B on the List of Household Members.

UNDER-FIVE CHILD INFORMATION PANEL

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

UF1. Cluster sequential number

Enter the cluster sequential number from the Household Questionnaire, question HH1.

UF2. Household number

Enter the household number from the Household Questionnaire, question HH2.

UF3. Child's name

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

UF4. Child's line number

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

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

Enter the mother's/main guardian's or caretaker's name from the Household Questionnaire, column HL2 of the List of Household Members.

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

Enter the mother's/main guardian's or caretaker's line number from the Household Questionnaire, column HL1 of the List of Household Members.

UF7. Interviewer's name and code

Enter your own name and identifying code. Your supervisors will provide you with this identification code.

UF8. Day / Month / Year of interview

Enter the date of the interview in terms of day and month; the year 2014 is pre-printed on the questionnaire. If the interview is not completed on your first visit and you visit the household to interview the mother/guardian/caretaker again, revise and enter the final date of the interview. In other words, the date here should be the date when you have either completed the Questionnaire for Children Under Five, or when the interview was not conducted but when it was decided that there will be no more attempts to interview the mother /main guardian or caretaker of the under-five child.

Repeat greeting if not already read to the respondent: **"WE ARE FROM THE NATIONAL INSTITUTE OF STATISTICS. WE ARE CONDUCTING A SURVEY ABOUT THE SITUATION OF CHILDREN, FAMILIES AND HOUSEHOLDS. I WOULD LIKE TO TALK TO YOU ABOUT (*child's name from UF3*)'S HEALTH AND WELL-BEING. THE INTERVIEW WILL TAKE ABOUT 15 TO 30 MINUTES. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND ANONYMOUS."**

If you are interviewing the same person that you or your team members have completed the household, individual women or men questionnaire with, you need to read this revised version of the greeting below. Also, the time to complete the questionnaire for children under-5 will be different than the household, individual women or men questionnaire and we require a separate consent for each individual interview.

"NOW I WOULD LIKE TO TALK TO YOU MORE ABOUT (*child's name from UF3*)'S HEALTH AND WELLBEING. THIS INTERVIEW WILL TAKE ABOUT 15 TO 30 MINUTES. AGAIN, ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND ANONYMOUS."

As with similar sentences at the beginning of the Household Questionnaire and Questionnaires for Individual Women and Individual Men, you may change the wording of these introductory sentences as appropriate. You must make sure, however, to include the following when you are introducing yourself: The name of the implementing agency; the topic of the survey; the approximate duration of the interview; and the issue of confidentiality.

If permission is given, go to UF12 to record the time and then begin the interview. If the respondent does not agree to continue, complete UF9, thank her/him and go to the next interview. Later, discuss the refusal with your team leader. Depending on the reasons for the refusal, you or another person from the team may attempt to interview the respondent for a second time. However, remember that the respondent's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

UF9. Result of interview for children under 5

Complete this question once you have concluded the interview. Remember that the code refers to the mother/main guardian or caretaker of the under-five child. Circle the code corresponding to the results of the interview. If the questionnaire is completed, circle '01' for 'Completed'. If you have not been able to contact the mother/ main guardian or caretaker after repeated visits, circle '02' for 'Not at home'. If the mother/ main guardian or caretaker refuses to be interviewed, circle '03' for 'Refused'. If you were able to only partly complete the questionnaire, circle '04' for 'Partly completed'. If the mother/ main guardian or caretaker is incapacitated, circle '05'. If you have not been able to complete this questionnaire for another reason, you should circle '96' for 'Other' and specify the reason in the space provided.

UF10. Controller's name and code

Leave this space blank. The controller will later enter his/her name and code in the space provided when checking the completed questionnaires.

UF11. Data entry clerk's name and code

Leave this space blank. The data entry clerk will enter his/her information later.

UF12. Record the time

Record the time of the day you start the under-five interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

Ask the mother/main guardian or caretaker to collect birth certificate, health/immunization cards, and any other relevant documents she has for this child before you begin the interview. You will need these during the interview.

AGE MODULE

You will begin the interview with questions about the child's date of birth and age. These are two of the most important questions in the interview, since almost all analysis of the data depends on the child's exact age. While completed age in years is sufficient for women's interviews, we need to obtain accurate information on the child's age in months. This is necessary because some of the analysis of the information that you will be collecting can only be done on the basis of age in months. You will collect this information by learning the child's date of birth. It will then be possible to compare the date of interview with the date of birth of the child and, after the data is collected, calculate the child's age in months by comparing these two pieces of information.

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

AG1. NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT THE DEVELOPMENT AND HEALTH OF *(name)*. ON WHAT MONTH AND YEAR WAS *(name)* BORN?

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

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

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

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

As the survey is being conducted in 2014, the year of birth of the child cannot be earlier than 2009.

AG2. HOW OLD IS (name)?

After having obtained the child's date of birth, ask the child's age in completed years, and record in the space provided. Remember, ages must refer to the last birthday. Probe if necessary by asking **"HOW OLD WAS (name) AT HIS/HER LAST BIRTHDAY?"**

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

Record age in completed years. Record '0' if the child is less than 1 year old.

Ask AG1 and AG2 independently. Then, check for consistency between the date of birth and completed age.

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

CHECKING FOR CONSISTENCY BETWEEN DATE OF BIRTH (AG1) AND COMPLETED AGE (AG2)

After having obtained both date of birth and age, check for the consistency between the two. The child's age plus her year of birth should be equal to the year where the child had his/her last birthday.

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

1. If the month of birth is before the month of interview (the child had his/her birthday in 2014), then her/his age plus her/his year of birth should equal the year of interview.
Example: A child who was born in March 2012, in a survey conducted in April 2014, should be age 2 ($2012 + 2 = 2014$).
2. If the month of birth is after the month of interview (the child has not yet had his/her birthday in 2014), then her/his age plus year of birth should equal the previous year.
Example: A child who was born in December 2011, in a survey conducted in May 2014, should be age 2 ($2011 + 2 = 2013$).
3. If the month of birth is the same as the month of interview, and the day of birth is not known, then a sum of either the current or the previous year is correct.
Example: A child born in April 2014, in a survey conducted in April 2014, could be age 3 or age 2. Probe further to see if the date of birth is correct and whether the child has completed age 2 or 3.
4. If the month of birth is the same as the month of interview, and the day of birth is known, the sum of age and year of birth should be equal the year of interview if the day of birth is

before the day of interview, and the sum of age and year of birth should be equal the previous year if the day of birth is after the day of interview.

Example: A child born on 8 May 2010, in an interview which is being conducted on 15 May 2014, should be age four. A child born on 28 May 2010, in an interview which is being conducted on 3 May 2014, should be age three, since this child will complete 4 full years on 28 May 2014.

If you find that the date of birth and age are inconsistent, either the date of birth or the age, or both, are incorrect, and need to be corrected. Probe, using documents that may be available, dates of well-known events and ages of other children, of the respondent herself/himself, as well as other information already gathered in that household. Dates of recent natural disasters, major political incidents and religious events can be very useful to probe for dates of birth, ages, durations.

