

Malaria Indicator Survey

Interviewer's Manual

**ORC Macro
Calverton, Maryland**

April 2005

CONTENTS

I. INTRODUCTION TO THE [COUNTRY] MALARIA INDICATOR SURVEY.....	1
A. Survey Objectives	1
B. The Sample.....	2
C. Survey Organization.....	3
D. Survey Questionnaires.....	3
E. Interviewer’s Role	4
F. Training of Interviewers.....	5
G. Supervision of Interviewers	6
H. Survey Regulations	6
II. CONDUCTING AN INTERVIEW.....	8
A. Building Rapport with the Respondent	8
B. Tips for Conducting the Interview	9
C. Language of the Interview (Only for Multilingual Surveys)	11
III. FIELD PROCEDURES	13
A. Preparatory Activities and Assignment Sheets	13
B. Contacting Households	16
C. Problems in Obtaining Individual Interviews	18
D. Making Callbacks.....	19
E. Checking Completed Questionnaires	20
F. Returning Work Assignments	20
G. Data Quality	20
H. Supplies Required for Fieldwork	21
IV. GENERAL PROCEDURES FOR COMPLETING THE QUESTIONNAIRE	22
A. Asking Questions	22
B. Recording Responses	22
C. Correcting Mistakes	24
D. Following Instructions.....	25
E. Checking Completed Questionnaires	26
V. HOUSEHOLD QUESTIONNAIRE	27
A. Identification of Household on the Cover Page	27
B. Completing the Household Questionnaire	27
C. Return to Cover Page	35
VI. WOMEN’S QUESTIONNAIRE	39

CONTENTS (CONT'D.)

FIGURES

Figure 1. Interviewer's Assignment Sheet	15
Figure 2. Age/Birth-Date Consistency Chart for Survey in [2005]	44
Figure 3. Birth History Table Example	49

NOTE FOR SURVEY ORGANIZERS: HOW TO USE THIS MANUAL

This manual is designed to explain to interviewers how to do their job. The manual includes information about implementation of the survey, training activities, and fieldwork procedures. It details interview techniques and procedures for completing the questionnaires.

This is a “model” manual that reflects the standard Malaria Indicator Survey protocol for how to train the survey field teams in conducting interviews with the standard malaria questionnaires. Any changes from the standard protocol will need to be reflected in modifications to this manual. Country-specific changes to the model questionnaires may necessitate changes to this manual, so it is important for survey organizers to carefully review the manual before using it. To facilitate customizing this manual, the text in certain places has been put in brackets to denote that it is likely to require modification.

An electronic file for this manual is available on the Roll Back Malaria Partnership Web site: <http://www.rbm.who.int>. When using the file, users should be aware that some of the examples may require completion by hand.

I. INTRODUCTION TO THE [COUNTRY]¹ MALARIA INDICATOR SURVEY

The [Country] Malaria Indicator Survey (MIS) is a national sample survey designed to provide information for monitoring and evaluation (M&E) of malaria programs in [Country]. The [Country] MIS survey will involve interviewing a randomly selected sample of household respondents and women who are between 15 and 49 years of age and who live in the selected households. These respondents will be asked questions about their background, the children they have given birth to, dwelling conditions, their use of mosquito nets and antimalarial drugs for themselves and their children, and other questions that will be helpful to policymakers and administrators in controlling malaria.

You are being trained as an interviewer for the [Country] MIS survey. After the training course, which will take about 2 weeks to complete, selected interviewers will be working in teams, going to different parts of the country to interview people in their houses. This is called “fieldwork.” Depending on the areas assigned to your team and on how well you perform the tasks given to you, you may be working on the [Country] MIS survey for up to [expected length of fieldwork] months. However, we have recruited more interviewers to participate in the training course than are needed to do the work, and at the end of the course, we will be selecting the best qualified among you to work as interviewers. Those not selected may be retained as alternates or data entry staff.

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

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

A. Survey Objectives

The [Country] MIS survey is designed to—

- Collect information on various aspects of malaria
- Measure geographic differences in malaria indicators
- Collect a blood drop from young children for anaemia testing²

¹ Text in [] is to be modified on a country-specific basis. This manual was written assuming fieldwork will be conducted in 2005; appropriate changes will have to be made when fieldwork is to be conducted at a later date.

² Parasitaemia testing may be considered.

- Assist countries in conducting surveys periodically to monitor and evaluate the national malaria control program
- Provide an international database that can be used by researchers investigating topics related to malaria

B. The Sample

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

Another way to collect information is through a sample survey. The main reason for using a sample survey instead of a complete enumeration is to reduce the time and cost of collecting information. When it is not necessary to know exact total numbers, a sample survey can collect information about people much more quickly and inexpensively. Most often, we do not use whole numbers in making our decisions, but instead, we think in terms of percentages. For example, hearing that 800 people support a certain candidate in an election means very little to most of us. However, if we read that 55 percent of the voters support that candidate, we can judge that the candidate will probably win the election. The sample survey provides us with answers that are expressed in averages, proportions, or percentages, such as the proportion of women who received intermittent preventive treatment for malaria during pregnancy or the proportion of children under age five who slept under an insecticide-treated mosquito net the previous night. The sampling procedure allows us to collect data on a small number of people and draw conclusions that are valid for the whole country.

The accuracy of a sample survey depends, among other things, on the size of the sample. For example, if you chose a sample of only 100 people from a large population, the results of the sample would probably bear little resemblance to the total, and their characteristics may be very different from the general population. On the other hand, a scientific sample of 3,000 would yield more accurate results. Therefore, the size of a sample is determined by how accurately the results must reflect the whole population being studied. This is determined by statistical methods that we will not try to discuss in this training session. What you should know, however, is that the sample size is predetermined by the survey organizers according to the level of accuracy they need for the results. Consequently, it is critical to a survey that fieldworkers try their hardest to complete all assigned interviews to ensure that the correct number of people are included in the survey.

The accuracy of a sample survey also depends on another major factor: the absence of bias that would affect the proportions found through the sample. To control or prevent bias from creeping into the results, one must ensure that the selection of people included in the sample is absolutely random. This means that every person in the total population to be studied has the same opportunity to be selected in the sample. This is why it is so important to make callbacks to reach those people who are not at home, because they may be different from people who are at home.