If after having asked AG1 and AG2, you determine that the child is already 5 years old or more, you must stop the interview because he/she is not eligible anymore. Do this tactfully by asking two or three more questions. Then, thank the mother/caretaker for her/his cooperation if she/he does not have other under 5 children. Write 'INELIGIBLE' on the cover page of the questionnaire, and correct the age and eligibility information for this child on the cover page and in Columns HL6 and HL7B of the Household Questionnaire. In addition, you will have to correct the total number of eligible children reported on the cover page of the Household Questionnaire (HH14). Finally, you will need to correct your Interviewer's Assignment Sheet.

Note that you should correct the age information in the Household Questionnaire only when it affects the child's eligibility status. If the age information needs to be corrected because of the change in the eligibility status, for example for a child whose age has been changed from 4 to 5, you will also need to ask the questions in Education module for this child. Furthermore, if the same child has been selected for Child Discipline and Child Labour modules in the Household Questionnaire, you will need to ask the Child Labour module for this child, in addition to the Child Discipline module already completed with this child.

In all other cases of inconsistencies (that are not affecting the eligibility) between the Household Questionnaire and the Questionnaire for Children Under Five, do not change the age response in the Household Questionnaire.

BIRTH REGISTRATION MODULE

BR1. DOES *(name)* HAVE A BIRTH CERTIFICATE?

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

In some countries, a child may not have been issued a birth certificates but the birth may still have been registered with the 'civil authority', sometimes referred to as the 'civil registrar'. This is the official authorized to register the occurrence of a vital event (such as a live birth) and to record the required details.

A 'birth certificate' is a vital record that documents the birth of a child. This can be either the original document certifying the circumstances of the birth, or a certified copy or representation of the registration of that birth, depending on the practices of the country issuing the certificate.

If the answer is yes, ask "MAY I SEE IT?" and circle the appropriate corresponding code, noting whether or not the certificate was seen. If the child has a birth certificate and it was seen, circle '1' and go to next module. If the child has a birth certificate but the mother/main guardian or caretaker is unable to show you the certificate, circle '2' and go to next module. If the child does not have a birth certificate '3' or the respondent does not know '8' continue to the next question.

BR2. HAS *(NAME)*'S BIRTH BEEN REGISTERED WITH THE CIVIL AUTHORITIES I.E IN A COUNCIL OR A SPECIALIZED CIVIL STATUS CENTRE?

Circle the code corresponding to the response. If the answer is 'Yes', go to next module. If the child's birth has not been registered with civil authorities or the respondent does not know, record the corresponding code and continue to the next question.

BR3. DO YOU KNOW HOW TO REGISTER *(name)*'S BIRTH?

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

Circle the code corresponding to the response.

EARLY CHILDHOOD DEVELOPMENT MODULE

The questions in this module are used to obtain information about the extent to which households provide a supportive and stimulating learning environment. The module also includes a mix of questions to obtain information on various aspects of development (physical, social, emotional, language, and cognitive development).

EC1. HOW MANY CHILDREN’S BOOKS OR PICTURE BOOKS DO YOU HAVE FOR *(name)*?

This question asks specifically about children’s books or picture books for the child. This includes e-books for children but excludes schoolbooks (appropriate for or belonging to older children), as well as other books for adults that are present in the household.

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

EC2. I AM INTERESTED IN LEARNING ABOUT THE THINGS THAT *(NAME)* PLAYS WITH WHEN HE/SHE IS AT HOME. DOES HE/SHE PLAY WITH:

[A] HOME MADE TOYS (SUCH AS DOLLS, CARS, OR OTHER TOYS MADE AT HOME)?

[B] TOYS FROM A SHOP OR MANUFACTURED TOYS?

[C] HOUSEHOLD OBJECTS (SUCH AS BOWLS OR POTS) OR OBJECTS FOUND OUTSIDE (SUCH AS STICKS, ROCKS, ANIMAL SHELLS OR LEAVES)?

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

Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer ‘Yes’ to all items, whether or not it is true, perhaps because they think this is the ‘correct’ response or one that will please the interviewer.

Do not pause after reading the first part of the question and continue by saying **“DOES HE/SHE PLAY WITH”** and start asking whether the child plays with playthings from each of the categories listed. Ask: **“DOES HE/SHE PLAY WITH HOME MADE TOYS (SUCH AS DOLLS, CARS, OR OTHER TOYS MADE AT HOME)?”** and so on.

If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying "What does he/she specifically play with?" or "Can you please give an example?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle '1'. If the child doesn't play with items mentioned in a specific category, or the respondent doesn't know circle '2' or '8', for that specific category. Read each category aloud and circle the code corresponding to the response before proceeding to the next category.

EC3. SOMETIMES ADULTS TAKING CARE OF CHILDREN HAVE TO LEAVE THE HOUSE TO GO SHOPPING, WASH CLOTHES, OR FOR OTHER REASONS AND HAVE TO LEAVE YOUNG CHILDREN. ON HOW MANY DAYS IN THE PAST WEEK WAS (NAME):

[A] LEFT ALONE FOR MORE THAN AN HOUR?

[B] LEFT IN THE CARE OF ANOTHER CHILD, THAT IS, SOMEONE LESS THAN 10 YEARS OLD, FOR MORE THAN AN HOUR?

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

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

Enter the response in the spaces provided. If the child was not left in the care of another child during this period, enter '0' for 'None'. Note that 'another child' is defined as a child less than 10 years old.

EC4. Check AG2: Age of child:

If the child is 3 or 4 years old, check the appropriate box and continue with EC5. If not (the child is 0, 1 or 2 years old), check the appropriate box and go to next module.

EC5. DOES(name)ATTEND ANY ORGANIZED LEARNING OR EARLY CHILDHOOD EDUCATION PROGRAMME, SUCH AS A PRIVATE OR GOVERNMENT FACILITY, INCLUDING KINDERGARTEN OR COMMUNITY CHILD CARE?

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

EC7. IN THE PAST 3 DAYS, DID YOU OR ANY HOUSEHOLD MEMBER OVER 15 YEARS OF AGE ENGAGE IN ANY OF THE FOLLOWING ACTIVITIES WITH (name):

[A] READ BOOKS OR LOOKED AT PICTURE BOOKS WITH (name)?

[B] TOLD STORIES TO *(name)*?

[C] SANG SONGS TO *(name)* OR WITH *(name)*, INCLUDING LULLABIES?

[D] TOOK *(name)* OUTSIDE THE HOME, COMPOUND, YARD OR ENCLOSURE?

[E] PLAYED WITH *(name)*?

[F] NAMED, COUNTED, OR DREW THINGS TO OR WITH *(name)*?

Read each items shown above. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: **"WHO ENGAGED IN THIS ACTIVITY WITH *(name)*"**

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the biological mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child or a foster parent and has engaged in any of these activities, code 'X' should be circled.

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

EC8. I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT THE HEALTH AND DEVELOPMENT OF *(name)*. CHILDREN DO NOT ALL DEVELOP AND LEARN AT THE SAME RATE. FOR EXAMPLE, SOME WALK EARLIER THAN OTHERS. THESE QUESTIONS ARE RELATED TO SEVERAL ASPECTS OF *(name)*'S DEVELOPMENT.

CAN *(name)* IDENTIFY OR NAME AT LEAST TEN LETTERS OF THE ALPHABET?

Circle the code corresponding to the response. A 'Yes' answer means that the child can name ten or more letters of the alphabet while a 'No' answer means that the child can name less than ten or none at all.

EC9. CAN *(name)* READ AT LEAST FOUR SIMPLE, POPULAR WORDS?

Circle the code corresponding to the response. A 'Yes' response means that the child can read at least four simple, popular words while a 'No' response means that the child can only read one or two, or none at all.

EC10. DOES *(name)* KNOW THE NAME AND RECOGNIZE THE SYMBOL OF ALL NUMBERS FROM 1 TO 10?

Circle the code corresponding to the response. If parent seems hesitant, prompt with "does the child know '1'? Does the child know 2?" etc. A 'Yes' answer means that the child can recognize the symbol of all numbers from 1 to 10, while a 'No' answer means that the child can recognize less than ten or none at all.

EC11. CAN (*name*) PICK UP A SMALL OBJECT WITH TWO FINGERS, LIKE A STICK OR ROCK FROM THE GROUND?

Circle the code corresponding to the response. If necessary, use the pen you are holding to demonstrate the grip. Consider the small objects mentioned before when asking about the items children play with (sticks, rocks, animal shells or leaves). A 'Yes' answer means that the child is able to pick up small objects without difficulty while a 'No' answer means that the child seems to have difficulty with small items.

EC12. IS (*name*) SOMETIMES TOO SICK TO PLAY?

Circle the code corresponding to the response. A 'Yes' answer means that the child often gets sick and cannot play or do many physical activities, while a 'No' answer is in cases when the child is consistently ready to be active and play and only appears tired when it is appropriate for him/her to be so (e.g., in the evening; at the usual nap time)

EC13. DOES (*name*) FOLLOW SIMPLE DIRECTIONS ON HOW TO DO SOMETHING CORRECTLY?

Circle the code corresponding to the response. A 'Yes' answer means that the child can do things easily and correctly when asked to do so while a 'No' answer means that the child usually does not accomplish the simple tasks she/he is given successfully. Do not concern yourself with the reasons why not.

EC14. WHEN GIVEN SOMETHING TO DO, IS (*name*) ABLE TO DO IT INDEPENDENTLY?

Circle the code corresponding to the response. A 'Yes' answer means that the child is able to occupy herself/himself independently for an appropriate length of time, without constant asking for assistance or giving up quickly (e.g., colouring, building structures, etc.) while a 'No' answer means that the child cannot occupy herself/himself independently, asks for help or assistance, or gives up the work/play easily if not provided with help.

EC15. DOES (*name*) GET ALONG WITH OTHER CHILDREN?

Circle the code corresponding to the response. A 'Yes' answer means that the child does well playing and interacting with other children while a 'No' answer means that the child is uncomfortable around other children, prefers to be alone, or gets into conflicts.

EC16. DOES (*name*) KICK, BITE, OR HIT OTHER CHILDREN OR ADULTS?

Circle the code corresponding to the response. A 'Yes' answer means that the parent has noticed that the child can physically hurt (kick, bite, hit) other children while a 'No' answer means that the child does not do it. Do not concern yourself with what may be the reason of such behaviour (e.g., if parent tries to explain the reasons, or excuse the child).

EC17. DOES (*name*) GET DISTRACTED EASILY?

Circle the code corresponding to the response. A 'Yes' answer means that the child has difficulty sticking with/continuing any activity for the necessary length of time, gets easily distracted by anything happening around her/him, or finds other activities before completing the one started while a 'No' answer means that the child doesn't get easily distracted.

BREASTFEEDING AND DIETARY INTAKE MODULE

BD1. Check AG2: Age of child:

If the child is 0, 1 or 2 years old, check the appropriate box and continue with BD2. If not (the child is 3 or 4 years old), check the appropriate box and go to the care of illness module.

BD2. HAS (*name*) EVER BEEN BREASTFED?

This question asks if the child has ever been breastfed. It includes any breastfeeding experience of the child – not necessarily by the mother/main guardian or caretaker. If the child is under age 2, you may have asked this question when administering the Questionnaire for Individual Women; ensure the coherence between this information and that of the woman's questionnaire.

Circle the code corresponding to the response. Continue to the next question if the child was ever breastfed (code '1' circled). If the child was never breastfed, circle 'No' and skip to BD4. Skip to BD4 in the case of a 'DK' response as well.

BD3. IS (*name*) STILL BEING BREASTFED?

'Being breastfed' is defined as putting the child to the breast at least once a day.
Circle the code corresponding to the response.

The questions BD4-BD11 ask about how and what the child was fed in the preceding 24 hours. The purpose of these questions is to determine what liquids or foods the child was given. Make sure that the respondent understands the question, particularly what is meant by 'yesterday, during the day or night'. Note that the child might have been fed outside the household when mother/guardian or caretaker was not around. If the mother/guardian or caretaker is knowledgeable about what the child was given, you should record these in below questions.

If the mother/main guardian or caretaker says "Don't know", try to probe but if the answer is still the same because the child was fed when mother/guardian or caretaker was not around, circle '8' for 'DK'.

Note that for milk, infant formula, yogurt, and solid/semi-solid or soft foods, the number of times the child had the food is also asked.

BD4. YESTERDAY, DURING THE DAY OR NIGHT, DID (*name*) DRINK ANYTHING FROM A BOTTLE WITH A NIPPLE/FEEDING BOTTLE?

Circle the code corresponding to the response.

BD5. DID (*name*) DRINK ORS (ORAL REHYDRATION SOLUTION) YESTERDAY, DURING THE DAY OR NIGHT?

Oral Rehydration Solution is a simple and inexpensive solution that can be prepared at home, consisting of sugar, salt, and water and can decrease fluid loss in children with diarrhoea.

Circle the code corresponding to the response.

BD6. DID (*name*) DRINK OR EAT VITAMIN OR MINERAL SUPPLEMENTS OR ANY MEDICINES YESTERDAY, DURING THE DAY OR NIGHT?

Circle the code corresponding to the response.

BD7. I WOULD LIKE TO ASK YOU ABOUT (OTHER) LIQUIDS THAT (*name*) MAY HAVE HAD YESTERDAY DURING THE DAY OR THE NIGHT. I AM INTERESTED TO KNOW WHETHER (*name*) HAD THE ITEM EVEN IF COMBINED WITH OTHER FOODS? PLEASE INCLUDE LIQUIDS CONSUMED OUTSIDE OF YOUR HOME.

DID (*name*) DRINK (*Name of item*) YESTERDAY, DURING THE DAY OR NIGHT:

Circle the codes corresponding to the response.

[A] PLAIN WATER?

[B] FRUIT JUICE OR FRUIT BASED DRINKS?

[C] CLEAR SOUP OF MASHED VEGETABLE/MEAT/ FISH?