Certain households throughout [Country] have been scientifically selected to be included in the MIS sample.³ Each of these households will be visited and enumerated with a Household Questionnaire. Women age 15-49 will then be interviewed with the Women's Questionnaire. We expect to interview about [expected sample size] women in this survey. Studying the malaria-related behaviour of these respondents will provide insights into the behaviour of all women in [Country].

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

C. Survey Organization

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

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

Each of you who is selected to work on the survey will work in a team consisting of [number] female interviewers, [one health investigator], and a supervisor.

Each supervisor will be responsible for the team of interviewers. She/he will also be responsible for editing all completed questionnaires in the field. The specific duties of the supervisor are described in detail in the Supervisor's Manual. In the central office, data entry staff and computer programmers will also be assigned to the project.

D. Survey Questionnaires

Two questionnaires will be used in the MIS survey: the Household Questionnaire and the Women's Questionnaire.

The households that have been scientifically selected to be included in the MIS sample will be visited and enumerated with a Household Questionnaire. The Household Questionnaire consists of a cover sheet to identify the household and a form on which all members of the household and visitors are listed. You will collect some information about each person, such as name, sex, and age. This information can be used to evaluate the quality of the sample implementation. The Household Questionnaire also collects information on the following topics:

- Dwelling characteristics. This topic includes questions on water and toilet facilities, housing construction, and household assets.

³ In this manual, it has been assumed that a household listing will be available for the fieldwork. In some countries, dwellings may be selected instead of households. The description of the sampling process has to be adapted accordingly.

- Mosquito nets. Detailed information is gathered on mosquito nets (i.e., type, insecticide treatment, and use).
- Anaemia testing. Children born in 2000 or later are eligible to have their blood tested for anaemia, and the results of the test are given to the parent or responsible adult for each child tested. Children with severe anaemia are referred for treatment, and the parents/responsible adults for children with moderate or mild anaemia are given counselling about anaemia.

You will also identify which women are eligible (qualified) to be interviewed with the Women's Questionnaire. All women listed in the Household Questionnaire who are age 15-49 are eligible to be interviewed. This means that household members (persons who usually live in the household) and visitors (persons who do not usually live in the household but who stayed there the previous night) are eligible to be interviewed with the Women's Questionnaire. After all of the eligible respondents in a household have been identified, you will use the Women's Questionnaire to interview the women who are part of your assignment.

The Women's Questionnaire collects information on the following topics:

- Background characteristics. Questions on age, [religion, ethnicity,] and education provide information on characteristics likely to influence behaviour.
- Reproduction. Data are collected on the number of children ever born, including children who are living elsewhere and children who have died. More detailed information is collected on young children, those born in 2000 or later.
- Pregnancy and intermittent preventive treatment (IPT) of malaria. Data are collected to determine whether women received IPT during the last pregnancy that produced a live birth.
- Prompt and effective treatment of children with fever. Data are collected to determine whether children born in 2000 or later received antimalarial treatment if they have recently had a fever, what type of treatment was received, and where the treatment was received.

E. Interviewer's Role

By collecting information from respondents, the interviewer occupies the central position in the MIS survey. Therefore, the success of the survey depends on the quality of the interviewer's work.

In general, the responsibilities of an MIS interviewer include the following:

- Locating the structures and households in the sample and completing the Household Questionnaire
- Identifying all eligible women in those households

- Interviewing all eligible female respondents in the households using the Women's Questionnaire
- Checking completed interviews to be sure that all questions were asked and the responses were neatly and legibly recorded
- Returning to households to interview respondents who could not be interviewed during the initial visits.

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

F. Training of Interviewers

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

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

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

A later phase of training will include field practice interviewing, in which you will actually interview household respondents and eligible women. You will be required to check and edit the questionnaire just as you would do in the actual fieldwork assignments.

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

Your training as an interviewer does not end when the formal training period is completed. Each time a supervisor meets with you to discuss your work in the field, your training is being continued. The formal training period merely provides you with the basic knowledge and information about the survey, questionnaires, and so forth. Continued observation and supervision during the fieldwork complete the training process. This practice is particularly important during the first few days of fieldwork. Again, as you run into situations you did not

cover in training, it will be helpful to discuss them with your team. Other interviewers may be running into similar problems, so you can all benefit from each other's experiences.

G. Supervision of Interviewers

Training is a continuous process. Observation and supervision throughout the fieldwork are a part of the training and data collection process. Your team supervisor will play a very important role in continuing your training and in ensuring the quality of MIS data. She/he will—

- Observe some of your interviews to ensure that you are conducting yourself well, asking the questions in the right manner, and interpreting the answers correctly
- Spot-check some of the addresses selected for interviewing to be sure that you interviewed the correct households and the correct respondents
- Review each questionnaire to be sure it is complete and consistent
- Meet with each member of the team on a daily basis to discuss performance and give out future work assignments
- Help you to solve any problems that you might have with finding the assigned households, understanding the concepts in the questionnaire, or dealing with difficult respondents

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

H. Survey Regulations

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

1. Every position on the survey staff is vital to the success of the survey. If you are chosen to be on a team and accept the position, your presence is required for each day of fieldwork.
2. Except for illnesses, any person who is absent from duty during any part of the training or any part of the fieldwork (whether it is a whole day or part of a day) without prior approval from her supervisor may be dismissed from the survey.
3. There is a great deal of work to be done over the next few weeks, and arriving late to the training sessions will not be tolerated.
4. The selection of the survey team members is competitive; it is done on the basis of performance, ability, and testing results during the training. Therefore, any person found offering assistance to or receiving assistance from another person during tests will be dismissed from the survey.

5. Throughout the survey training and the fieldwork period, you are representing the [name of survey organization]. Your conduct must be professional, and your behaviour must be congenial in dealing with the public. We must always be aware of the fact that we are only able to do our work with the good will and cooperation of the people we interview. Therefore, any team member who is consistently overly aggressive, abrupt, or disrespectful to the people in the field may be dismissed from the survey team.
6. For the survey to succeed, each team member must work closely together, sharing in the difficulties and cooperating and supporting each other. We will attempt to make team assignments in a way that enhances the cooperation and good will of the team. However, any team member who in the judgment of the survey director creates a disruptive influence on the team may be asked to transfer to another team or may be dismissed from the survey.
7. It is critical that the data gathered during the fieldwork be both accurate and valid. To control for inaccurate or invalid data, spot checks will be conducted. Interviewers may be dismissed at any time during the fieldwork if their performance is not considered adequate for the high quality this survey demands.
8. Vehicles and gasoline are provided for the survey for official use only. Any person using the vehicle for an unauthorized personal reason will be dismissed from the survey.
9. MIS survey data are confidential. They should not be discussed with anyone, including your fellow interviewers. Under no circumstances should confidential information be passed on to third parties. Persons breaking these rules, and therefore the confidence placed in them by the respondent, will be dismissed.