[D] MILK SUCH AS TINNED, POWDERED, OR FRESH ANIMAL MILK? *If yes: HOW MANY TIMES DID (*name*) DRINK MILK?*

[E] INFANT FORMULA? *If yes: HOW MANY TIMES DID (*name*) DRINK INFANT FORMULA?*

[F] ANY OTHER LIQUIDS?

The categories [A] to [E] are designed to cover different types of liquids that can be given to a child. This last category is a final probe to make sure that we have not missed any liquid that was given to the child. If the respondent mentions a liquid item here, make sure that the item cannot be placed into one of the above categories. Only if the item cannot be placed into above categories or you cannot decide, you may circle '1' for 'Yes' and specify the item.

Typical examples will vary by country but it is important to ensure you specify the "other liquid" with great care. If the caretaker says that the child had tea the day before, you have to probe to find out whether that tea had milk or was clear and made with water only. You must write such details out when you specify (e.g. clear tea/no milk OR tea with milk).

If this other liquid had milk in it, you will also need to ask how much milk was included. If the tea or other beverage was made with a lot of milk (more than half), you will need to include this in BD7 [D] and ask how many times they had milk, tea or other beverage) in the last day.

Category D concerns milk that even adults consume, meanwhile category E concerns specific infant formulas (for example artificial milk or breastmilk substitutes like Guigoz, Nan, Nursie, Blédilait)

BD8. NOW I WOULD LIKE TO ASK YOU ABOUT (OTHER) FOODS THAT (*name*) MAY HAVE HAD YESTERDAY DURING THE DAY OR THE NIGHT. AGAIN, I AM INTERESTED TO KNOW WHETHER (*name*) HAD THE ITEM EVEN IF COMBINED WITH OTHER FOODS. PLEASE INCLUDE FOODS CONSUMED OUTSIDE OF YOUR HOME. Did (*name*) EAT (*Name of food*) YESTERDAY DURING THE DAY OR THE NIGHT:

Circle the codes corresponding to the response.

- [A] YOGURT? If yes: HOW MANY TIMES DID (*name*) DRINK OR EAT YOGURT?**
- [B] ANY TYPE BABY CEREAL LIKE CERELAC, BLEDILAC, PHOSPHATINE, ETC?**
- [C] BREAD, RICE, NOODLES, PORRIDGE, OR OTHER FOODS MADE FROM GRAINS?**
- [D] PUMPKIN, CARROTS, SQUASH OR SWEET POTATOES THAT ARE YELLOW OR ORANGE INSIDE?**
- [E] WHITE POTATOES, WHITE YAMS, MANIOC, CASSAVA, OR ANY OTHER FOODS MADE FROM ROOTS/TUBERS?**
- [F] ANY DARK GREEN, LEAFY VEGETABLES?**
- [G] RIPE MANGOES, PAPAYAS, MELONS, APRICOTS, RED GUAVAS ?**
- [H] ANY OTHER FRUITS OR VEGETABLES?**
- [I] LIVER, KIDNEY, HEART OR OTHER ORGAN MEATS?**
- [J] ANY MEAT, SUCH AS BEEF, PORK, LAMB, GOAT, CHICKEN, OR DUCK?**
- [K] EGGS?**
- [L] FRESH OR DRIED FISH OR SHELLFISH /SEAFOOD (CRAYFISH, CRABES, SEA SNAILS ETC.)?**
- [P] COMESTIBLE INSECTS SUCH AS GRASSHOPPERS, LOCUSTS, CRICKETS, LAND SNAILS, TERMITES, CATERPILLARS, COCKCHAFERS, OR LARVAS**
- [M] ANY FOODS MADE FROM BEANS, PEAS, LENTILS, GROUNDNUTS OR OTHER NUTS?**
- [N] CHEESE OR OTHER FOOD MADE FROM MILK?**
- [O] ANY OTHER SOLID, SEMI-SOLID, OR SOFT FOOD THAT I HAVE NOT MENTIONED?**

The categories [A] to [N] are designed to cover all the list of food groups. This last category is a final probe to make sure that we have not missed any food that was given to the child. If the respondent mentions a food item here, make sure that the item cannot be placed into one of the above categories. Only if the item cannot be placed into above categories or you cannot decide, you may circle '1' for 'Yes' and specify the item. Typical examples are chocolate or sweets.

BD9. Check BD8 (Categories "A" through "O")

Check the categories 'A' through 'O' in BD8. If there is at least one 'Yes' or all of the responses are 'DK' check the box marked 'Yes' and skip to BD11. For all other cases, check the corresponding box and continue with BD10.

BD10. Probe to determine whether the child ate any solid, semi-solid or soft foods yesterday during the day or night

If the child did not eat or the respondent does not know, skip to next module. If the child ate at least one solid, semi-solid or soft food item mentioned by the respondent, go back to BD8 and record food eaten yesterday [A to O]. When finished, continue with BD11. Note that if the child has not eaten anything this could only happen when the child was too sick or if the child is living in a very poor household where no food was available to the members.

BD11. HOW MANY TIMES DID (*name*) EAT ANY SOLID, SEMI-SOLID OR SOFT FOODS YESTERDAY DURING THE DAY OR NIGHT?

Record the number of times the child had solid, semi-solid or soft foods. If the child ate seven or more times, record '7'. A range of feeding episodes, from a full meal to small snacks should be counted here (e.g. a piece of fruit or a piece of bread). However, liquids and very small snacks such as a bite or two from someone else's food should not be counted.

IMMUNIZATION MODULE

This module is used to obtain information for children under three who have received BCG, Polio, Pentavalent, Pneumo (PCV), VAA, VAR and Vitamin A.

IM1. DO YOU HAVE A CARD/BOOKLET WHERE *(name)*'S VACCINATIONS ARE WRITTEN DOWN? If yes: MAY I SEE IT PLEASE?

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

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

If the respondent does not have a vaccination card/booklet but the vaccine doses are registered in another document (for example, a booklet with records of clinic visits), ask to see it. If the card/booklet or other document is seen, circle '1' and skip to IM3. If the child has a vaccination card/booklet or other document but the respondent is unable to show you, circle '2' and skip to IM6 – you will be asking the respondent to recall the child's vaccinations. If the respondent does not have a vaccination card/booklet or any other document where the vaccine doses are registered for the child, circle '3' and continue to next question.

IM2. DID YOU EVER HAVE A VACCINATION CARD/BOOKLET FOR *(name)*?

Circle the code corresponding to the answer given and skip to IM6.

IM3.

You will complete question IM3 when respondents show you the vaccination card/booklet for the child:

- Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document. Note that before you enter a date, make sure that the name of the vaccine in the questionnaire for children under five corresponds to that found on the card or in the child's immunization document.
- If the card/booklet shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2012, you would record '98' for 'Day', '07' for 'Month', and '2012' for 'Year'.
- If the card/booklet shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

- However, if a date is given for a DTC-Hep B+Hib vaccination and there is simply a check on the card/booklet to show that a polio vaccine was also given, you may record the date of the DTC-Hep B+Hib injection on the polio line since this probably indicates that the vaccinations were given on the same day.
- For any vaccine listed in the module, if there is no information on the vaccination card/booklet showing that the vaccine was administered, leave the rows for this vaccine blank.

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

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

After you have completed transferring the information from the card/booklet to the questionnaire, proceed with question IM4.

IM4. Check IM3: Are all vaccines (BCG to VAA/yellow fever) recorded?

If all vaccines are recorded check the box marked 'Yes' and go to IM19. If 'No', check the corresponding box and continue with the next question.

Because of their age, some of the children may not be eligible to receive some of the vaccinations (for example, a newborn child is not eligible to receive most of the vaccinations). You should always make sure that you have entered the code corresponding to 'No' for such cases and continue with the next question.

IM5. IN ADDITION TO WHAT IS RECORDED ON THIS CARD/BOOKLET, DID (*name*) RECEIVE ANY OTHER VACCINATIONS – INCLUDING VACCINATIONS RECEIVED IN CAMPAIGNS OR IMMUNIZATION DAYS OR CHILD HEALTH DAYS?

It is possible that some of the vaccinations received by the child were not recorded. For example, the respondent may have forgotten to bring the booklet to the health facility or the respondent may have taken the child to a National Immunization Day. You may want to go through the immunization card with the respondent to perhaps help trigger memories.

If the answer is 'Yes', check the corresponding box only if the respondent mentions vaccines included in the questionnaire. You can refer to the information already obtained from the vaccination card to make sure that the mother/main guardian or caretaker is referring only to these vaccines. Write '66' in the corresponding 'Day' column for IM3, and leave the

month and year columns blank. For example, if two doses of PNEUMO were recorded on the card, and another dose was given but not recorded, there should be '66' in the 'Day' column (of PNEUMO3).

Do not ask the respondent to supply dates from memory. Enter a date only if the card or other document is available and lists a date for the immunization dose.

Once you have probed for any other vaccination, skip to IM19.

Questions IM6 through IM17 are asked only to mothers/main guardian or caretakers of children who do not have vaccination cards/ booklets, or those children for whom vaccination cards/booklets were not shown. When mentioning the vaccines or the specific diseases, use local synonyms if needed.

IM6. HAS (*name*) EVER RECEIVED ANY VACCINATIONS TO PREVENT HIM/HER FROM GETTING DISEASES, INCLUDING VACCINATIONS RECEIVED IN A CAMPAIGN OR IMMUNIZATION DAY OR CHILD HEALTH DAY?

We are not interested in injections for treating a disease – antibiotics, anti-malarials, etc. – but only in vaccines that are administered as a preventive measure to make children avoid contracting certain diseases.

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question, to start asking about each of the vaccines. If the answer is 'No' or 'DK', circle the corresponding code and skip to IM19.

IM7. HAS (*name*) EVER RECEIVED A BCG VACCINATION AGAINST TUBERCULOSIS – THAT IS, AN INJECTION IN THE ARM OR SHOULDER THAT USUALLY CAUSES A SCAR?

Circle the code corresponding to the response.

IM8. HAS (*name*) EVER RECEIVED ANY VACCINATION DROPS IN THE MOUTH TO PROTECT HIM/HER FROM POLIO?

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If the answer is 'No' or 'DK', skip to IM11.

IM9. WAS THE FIRST POLIO VACCINE RECEIVED IN THE FIRST TWO WEEKS AFTER BIRTH?

Ask if the first polio vaccine was received in the first two weeks after birth. Circle the code corresponding to the response.

IM10. HOW MANY TIMES WAS THE POLIO VACCINE RECEIVED?

Fill in the number in the space provided. If the number of times is 7 or more, enter '7'.

IM11. HAS (*name*) EVER RECEIVED A DTC-HEP B +HIB VACCINE ALSO CALLED PENTAVALENT – THAT IS, AN INJECTION IN THE THIGH TO PREVENT HIM/HER FROM GETTING TETANUS, WHOOPING COUGH, DIPHTHERIA, HEPATITIS B AND HAEMOPHILUS INFLUENZAE INFECTIONS TYPE B (HIB)?

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If 'No' or 'DK', skip to IM16.

IM12. HOW MANY TIMES WAS THE DTC-HEP B +HIB VACCINE ALSO CALLED PENTAVALENT RECEIVED?

Fill in the number in the space provided.

IM16A. HAS (name) EVER RECEIVED A PNEUMO VACCINE – THAT IS, AN INJECTION IN THE THIGH OR IN THE BUTTOCKS TO PREVENT HIM/HER FROM GETTING PNEUMOCOCCUS INFECTION?

Circle the corresponding code to the answer given. If the answer is 'Yes', go to the next question. If the answer is 'No' or 'DK', go to IM16.

IM16B. HOW MANY TIMES WAS THE PNEUMO VACCINE RECEIVED?

Fill in the number in the space provided.

IM16. HAS (name) EVER RECEIVED A MEASLES INJECTION (OR AN MMR OR MR) – THAT IS, A SHOT IN THE ARM AT THE AGE OF 9 MONTHS OR OLDER – TO PREVENT HIM/HER FROM GETTING MEASLES?

Circle the code corresponding to the response. If the mother/guardian or caretaker specifically mentions measles vaccine but refers to an injection in the thigh, accept the answer as valid and circle '1' for 'Yes'.

IM17. HAS (name) EVER RECEIVED THE YELLOW FEVER VACCINATION – THAT IS, A SHOT IN THE ARM AT THE AGE OF 9 MONTHS OR OLDER – TO PREVENT HIM/HER FROM GETTING YELLOW FEVER?

Probe by indicating that the yellow fever vaccine is sometimes given at the same time as the measles vaccine. Circle the code corresponding to the response.

IM19. PLEASE TELL ME IF (name) HAS PARTICIPATED IN ANY OF THE FOLLOWING CAMPAIGNS:

- [A] National Immunization Day (NID) against polio of May 2014
- [B] National Immunization Day (NID) against polio of April 2014
- [C] National Immunization Day (NID) against polio of March 2014
- [D] National Immunization Day (NID) against polio of February 2014
- [E] National Immunization Day (NID) against polio of January 2014
- [F] Other National Immunization Days against polio in 2013
- [G] Vaccination campaign against measles
- [H] Vaccination campaign against measles
- [I] Other vaccination campaigns (against meningitis, etc.)

This question is asked to provide information about immunization programmes. It also provides a check on IM4 for children with a vaccination card/booklet, since doses given in National Immunization Days or in campaigns may not be recorded on the card/ booklet.

The table below shows the list of campaigns/national immunization days organized since 2013.

Date	Activity
April 2013	SASNIM/SAV/SMV coupled with the 1 st round JLV prevention against

	Polio in the North
May 2013	2 nd round JLV prevention against Polio in the North
July 2013	1 st round JLV riposte against Polio in the North
August 2013	2 nd round JLV riposte against Polio in the North
October 2013	SASNIM coupled with NID riposte against polio
September 2013	Riposte against YF in 13 high risk health districts in the Littoral region
December 2013	1 st round JLV riposte against savage Polio virus in 8 regions
December 2013	24 local ripostes to measles epidemic
January 2014	YF Campaign at Ngoumou and Dschang
January 2014	NID against polio
February 2014	NID against polio
March 2014	NID against polio
April 2014	NID against polio
May 2014	NID against polio
June 2014 ¹	NID against polio

SASNIM : Health action, mother and child nutrition Week

SAV : African Immunization Week

SMV: World Immunization Week

JLV : Local Immunization Days

NID : National Immunization Days

YF : Yellow Fever

Circle the code corresponding to the response. If the respondent answers 'Yes' here to at least one of the dates, check back to IM5. If the answer given there (to IM5) was 'No', ask again.