II. CONDUCTING AN INTERVIEW

Successful interviewing is an art and should not be treated as a mechanical process. Each interview is a new source of information, so make it interesting and pleasant. The art of interviewing develops with practice, but there are certain basic principles that are followed by every successful interviewer. In this section, you will find a number of general guidelines on how to build rapport with a respondent and conduct a successful interview.

A. Building Rapport with the Respondent

The field supervisor will assign an interviewer to make the first contact with a household selected for the MIS survey. Any capable adult member of the household is a suitable respondent for the Household Questionnaire. If at least one eligible respondent for the Women's Questionnaire is identified with the Household Questionnaire, then an interviewer will complete the Women's Questionnaire with every eligible woman identified. As an interviewer, your first responsibility is to establish rapport with the respondent.

At the beginning of an interview, you and the respondent are strangers to each other. The respondent's first impression of you will influence her/his willingness to cooperate with the survey. Be sure that your manner is friendly as you introduce yourself. [Before you start to work in an area, your supervisor will have informed the local leaders, who will in turn, inform selected households in the area that you will be coming to interview them.] You will also be given a letter [or identification card] that states that you are working with [name of survey organization.]

1. Make a good first impression.

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 greeting, such as "good afternoon," and then proceed with your introduction.

The introduction for the Women's Questionnaire should be read exactly as it is printed in the questionnaire. For the Household Questionnaire, a good introduction might be—

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

2. Always have a positive approach.

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

3. Stress confidentiality of responses when necessary.

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

4. Answer any questions from the respondent frankly.

Before agreeing to be interviewed, the respondent may ask you some questions about the survey or how the household or she was selected to be interviewed. Be direct and pleasant when you answer.

The respondent may also be concerned about the length of the interview. If asked about the length of the Household Questionnaire, say that the interview usually takes **about 10 to 15 minutes**. Indicate your willingness to return at another time if it is inconvenient for the respondent to answer questions then.

5. Interview the respondent alone.

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

If other people are present, explain to the respondent that some of the questions are private and ask where you can talk alone. Sometimes asking for privacy will make others more curious, so they will want to listen; you will have to be creative. Establishing privacy from the beginning will allow the respondent to be more attentive to your questions.

If it is impossible to get privacy, you may have to carry out the interview with the other people present. However, try to separate yourself and the respondent from the others as much as possible. If there is more than one eligible respondent in the household, you must not interview one in the presence of the other.

B. Tips for Conducting the Interview

1. Be neutral throughout the interview.

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

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

“Can you explain a little more?”

“I did not quite hear you. Could you please tell me again?”

“There is no hurry. Do you need a moment to think about it?”

A respondent may ask you questions during the interview, for example, about antimalarial medicines. Or she may ask you how she should be using her mosquito net. Tell her that her questions are good ones and that you will answer them to the best of your ability after you are done getting her answers to the questions listed on the questionnaire. The idea here is that the interviewer should do what any good neighbour would do, answer basic health or other questions to the best of her ability while informing the person that she is not a nurse or doctor or expert on the topic.

2. Never suggest answers to the respondent.

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

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

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

4. Handle hesitant respondents tactfully.

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

If the respondent is giving irrelevant or elaborate answers, do not stop her/him abruptly or rudely, but listen to what she/he has to say. Then try to steer her/him gently back to the original question. A good atmosphere must be maintained throughout the interview. The best atmosphere for an interview is one in which the respondent sees the interviewer as a friendly, sympathetic, and responsive person who does not intimidate her/him and to whom she/he can say anything without feeling shy or embarrassed. As indicated earlier, the major

problem in controlling the interview may be one of privacy. This problem can be prevented if you are able to obtain a private area in which to conduct the interview.

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

5. Do not form expectations.

You must not form expectations as to the ability and knowledge of the respondent. Do not assume that respondents from rural areas or those who are less educated do not know about different types of mosquito nets or antimalarial drugs.

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

6. Do not hurry the interview.

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

[C. Language of the Interview (only for multilingual surveys)]

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

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

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

If the respondent does not speak a language that any of your team members speak, you will need to rely on a third person to translate for you. It is best if you can find an interpreter of the same sex as the respondent. Avoid using the respondent's spouse as an interpreter. Children are also unsuitable interpreters. Remember, try to avoid using interpreters if at all possible, because this will not only jeopardize the quality of the interview but will also mean that the interview will take nearly twice as long to conduct.]

III. Field Procedures

Fieldwork for the MIS survey will proceed according to a timetable, and the survey will be successful only if each member of the interviewing team understands and follows correct field procedures. The following sections review these procedures and describe the proper procedures for receiving work assignments and keeping records of selected households.

A. Preparatory Activities and Assignment Sheets

Each morning, your supervisor will brief you on your day's work and explain how to locate the households assigned to you. When your supervisor assigns households to you, you should write the identification information on the Interviewer's Assignment Sheet (Figure 1). The identifying information (e.g., the household number, address or MIS structure number, name of the head of the household) and the date of assignment will be written in Columns (1) through (4).

Columns (5) through (10) of the Interviewer's Assignment Sheet serve as a summary of the results of your work in the field for each household. At the end of the day, you will be responsible for recording in these columns the final outcome for all household visits and individual interviews that you have conducted.

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

- Columns (1) through (3) of your Interviewer's Assignment Sheet are complete and that they contain all the information you will need to identify the selected households
- You have a Household Questionnaire for each household in your assignment
- You fill in the identification information on the cover page of each Household Questionnaire
- You know the location of the selected households you are to interview and have sufficient materials (e.g., maps, written directions) to locate them
- You understand any special instructions from your supervisor about contacting the households in your assignment
- You have several blank Women's Questionnaires

After completing the Household Questionnaire, you will record the final result of the interview in Column (5) and the names and line numbers of eligible women in Columns (6) and (7). Allocate a Women's Questionnaire for each eligible respondent identified in the household. Fill in the identification information on the cover sheet of a Women's Questionnaire for each eligible respondent identified in the household schedule.

You will then proceed to interview all eligible women. After completing an interview, you will record the final result of the interview in Column (8) of your Interviewer's Assignment Sheet. You will also record your name and interviewer number at the bottom of the Interviewer's Assignment Sheet. Once all interviews are completed, you will record the number of eligible women and number of Women's Questionnaires at the bottom of the sheet and return it to your supervisor, along with the completed Household and Women's Questionnaires. The date when each questionnaire is returned to the supervisor should be recorded in Column (9).

If there is more than one respondent eligible to be interviewed in a household, you will return the completed Household Questionnaire to your supervisor with a Women's Questionnaire for every respondent placed inside.

FIGURE 1. INTERVIEWER'S ASSIGNMENT SHEET

CLUSTER NUMBER

--	--	--

NAME OF LOCALITY _____

PAGE ____ OF ____ PAGES

HOUSEHOLD INTERVIEW					FEMALE INTERVIEW				OBSERVATIONS (10)
MIS HOUSEHOLD NUMBER (1)	ADDRESS OR MIS STRUCTURE NUMBER (2)	NAME OF HEAD OF HOUSEHOLD (3)	DATE ASSIGNED (4)	FINAL RESULT (5)	NAME OF ELIGIBLE WOMAN (6)	LINE NO. OF ELIGIBLE WOMAN (7)	FINAL RESULT (8)	DATE RETURNED (9)	
CODES FOR COLUMN 5					CODES FOR COLUMN 8				
1 COMPLETED 2 NO HH MEMBER AT HOME/NO COMPETENT RESPONDENT AT HOME 3 ENTIRE HH ABSENT FOR EXTENDED PERIOD 4 POSTPONED 5 REFUSED			6 DWELLING VACANT/ADDRESS NOT A DWELLING 7 DWELLING DESTROYED 8 DWELLING NOT FOUND 9 OTHER		1 COMPLETED 2 NOT AT HOME 3 POSTPONED 4 REFUSED		5 PARTLY COMPLETED 6 INCAPACITATED 7 OTHER		

INTERVIEWER'S NAME

--	--

NUMBER OF ELIGIBLE WOMEN

--	--

NUMBER OF WOMEN'S QUESTIONNAIRES

--	--

B. Contacting Households

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

1. Locating sample households

Recently, household listing teams visited each of the selected sample clusters and 1) prepared up-to-date maps to indicate the location of structures, 2) recorded address information for each structure or described their location (for areas lacking street names or numbers on structures), 3) wrote numbers on structures, and 4) made a list of the names of the heads of all households living in the structures.

A structure is a freestanding building that has one or more rooms in which people live such as an apartment building, a house, or a thatched hut. Within a structure, there may be one or more dwelling (or housing) units. For instance, there would be 1 dwelling unit in a thatched hut, but there may be 50 dwelling units in an apartment building or 5 dwelling units in a compound. A dwelling unit is a room or group of rooms occupied by one or more households. It may be distinguished from the adjoining dwelling unit by a separate entrance. Within a dwelling unit, there may be one or more households. For example, a compound may have five households living within it, and each household may live in its own dwelling unit.

Specific households have been selected to be interviewed, and you should not have any trouble locating the households assigned to you if you use the structure number and the name of the head of the household to guide you. The structure number is usually written above the door of the house, but sometimes it may be on the wall. [It is preceded by MIS, for example, MIS-003 or MIS-032.] Although the supervisor of your team will be with you in the field, it is important that you also know how to locate the structures in the sample.

2. Problems in contacting a household

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

- The selected household has moved away, and the dwelling is vacant. If a household has moved out of the dwelling where it was listed and no one is living in the dwelling, you should consider the dwelling vacant and record Code '6' on the cover sheet of the Household Questionnaire.
- The household has moved away, and a new one is now living in the same dwelling. In this case, interview the new household.
- The structure number and the name of the household head do not match what you find in the field. For example, you have been assigned a household that is headed by Sola Ogedengbe and listed in structure number MIS-003. When you go to MIS-003, however, the household there is headed by Mary Kehinde. Whichever household is in MIS-003 is considered the selected household. Therefore, you would interview the household headed by Mary Kehinde.
- The household selected does not live in the structure that was listed. If, for example, you are assigned a household headed by Vincent Okigbo located in MIS-007, and you find that Vincent Okigbo actually lives in another structure, interview the household living in MIS-007. In other words, if there is a discrepancy between the structure number and the name of the household head, interview whoever is living in the structure assigned to you. Tell your supervisor about any such situations you find.
- The listing shows only one household in the dwelling, but two households are now living there. In this case, interview both households, and make a note on the cover page of the Household Questionnaire that was not on the listing. Your supervisor will assign this household a number, which you should enter on the questionnaire. However, if the listing shows two households, only one of which was selected, and you find three households there now, only interview the one that had been selected and ignore the other two. In either case, inform your supervisor of the situation.
- The head of the household has changed. In some cases, the person who is listed as the household head may have moved away or died since the listing. Interview the household that is living there.
- The house is all closed up, and the neighbours say the people are on the farm (e.g., away visiting) and will back in several weeks. Enter Code '3' (ENTIRE HOUSEHOLD ABSENT FOR EXTENDED PERIOD OF TIME). The house should be revisited at least two more times to make sure that the household members have not returned.

- The house is all closed up, and the neighbours say that no one lives there; the household has moved away permanently. Enter Code '6' (DWELLING VACANT OR ADDRESS NOT A DWELLING).
- A household is supposed to live in a structure that when visited is found to be a shop and no one lives there. Check very carefully to see whether anyone lives there. If not, enter Code '6' (DWELLING VACANT OR ADDRESS NOT A DWELLING).
- A selected structure is not found in the cluster, and residents tell you it was destroyed in a recent fire. Enter Code '7' (DWELLING DESTROYED).
- No one is home, and neighbours tell you the family has gone to the market. Enter Code '2' (NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT HOME AT TIME OF VISIT), and return to the household at a time when the family will be back (later in the day or the next day).