IM20. HAS (name) EVER RECEIVED VITAMIN A SUPPLEMENTS WITHIN THE LAST 6 MONTHS?

For this question, probe by showing a sample of Vitamin A capsules/tablets to the respondent. Also specify that Vitamin A is equally administered in the form of drinkable droplets and is at times given at the same time with Polio during certain vaccination campaigns.

CARE OF ILLNESS MODULE

These questions aim to find out if the child has recently had diarrhoea, fever or an illness with a cough and, if so, what treatments the child took during the episode.

CA1. IN THE LAST TWO WEEKS, HAS(name) HAD DIARRHOEA?

¹ These June 2014 NIDs will not be taken into account here because they are posterior to the beginning of MICS-5 survey in some clusters.

Diarrhoea is determined by the perception of the mother/guardian or caretaker, or by three or more loose or watery stools per day, or more frequently than is normal for the child. Please note that it is normal for exclusively breastfed babies to have three or more loose stools every day.

Record the answer by circling the corresponding code. If a respondent is not sure what is meant by diarrhoea, tell her/him it means “three or more loose or watery stools per day, or more frequently than is normal for the child.” Make sure the respondent understands what is meant by ‘in the last 2 weeks’, while specifying the beginning date of this period. If the child has not had diarrhoea in the last 2 weeks or the caretaker doesn’t know, skip to CA6A.

CA2. I WOULD LIKE TO KNOW HOW MUCH (*name*) WAS GIVEN TO DRINK DURING THE DIARRHOEA (INCLUDING BREASTMILK). DURING THE TIME (*name*) HAD DIARRHOEA, WAS HE/SHE GIVEN LESS THAN USUAL, ABOUT THE SAME AMOUNT, OR MORE THAN USUAL?

If dehydrated, a child may take more fluids than usual. We want to know if the pattern of fluid consumption changed during diarrhoea. The focus in this question is to know effectively how has evolved the quantity of liquid taken by the child during the diarrhoea episode as compared to the usual consumption.

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

If the child was given less drink than usual during the diarrhoea, probe: **“WAS HE/SHE GIVEN MUCH LESS THAN USUAL TO DRINK, OR SOMEWHAT LESS?”**

Try to find out what actually happened, not what the respondent thinks ought to have happened. An answer such as, “A child with diarrhoea (or ‘a child who is ill’) needs more fluids” is not satisfactory. You would need to ask, “But how much did the child actually drink during this diarrhoea?”

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

CA3. DURING THE TIME (*name*) HAD DIARRHOEA, WAS HE/SHE GIVEN LESS THAN USUAL, ABOUT THE SAME AMOUNT, MORE THAN USUAL, OR NOTHING TO EAT?

During an episode of diarrhoea or other illness, a child may change the amount usually eaten. The focus in this question is not on how much food was offered to the child but rather on how much food was actually consumed by the child compared to his/her usual consumption.

Ask the question just as it is worded here. Read out the entire question and circle the code corresponding to the mother's/guardian's or caretaker's response. Get the mother's/guardian's or caretaker's best judgement of the relative amount of total food actually consumed by the child.

Try to find out what actually happened, not what the mother/guardian or caretaker thinks ought to have happened. An answer such as, "A child with diarrhoea (or 'a child who is ill') needs more food" is not satisfactory. You would need to ask, "But how much did the child actually eat during this diarrhoea?"

If the mother/guardian or caretaker replies that the child took only fluids (that is, the child did not 'eat'), circle '5' for 'Stopped food'. If the child was given less than usual to eat during the diarrhoea, probe: **"WAS HE/SHE GIVEN MUCH LESS THAN USUAL TO EAT, OR SOMEWHAT LESS?"**. Then circle the appropriate code. If the child was offered more food than usual, but the child ate much less, the answer is 'much less'; circle '1'.

If the child is very young and the mother/guardian or caretaker replies that he/she takes only fluids or breastmilk (that is, has not started 'eating' yet), there is no need to probe, since 'drinking' and 'eating' count as the same for this child. In such a case, breastfeeding will have been captured in previous question (CA2); circle '06' for 'Never gave food'.

CA3A. DID YOU SEEK ANY ADVICE OR TREATMENT FOR THE DIARRHOEA FROM ANY SOURCE?

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

Circle the code corresponding to the response given. If the answer is 'Yes', continue to the next question. Otherwise, skip to CA4.

CA3B. FROM WHERE DID YOU SEEK ADVICE OR TREATMENT?

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

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable

to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your team leader. He will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

CA4. DURING THE TIME *(name)* HAD DIARRHOEA, WAS *(name)* GIVEN TO DRINK:

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea.

[A] A LIQUID MADE FROM A SPECIAL SACHET CALLED ORS (FOR EXAMPLE ORASEL)?

[B] A PRE-PACKAGED ORS LIQUID FOR DIARRHOEA?

CA4A. Check CA4: ORS

If the child was given ORS (at least one '1' circled in CA4), continue with CA4B. If the child was not given ORS, skip to CA4C.

CA4B. WHERE DID YOU GET THE ORS?

Circle the code for the provider or person mentioned. If the respondent does not know whether a facility is public or private, write the name of the facility in the space provided, and inform your controller/team leader after interview, who will inquire in order to give you the information.

CA4C. DURING THE TIME *(name)* HAD DIARRHOEA, WAS *(name)* GIVEN:

Circle the code corresponding to the response.

[A] ZINC TABLETS?

[B] ZINC SYRUP?

[C] ORS COMBINED WITH ZINC (ZINC ORA)?

CA4D. Check CA4C: Any zinc?

If the child was given any zinc (at least one '1' circled in CA4C), continue with CA4E. If the child was not given any zinc, skip to CA4F.

CA4E. WHERE DID YOU GET THE ZINC?

Circle the code for the provider or person mentioned. If the respondent does not know whether a facility is public or private, write the name of the facility in the space provided, and inform your controller/team leader after interview, who will inquire in order to give you the information .

CA4F. DURING THE TIME *(name)* HAD DIARRHOEA, WAS *(name)* GIVEN TO DRINK ANY OF THE FOLLOWING:

Read the first item aloud and circle the code corresponding to the response before proceeding to the next item.

[A] *Salty sugar water*

[B] *Rice water*

CA5. WAS ANYTHING (ELSE) GIVEN TO TREAT THE DIARRHOEA?

This question asks the mother/guardian or caretaker whether the child received any (other) treatment for diarrhoea other than those mentioned in CA4, CA4C and CA4F for this episode of diarrhoea. If, for example, in CA4 you learned that the child was given fluid from an ORS packet, sugar and salt solution, or pre-packaged ORS fluid, then phrase CA5 by saying, “Was anything else given to treat the diarrhoea?” If none of the liquids was given, ask CA5 by saying, “Was anything given to treat the diarrhoea?”