Remember that the usefulness of the MIS sample in representing the entire country depends on the interviewers locating and visiting all households in their assignment.

3. Identifying eligible respondents

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

All women age 15-49 who are either members of the household or visitors are considered eligible in the MIS, even if they do not usually live in that dwelling. It is very important that you do not miss an eligible respondent when you fill in the Household Schedule. In certain cases, you may find it difficult to decide whether or not a person is eligible. The people in the following examples are eligible for the individual interview:

- A visitor who spent the previous night in the house but is away at the market when you arrive.
- A usual resident who spent the previous night at her sister’s house.

In some households, there will be no eligible respondents (i.e., there will be no female usual household members or visitors who are age 15-49). For these households, you will have a completed Household Questionnaire, with no accompanying Women’s Questionnaire.

C. Problems in Obtaining Individual Interviews

The following are examples of the kinds of problems the interviewer may experience in obtaining an interview with an eligible respondent:

- Eligible respondent not available. If the eligible respondent is not at home when you visit, enter Code '2' (NOT AT HOME) as the result for the visit on the cover sheet of the Women's Questionnaire and ask a family member or neighbour when the respondent will return. You should contact the household at least three times on at least two different days, trying to make each visit at a different time of day. Under no circumstances is it acceptable to conduct all three visits on the same day and then stop attempting to contact the respondent.
- Respondent refuses to be interviewed. The respondent's availability and willingness to be interviewed will depend in large part on the initial impression you make when you meet them. Introduce yourself and explain the purpose of the visit. Read the informed consent statement printed on the Women's Questionnaire. If the respondent is unwilling to be interviewed, it may be that the present time is inconvenient. Ask if another time would be more convenient and make an appointment. If the respondent still refuses to be interviewed, enter Code '4' (REFUSED) as the result for the visit on the cover sheet and report it to your supervisor.
- Interview not completed. A respondent may be called away during the interview or may not want to answer all of the questions at the time of your visit. If an interview is incomplete for any reason, you should try to arrange an appointment to see the respondent again as soon as possible to obtain the missing information. Be sure that you record Code '5' (PARTLY COMPLETED) on the cover sheet of the questionnaire, showing that the interview is incomplete, and indicate the time you agreed on for a revisit; you should also report the problem to your supervisor.
- Respondent incapacitated. There may be cases in which you cannot interview a person because she is too sick, because she is mentally unable to understand your questions, because she is deaf, and so forth. In these cases, record Code '6' (INCAPACITATED) on the cover sheet of the questionnaire and on your Interviewer's Assignment Sheet.

The outcome of the final attempt to contact an eligible respondent should be noted in either Column (5) or Column (8) of your Interviewer's Assignment Sheet. It is important that you keep the visit record on the Interviewer's Assignment Sheet accurately because this form provides a summary of all eligible respondents in the MIS sample. These forms will be returned to the central office for review after completion of interviewing and will be used to calculate response rates.

D. Making Callbacks

Because each household has been carefully selected, you must make every effort to conduct interviews with the households assigned to you and with the eligible women identified. Sometimes a household member will not be available at the time you first visit. You need to make at least three different visits when trying to obtain a household interview and at least three different visits when trying to obtain an individual interview.

At the beginning of each day, you should examine the cover sheets of your questionnaires to see whether you made any appointments for revisiting a household or eligible respondent. If no appointments were made, make your callbacks to a household or respondent at a different time of day than the earlier visits; for example, if the initial visits were made in the early afternoon, you should try to arrange your schedule so you make a callback in the morning or late afternoon. Scheduling callbacks at different times is important in reducing the rate of nonresponse (i.e., the number of cases in which you fail to contact a household or complete an individual interview).

E. Checking Completed Questionnaires

It is the responsibility of the interviewer to review each questionnaire when the interview is finished. This review should be done before you leave the household so that you can be sure every appropriate question was asked, that all answers are clear and reasonable, and that your handwriting is legible. Also check that you have followed the skip instructions correctly. You can make minor corrections yourself, but any serious error should be clarified by the respondent. Simply explain to the respondent that you made an error and ask the question again.

Do not recopy questionnaires. As long as the answers are clear and readable, it is not necessary that the questionnaire itself be neat. Every time you transcribe the answers to a new questionnaire, you increase the chance of an error. For this reason you are not allowed to use worksheets to collect information. Record ALL information on the questionnaires you have been provided. Any calculations you make should be written in the margins or on the back of the questionnaires.

Anything out of the ordinary should be explained either in the margins near the relevant question or in the comments section at the end. These comments are very helpful to the supervisor in checking questionnaires. Comments are also read in the office and used to resolve problems encountered during data entry.

F. Returning Work Assignments

At the end of fieldwork each day, check that you have filled out the cover sheet of a Household Questionnaire for each household assigned to you, whether or not you managed to complete an interview. You should inform your supervisor about any problems you experienced in locating a household, in completing a Household Questionnaire, or in conducting an interview with an eligible respondent. For these difficult cases, at least three visits will be made to a household during the survey in an effort to obtain a completed interview.

Completed Household Questionnaires and accompanying Women's Questionnaires placed inside are returned to your supervisor. Make sure you have filled in the final result and date of all interviews you completed and the date you returned the questionnaires to the supervisor on your Interviewer's Assignment Sheet.

G. Data Quality

It is the responsibility of the supervisor to review both the Household Questionnaires and the Women's Questionnaires from a sample cluster while the interviewing team is still in the cluster.

The editing rules are explained in detail in the Supervisor's Manual. It is especially important for the questionnaires to be thoroughly edited at the initial stages of fieldwork. The supervisor will then discuss with each interviewer the errors found in the collection of data. It may sometimes be necessary to send an interviewer back to a respondent to correct some data error.

H. Supplies Required for Fieldwork

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

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

IV. GENERAL PROCEDURES FOR COMPLETING THE QUESTIONNAIRE

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

A. Asking Questions

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

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

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

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

B. Recording Responses

In the MIS survey, all interviewers will use pens with blue ink to complete all questionnaires. Supervisors will do all their work using pens with red ink. There are three types of questions in the MIS questionnaire: 1) questions with precoded responses; 2) questions without precoded responses, that is, “open-ended” questions; and 3) filters.

1. Questions with precoded responses

For most questions, we can predict the types of answers a respondent will give. The responses to these questions are listed in the questionnaire. To record a respondent’s answer, you merely circle the number (code) that corresponds to the reply. Make sure that each circle surrounds only a single number.

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
104	Have you ever attended school?	YES.....1 NO.....2	—> 108

In some cases, precoded responses will include an ‘OTHER’ category. The ‘OTHER’ code should be circled when the respondent’s answer is different from any of the precoded responses listed for the question. Before using the ‘OTHER’ code, you should make sure the answer does not fit in any of the other categories. When you circle the code ‘OTHER’ for a particular question, you must write the respondent’s answer in the space provided if there is a blank line with an interviewer instruction to SPECIFY the response. If you need more room, use the margins or the comments section at the end, and write, “see note in comments section.” If the response codes are numerical, as in the example below, only one response must be circled. If the response codes are alphabetical (e.g., A, B, C), circle as many codes as apply.

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
10	What is the main source of drinking water for members of your household?	PIPED WATER PIPED INTO DWELLING 11 PIPED INTO YARD/PLOT 12 PUBLIC TAP/STANDPIPE 13 TUBEWELL OR BOREHOLE.....21 DUG WELL PROTECTED WELL31 UNPROTECTED WELL 32 WATER FROM SPRING PROTECTED SPRING41 UNPROTECTED SPRING42 RAINWATER51 TANKER TRUCK61 CART WITH SMALL TANK.....71 SURFACE WATER (RIVER/DAM/LAKE/POND/ STREAM/CANAL/IRRIGATION CHANNEL)..... 81 RAINWATER91 OTHER _____ 96 (SPECIFY)	

2. Questions without precoded responses

The answers to some questions are not precoded; in entering the response for these questions, you must write the respondent’s answer in the space provided. Usually, you will record a number in the boxes provided.

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
102	In what month and year were you born?	MONTH..... <input type="text"/> <input type="text"/> DON'T KNOW MONTH.....98 YEAR..... <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> DON'T KNOW YEAR.....9998	

For example, for a woman born in February 1968, you record the month as ‘02’ and the year as ‘1968.’

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

3. Filters

Filters generally require you to look back to the answer to a previous response and then usually mark an ‘X’ in the box. (See Section D.2 for a description of filters.)

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
226	CHECK 223: ONE OR MORE <input type="checkbox"/> NO BIRTHS <input type="checkbox"/> BIRTHS IN 2000 <input type="checkbox"/> IN 2000 <input type="checkbox"/> OR LATER <input type="checkbox"/> OR LATER <input type="checkbox"/>		➤ 339

C. Correcting Mistakes

It is very important that you record all answers neatly. For precoded responses, be sure that you circle the code for the correct response carefully. For responses that need to be specified in the OTHER category, the reply should be written legibly so that it can be easily read. If you made a mistake in entering a respondent’s answer or she changes her reply, be sure that you cross out the incorrect response and enter the right answer. **Do not try to erase an answer.** Just put two parallel lines through the incorrect response. Remember that if there are two responses for a

particular question that allows only one response, it may not be possible later, when the data are being coded, to determine which is the correct answer. Here is how to correct a mistake—

Example: [Comment: Manually circle Codes ‘1’ and ‘2’ and put two parallel lines through one of the circles before printing.]

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
104	Have you ever attended school?	YES1 NO2	→ 108

D. Following Instructions

1. Skip instructions

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

Example:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
304	During this pregnancy, did you take any drugs in order to prevent you from getting malaria?	YES.....1 NO2 DON'T KNOW.....8	→310

Note that if you circled Code ‘2’ or Code ‘3,’ you would skip to Q. 310. In this case, Qs. 305 to 309 are only asked of women who took drugs to prevent them from getting malaria.

2. Filters

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

Example:

306	CHECK 305: DRUGS TAKEN FOR MALARIA PREVENTION	CODE "A" CIRCLED <input type="checkbox"/> ↓ CODE "A" NOT CIRCLED <input type="checkbox"/>	————— > 310
-----	--	---	-------------

Note that all instructions for the interviewer are printed in all CAPITAL LETTERS, whereas questions to be asked of the respondent are printed in lowercase letters. Filters are always contained in a box surrounded by thick lines.

E. Checking Completed Questionnaires

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

V. HOUSEHOLD QUESTIONNAIRE

The purpose of the Household Questionnaire is to provide information on general characteristics of the population and their households. It is also used to identify women who are eligible to be interviewed with the Women's Questionnaire.

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

A. Identification of Household on the Cover Page

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

Because you will fill in the rest of the cover page after you have conducted the interview, instructions for that part are described in Section C, under the heading RETURN TO COVER PAGE.

B. Completing the Household Questionnaire

To complete the Household Questionnaire, you will need to find a suitable respondent. Any adult member of the household who is capable of providing information needed to fill in the Household Questionnaire can serve as the respondent. If an adult is not available, do not interview a young child; instead, go on to the next household on your list, and call back at the first household later. After you have introduced yourself and explained the purpose of your visit, you are ready to begin the interview, subject to the respondent's agreement to be interviewed. Be sure to read the introductory sentence at the top of the page before continuing with the question in Column (2).

COLUMN (1): LINE NUMBER

This is the line number used to identify each person listed in the schedule.

COLUMN (2): USUAL RESIDENTS AND VISITORS

The first step in completing the Household Questionnaire is to get a complete list of all persons who usually live in the household and any visitors. You will always list the head of the

household first. Other persons can be listed in any order. To get a correct listing, you will have to know what we mean by a member of the household and what we mean by a visitor.

MEMBER OF THE HOUSEHOLD:

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

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

Visitor:

A visitor is someone who is not a member of the household but who stayed in the household the night before the day you are conducting the interview. So even though a visitor does not qualify to be a respondent for the household interview, if he or she stayed in the household the previous night, he or she should be listed on the Household Schedule (and a female visitor will qualify for the individual interview if she is age 15-49).

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

- A woman lists her husband as head of the household, but he lives somewhere else. If he does not usually live in the household you are interviewing, and he did not stay there the previous night, he should not be included in the listing.
- Sometimes people eat in one household and sleep in another. Consider the person to be a member of the household where she/he sleeps.
- A person living alone is a household.
- A servant is a member of the household if she/he usually lives in the household.