Circle the code corresponding to the answer given. If the response is ‘Yes’, continue to CA6 to learn the type of treatment given. If the child was not given anything (else) for the diarrhoea or the respondent doesn’t know, skip to CA6A.

CA6. WHAT (ELSE) WAS GIVEN TO TREAT THE DIARRHOEA?

If you learn in CA5 that the child was given something (more) to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether “**ANYTHING ELSE**” was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non-antibiotic treatment. If the mother/guardian or care taker doesn’t know ask to see the package of the medicine.

CA6A. IN THE LAST TWO WEEKS, HAS (name) BEEN ILL WITH A FEVER AT ANY TIME?

Fever is a symptom of malaria, and in areas where malaria is endemic, mothers are advised to take action as soon as fever begins (i.e. by getting their children tested to confirm malaria infection and then provide appropriate treatment based on the results).

Circle the code corresponding to the answer given. Circle the code corresponding to ‘Yes’ only if the child has been ill with a fever at any time in the 2 weeks prior to the date of the interview. If the child has not been ill with a fever or the respondent doesn’t know, go to CA7.

CA6B. AT ANY TIME DURING THE ILLNESS, DID (name) HAVE BLOOD TAKEN FROM HIS/HER FINGER OR HEEL FOR TESTING?

Circle the code corresponding to the response given.

CA7. AT ANY TIME IN THE LAST TWO WEEKS, HAS *(name)* HAD AN ILLNESS WITH A COUGH?

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

Circle the code corresponding to the response given. If the respondent says “He coughs all the time,” or “She’s been coughing for months,” do not count this as an ‘illness with a cough’ since it is a chronic problem. If the answer is ‘No’ or ‘DK’, circle the appropriate code and skip to CA9A. If the symptoms started before but continued into the 2-week period, this counts as ‘Yes’.

CA8. WHEN *(name)* HAD AN ILLNESS WITH A COUGH, DID HE/SHE BREATHE FASTER THAN USUAL WITH SHORT, RAPID BREATHS OR HAVE DIFFICULTY BREATHING?

The question aims to find out if the child has or had an illness requiring assessment by a health professional.

If the respondent asks “What do you mean by ‘fast breathing’?”, you may say: “I mean, noticeably faster than normal when the child is rested.” If the respondent asks “What do you mean by ‘difficulty breathing’?”, you may say “I mean, the child sounded/looked as if he/she was having trouble breathing”. Circle the code corresponding to the response. If the answer is ‘Yes’, continue to the next question. Otherwise, skip to CA10.

CA9. WAS THE FAST OR DIFFICULT BREATHING DUE TO A PROBLEM IN THE CHEST OR A BLOCKED OR RUNNY NOSE?

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

Circle the code corresponding to the mother’s/guardian’s or caretaker’s response. If the symptoms were due to ‘Other’ reasons, write the respondent’s description in the line provided. After taking down the answer in this question, skip to CA10.

CA9A. Check CA6A: Had fever?

If the child had fever, continue with CA10. If the child did not have fever, skip to CA14.

CA10. DID YOU SEEK ANY ADVICE OR TREATMENT FOR THE ILLNESS FROM ANY SOURCE?

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

Circle the code corresponding to the answer given. If the respondent did not seek any advice or treatment from any source or doesn’t know, skip to CA12.

CA11. FROM WHERE DID YOU SEEK ADVICE OR TREATMENT?

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

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for ‘Other government medical’ and circle ‘H’. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for ‘Other private medical’ and circle ‘O’. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire ‘Name of place’ and inform your controller/team leader after interview, who will inquire in order to give you the information.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for ‘Other’ and circle ‘X’. Places that are not health facilities, other than home, should also be coded as ‘Other’ and described.

CA12. AT ANY TIME DURING THE ILLNESS WAS (name) GIVEN ANY MEDICINE FOR THE ILLNESS?

Circle the code corresponding to the answer given. If the child was not given any medicine for the illness or if the mother/main guardian or caretaker does not know, skip to CA14.

CA13. WHAT MEDICINE WAS (name) GIVEN?

Circle the codes corresponding to all medicines taken by the child to treat the fever, both anti-malarials and other types of medicines such as acetaminophen that were provided or prescribed at the health facility. Write brand name(s) of all medicines, if given.

After the first reply, probe by asking: **“ANY OTHER MEDICINE?”** until all medicines are mentioned.

If the respondent cannot remember the names of all the medicines the child took, use the following approach to probe for the correct names of the anti-malarial and other types of medicines taken:

- (1) Ask to see the package of leftover medicines; some households keep popular anti-malarial and other medicines at home.
- (2) Show the respondent a sample of each common anti-malarial – from both public and private sources – in the original packages, in case some respondents remember the containers.
- (3) Use common brand names when asking the respondent about anti-malarial medicines.

If the medicine is an anti-malarial but is not listed, circle 'H' and fill in the name in the space provided. If the medicine is another type of medicine, but is not listed, circle 'X' and fill in the name in the space provided. If the mother/main guardian or caretaker still doesn't know, circle 'Z'.

CA13A. Check CA13: Antibiotic mentioned (codes I or-J circled)?

If antibiotic is mentioned continue with CA13B, otherwise skip to CA13C.

CA13B. WHERE DID YOU GET THE (name of medicine from CA13)?

Circle the code for the provider or person mentioned. If the respondent does not know whether a facility is public or private, write the name of the facility in the space provided, and inform your controller/team leader after you complete the interview.

CA13C. Check CA13: Anti-malarial mentioned (codes A – H circled)?

If an anti-malarial was mentioned in CA13 (codes A-H), check the box marked 'Yes' and continue to the next question. If 'No', check the corresponding box and skip to CA14.

CA13D. WHERE DID YOU GET (name of medicine from CA13)?

Circle the code for the provider or person mentioned. If the respondent does not know whether a facility is public or private, write the name of the facility in the space provided, and inform your team leader after you complete the interview.

CA13E. HOW LONG AFTER THE FEVER STARTED DID (name) FIRST TAKE (name of anti-malarial from CA13)?

This question asks about the time interval between the beginning of the child's fever and when he/she took the first dose of an anti-malarial medicine to treat the fever.

If multiple anti-malarial medicines are mentioned in CA13, name all anti-malarials mentioned. Record the code for the day on which an anti-malarial was given for the first time. If he/she started taking (the anti-malarial) the same day the fever started, circle '0' for 'Same day'. If the anti-malarial was first given the next day (the day after the fever began), circle '1' for 'Next day' and so on. If the respondent does not know how long after the fever started the child first took the anti-malarial, circle '8'.

CA14. Check AG2: Child age under 3?

CA14 is used to filter out children age 3 and 4 years, since the next question is to be asked only to children under age three. Check AG2; if the child is under three (he/she is 0, 1 or 2 years old), mark the box corresponding and continue with the next question. If the child is not under three (he/she is 3 or 4), mark the box corresponding and skip to UF13.