Anyone included in the household listing has to be either a usual resident of that household—Column (5) is YES—or to have spent the previous night in the household—Column (6) is YES.

As your respondent lists the names, write them down, one in each row in Column (2) of the table. Begin with the head of the household, that is, the person who is considered responsible for the household. This person may be determined on the basis of age (older), sex (generally, but not necessarily, male), economic status (main provider), or some other characteristic, but the person who is listed as the head of the household has to be someone who usually lives in the household. It is up to the respondent to define who is the head.

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

01 Alfred Johnson
02 Miriam "
03 Sarah "

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

For each person, the relationship to the head of the household and the sex should be recorded before asking the name of the next person. After completing Columns (2) through (4) for each person, start with the person listed on Line 01 and move across the page, asking each appropriate question in Columns (5) through (9). When you have completed the information for the person on Line 01, move to the person listed on Line 02, and so forth.

COLUMN (3): RELATIONSHIP

Record the relationship of the person listed to the head of the household. Use the codes at the bottom of the first page of the Household Schedule. 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 OTHER RELATIVE not BROTHER OR SISTER, because Sola is a brother-in-law of the head of the household. If the head of the household is married to a woman who has a child from a previous marriage, that child's relationship to the head of the household should be coded as ADOPTED/FOSTER/STEPCHILD.

COLUMN (4): SEX

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

COLUMNS (5) AND (6): RESIDENCE

If the person usually lives in the household, circle '1' for YES in Column (5). We call someone who usually lives in the household a member of the household. Someone who does not usually live in the household but who stayed there the night before the interview is called a visitor. If the person stayed in the household the night before you are conducting the interview, circle '1' for YES in Column (6). A usual member of the household may or may not have stayed in the household the night before.

If after asking these residence questions you learn that the person does not usually live there—Column (5) is NO—and did not stay there the previous night—Column (6) is also NO—you will have to delete this person from the listing because the person is neither a member nor a visitor. For example, imagine you had listed Mary Worth as Line 04 and then learned that she does not usually live there and she did not stay there the previous night. You would draw a line through Line 04, cancelling Mary from the listing. Then you would have to renumber the subsequent line

numbers to make them correct—in Columns (1) and (8), change Line 05 to 04, 06 to 05, and so forth.

COLUMN (7): AGE

If you have difficulty obtaining the ages of household members, you can use some of the methods described for Q. 103 in the Women’s Questionnaire to probe for the correct age. You are to obtain each person’s age in completed years, that is, the age at the time of the last birthday. If there is an infant less than one year old, record the age as ‘00’ years. If the person is 95 years old or older, record the age as ‘95.’

COLUMN (8): ELIGIBILITY

Look at Columns (4) and (7) and circle the line number in Column (8) for all women who are between 15 and 49 years of age (this includes those who are age 15 and 49). These are “eligible women,” and they qualify for an interview with the Women’s Questionnaire. Remember, the woman may be a usual resident of the household or only a visitor.

COLUMN (9): PREGNANCY STATUS

If the line number of the person is circled in Column 8 (i.e., the person is a woman age 15-49), ask whether or not the woman is currently pregnant. Even if the woman looks pregnant, you should still ask the question to be sure.

CONTINUATION SHEET

If you interview a household that has more than 20 members, mark the box at the end of the list of household members, take a fresh Household Questionnaire, fill in all of the identification information on the cover page, and write “CONTINUATION” on the top. Then on the second Household Questionnaire, change Line 01 to 21 and, if necessary, change Line 02 to 22, and so on, in Columns (1) and (8). Then write the information for these household members. Return to the first Household Questionnaire to complete the interview.

OVERVIEW OF QUESTIONS 10 through 13: HOUSEHOLD AMENITIES

After asking the questions in the Household Schedule about each member of the household, you will ask Qs. 10 through 13, which ask about amenities owned or most frequently used by the household members.

Q. 10: Household Drinking Water

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

Q. 11: Toilet Facilities

As with Q. 10, the purpose of this question is to obtain a measure of the sanitation level of the household, because water supply and toilet facilities are important for disease control and health improvement.

A flush or pour flush toilet is one in which water carries the waste down pipes, whether the water is piped into the toilet or poured in by buckets. A ventilated improved pit (VIP) is a latrine that has been improved by the addition of some kind of construction (usually a pipe) that provides a route for fumes to escape, other than the hole itself. Other pit latrines are not ventilated. If the respondent answers that they use the bush, the fields, or a cleared corner of the compound, record NO FACILITY/BUSH/FIELD.

Q. 12: Household Items

The answers to these questions on ownership of certain items will be used as a rough measure of the socioeconomic status of the household. Read out each item and circle 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, 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.

Q. 13: Fuel Used For Cooking

Information on the type of fuel used for cooking is collected as another measure of the socioeconomic status of the household. The use of some cooking fuels can also have adverse health consequences. Remember that this question asks about fuel for cooking, not fuel for heating or lighting. 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.

If the household uses more than one fuel for cooking, find out the fuel used most often. If any fuel other than the precoded ones is reported as being the main fuel used for cooking, circle '96' and specify the type of fuel in the space provided.

Q. 14: Floor Material

This is not a question that you will have to ask the respondent, because you will usually be able to see for yourself what kind of floor the house has. However, ask if you are not sure. If there is more than one kind of flooring material, record the main type of material (i.e., the material that covers the largest floor space).

Q. 15: Ownership Of Vehicles

As another rough measure of socioeconomic status, ask whether any member of the household owns a bicycle, motorcycle, or car. Follow the same procedure as in Q. 12 in asking about these items. A small child's bicycle is primarily a toy and should not be recorded here.

OVERVIEW OF QUESTIONS 15A THROUGH 15C:

The following strategies have been used for malaria prevention: insecticide-treated nets (ITNs), residual spraying of houses, and chemoprophylaxis for children.

The intervention sponsored by the government or nongovernmental organization involves the training of staff, a sensitisation and awareness campaign to inform the community, the procurement and transport of the insecticide, and the actual spraying of houses. Qs. 15A through

15C should be retained in the questionnaire only in countries that have programs for indoor residual spraying. The questions focus on spraying of the interior walls that took place in the 12 months preceding the interview. When asking Q. 15A, about anyone spraying the interior walls of the dwelling, you need to specify that spraying with a brand called Doom, widely available to the general public, should not be counted here. The same goes for Q. 15C—if the respondent mentions that a household member sprayed the house, verify that Doom was not used.