CA15. THE LAST TIME (name) PASSED STOOLS, WHAT WAS DONE TO DISPOSE OF THE STOOLS?

The purpose of this question is to know what was done with the most recent stools passed by the child in the household. The safe disposal of children's stools is of particular importance because children's stools are the most likely cause of faecal contamination to

the immediate household environment. Correct disposal of stools is linked with lower risks of diarrhoea.

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

If the respondent states that diapers are used, then probe to establish how the diapers are disposed of.

ENDING THE QUESTIONNAIRE

At this point, the interview is completed, with the exception of recording the time (UF13), and checking for other interviews in the household (UF14). However, remember that you still have the anthropometry module to complete, as part of this questionnaire (see below).

UF13. Record the time

Record the time you finish the under-five interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

If the interview is interrupted for more than 15 minutes or it is not completed on your first visit and you visit the household again to continue the interview, the amount of time between UF12 and UF13 will not reflect the correct duration of the interview. You should take a note of this next to the question UF13 and if necessary provide additional explanation at the end of the questionnaire.

UF14. Check List of Household Members, columns HL7B and HL15. Is the respondent the mother or caretaker of another child age 0-4 living in this household?

If the respondent is the mother/guardian or caretaker of another child age 0-4 living in this household, indicate to the respondent that you or any other member of the team will need to measure the weight and height of the child later. Go to the next QUESTIONNAIRE FOR CHILDREN UNDER FIVE to be administered to the same respondent. Otherwise end the interview with this respondent by thanking her/him for her/his cooperation and tell her/him that you will need to measure the weight and height of the child before you leave the household.

Check to see if there are other woman's, man's or under-5 questionnaires to be administered in this household.

ANTHROPOMETRY MODULE²

Weights and heights of all eligible children under five in the household will be measured after all the Questionnaires for Children Under Five are completed. However, if some respondents or children have to leave the household before all questionnaires in the household have been completed, or if a call-back has to be made to interview another respondent, it is best to complete the measurements on those children who are present. The most important thing is not to miss measuring those who are eligible.

²For more details on anthropometric techniques, see the MICS Anthropometry Manual.

Measurement of heights and weights will be the responsibility of measurers. Each fieldwork team will have one set of measuring boards and weighing scales. Therefore, once you have completed the questionnaires and are ready to start anthropometric measurements, you should inform your team leader and call upon measurers to join you in the household, together with the equipment.

Although the measurer will be the main team member responsible for anthropometric measurements, other fieldwork staff will also receive training on how to weigh and measure children to act as measurer's assistants.

Each child will be weighed and measured, and the results will be recorded in his/her questionnaire. Be sure the weight for each child is recorded on the correct questionnaire. Procedures for weight and height measurements are described in detail in the MICS Manual for Anthropometry. This section is confined to explaining how the results will be coded.

AN1. *Measurer's name and code*

You should enter the name and two-digit identification code of the person who performed the measurements in the space provided. This would only be the measurer.

AN2. *Result of height/length and weight measurement*

Circle the appropriate code corresponding to the result of the measurement. If the reason is 'Other', write a description in the line provided and circle '6'.

AN3. *Child's weight*

The child should be weighed according to the instructions given during training. Record exactly as read out by the measurer. Repeat the measurement back to the measurer to make sure that you have heard correctly. If the measurer confirms then record the weight in kilograms with one decimal point. Use a leading zero if the number of kilograms is one digit. If the weight is not measured circle '99.9'.

AN3A. *Was the child undressed to the minimum?*

Circle the appropriate code. Minimum means that all clothes are removed other than light clothing such as underclothes. If the child has not been undressed to the minimum take a note of the circumstances and discuss with team leader afterwards.

AN3B. *Check the age of the child in AG2*

If the child is under 2 years old or less than 87 cm, check the appropriate box and then measure length (that is, lying down). If the child is age two or older or 87 cm or more, measure height (that is, standing).

AN4. *Child's length or height*

Record length or height exactly as it is called out by the measurer. Write a zero first if the number of centimetres is two digits. Repeat the measurement back to the measurer to make

sure you have heard correctly or show what you have recorded on the questionnaire to be confirmed by the measurer.

AN4A. How was the child actually measured? Lying down or standing up?

Circle the appropriate code.

AN4B. Check age of child in AG2

If the child is less than 6 months, do not ask question AN4C , go directly to AN6. Otherwise, go to AN4C.

AN4C. Rapid Screening of the presence of bilateral oedemas (on the two legs)

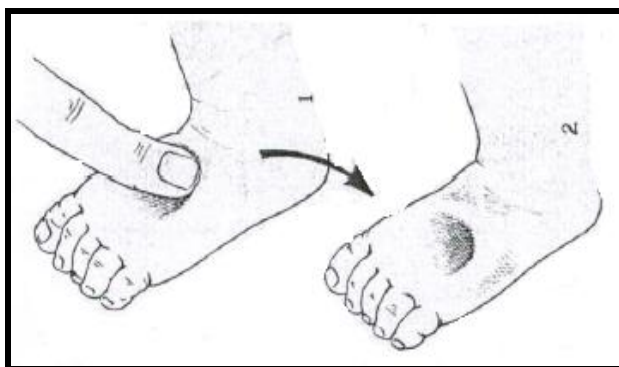
The implementation process of this rapid screening is simply and is described as follows:

RESEARCH OF NUTRITIONAL OEDEMA

1. Press with the thumb on the foot;
2. The pressure is maintained for about three seconds (if you clearly say loudly "one hundred and twenty-one, one hundred and twenty two, one hundred and twenty three ", it will take three seconds);
3. If there is edema, an impression (print) will stay during a certain time (at least some seconds) on the foot where one pressed;
4. The edema must be observed on the two feet for the child to be considered edematous.

Presence of bilateral edema..... Y
Absence of bilateral edema..... N

Screening for edema



After carrying out the screening, circle '1' if there is presence of bilateral oedemas (on the two legs) and '2' on the contrary. If for any reason whatsoever the child is not screened, circle '8' and state as observation the reasons for which the screening was not carried out.

AN6. Is there another child in the household who is eligible for measurement?

If there is another child in the household who is eligible for measurement, check the box marked 'Yes' and record measurements for the next child on that child's questionnaire. If 'No', check if there are any other individual questionnaires to be completed in the household.

After you have completed all anthropometric measurements in the household, you should record the results of the interviews in UF9 of the Under-Five Child Information Panel on each child's questionnaire.

Gather together all questionnaires for this household and check that all identification numbers are inserted on each page. Tally on the Household Information Panel the number of interviews completed.

Before you leave the dwelling, check to ensure that the entire questionnaire (including all modules) is completed. If there are blanks left when a response is expected, complete the missing information by asking these questions to the respondent or adding a note detailing the reasons why. Make sure that all identifying numbers have been filled in on the Information Panels of each questionnaire. Give the questionnaires to your controller.

OBSERVATIONS

The last page of the Questionnaire for Children Under Five has been reserved for the interviewers, team leaders, controllers, measurers and supervisors to write any notes or observations regarding this particular under-5 interview.