OVERVIEW OF QUESTIONS 16 THROUGH 25: USE OF MOSQUITO NETS

It is recognized that the consistent use of ITNs decreases the incidence of malaria and malaria-related deaths, especially in young children. Consequently, many countries are now instituting programs that promote the use of ITNs. 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 to 12 months (pretreated) 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. 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.

For households with at least one mosquito net in Q. 16, information is collected on the total number of mosquito nets in the households (Q. 17). 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. For each mosquito net, questions are asked about when the net was obtained, the brand of the net, soaking or dipping of the net, and use of the net the night before the interview. If the household has more than three nets, take a fresh Household Questionnaire, fill in all the information on the cover page and write CONTINUATION on the top. Then on the second Household Questionnaire, change Net #1 to Net #4 and, if necessary, change Net #2 to Net #5, and so on. Then write the information for each of these nets. Return to the first Household Questionnaire to complete the interview.

Q. 18: Observation Of Each Mosquito Net

Ask the respondent whether she/he could show you each of the mosquito nets in the dwelling. In Q. 18, record whether or not you were able to observe each net. Starting with the first net, ask Qs. 18 through 24 about the net, filling in the answers for the entire column under the heading “NET #1” (see explanations for specific questions below). Some respondents may refuse to let you see their bedrooms for personal reasons. In such cases, try to probe as much as you can, by asking about colours, shapes, and promoted brand names, to help the respondents provide correct information. To distinguish each net, you may use phrases like, “Now let’s talk about the first net....”

When you are finished asking about NET #1, ask the respondent to show you the next net, or “NET #2,” and follow the same procedure (i.e., asking Qs. 19 through 24 and filling out the entire column under the heading “NET #2”). Do this for each net in the dwelling. Although asking questions about every mosquito net may seem tedious, it is very important to get accurate

and complete information on each and every net. After you have recorded the information on all mosquito nets, return to the cover page to complete the interview.

Q. 19: When Mosquito Net Was Obtained

Ask the respondent how long ago the mosquito net was obtained. If the net was obtained more than three years ago, circle '95.' Otherwise, record the number of months ago in the boxes. If the respondent does not know the exact number of months, probe to obtain the best estimate. Circle '98' for NOT SURE only if the respondent cannot even estimate when the net was obtained.

If it was obtained within the three years preceding the interview, calculate the number of months from the respondent's answer. For example, if the respondent says "we bought the net two and a half years ago during the planting season," the first step is to add 12 months for each year mentioned (i.e., 1 year = 12 months, so 2 years = 12 months + 12 months for a total of 24 months). The season mentioned by the respondent was the "planting season." Using this memory cue, ask the respondent to be more precise about which month the net was purchased (i.e., "at the beginning, middle, or end of planting season") or which planting season, if there is more than one. If the respondent says that she/he bought it "at the beginning of the planting season in April" and it is October at the time of the interview, count the number of months between October and April, not counting the months of purchase (i.e., October, September, August, July, June, and May = 6 months). Then add the sums (i.e., 24 months + 6 months = 30 months). Mark "30" using both boxes in Q. 19.

Q. 20: Brand Of Nets

During training, you will be shown all of the common mosquito nets that are available in the country. A picture of the different types of nets available in the country may also be provided for reference during interviews. It will be your responsibility to show these nets to the respondent. Use the given nets to identify the type of net in the dwelling, and circle the corresponding number on the questionnaire.

QUESTIONS 21 THROUGH 23: TREATMENT WITH INSECTICIDE

If the mosquito net is the type that does not need any retreatment for at least three years (PERMANENT NET in Q. 20), you should not ask these questions (skip directly to Q. 24). For pretreated nets, skip to Q. 22. For every other type of mosquito net, ask whether the net had already been treated with an insecticide when she/he got it and whether it has ever been soaked or dipped in a liquid to repel mosquitoes or bugs. Make sure that the respondent understands that you do not 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 and when the most recent soaking or dipping took place. For nets that have been soaked or dipped since they were obtained, ask how long ago the net was last soaked or dipped, and record the answer in Q. 23. If the last time was within the three years preceding the interview, record the number of months ago in the boxes. If the last time was more than two years ago, circle '95.' If the respondent does not know the number of months, probe to obtain a best estimate. Circle '98' for NOT SURE only if the respondent cannot even estimate when the net was last soaked or dipped.

QUESTIONS 24 AND 25: SLEEPING UNDER THE MOSQUITO NET

These questions help us to link a particular mosquito net to the person(s) who slept under it the night before the survey. Ask the respondent if anyone slept under each mosquito net last night and mark the questionnaire with YES, NO, or NOT SURE according to her/his response. If the respondent answers YES, ask who slept under the net last night and find the name of the person mentioned on the household listing. Mark the line number of that person in the box corresponding to Q. 24 for that net. If more than five persons slept under a single net the night before the survey, record only the first five persons mentioned by the respondent. For each person mentioned, record the name and corresponding line number from Column (1) in the Household Schedule.

Q. 26: Repeat The Above Process For Each Mosquito Net Observed

After the entire column has been filled in for NET #1, move back to Q. 18 to observe and ask the respondent about the next mosquito net in the household (i.e., NET #2). Continue this process until all of the nets have been assessed according to Qs. 18 through 25.

HAEMOGLOBIN MEASUREMENT

Columns (27) through (30): Record Living Children Under 6 Years Of Age

Check Column (7) in the Household Schedule and record in this table all living children age 00-05 years. In Column (27), record the child's line number from Column (1) of the Household Schedule. In Column (28), record the child's name from Column (2) of the Household Schedule. In Column (29), record the child's age from Column (7) of the Household Schedule.

If the household has more than six children under six years of age, take a fresh Household Questionnaire, fill in all of the information on the cover page, and write CONTINUATION on the top. Then on the second Household Questionnaire, record the information for the additional children. Return to the first Household Questionnaire to complete the interview.

After all of the interviews with eligible women in the household have been completed, return to Column (30) in the Household Questionnaire. For children who are listed in the birth history of any interviewed mother, copy the month and year of birth from Q. 215 in Column (30) of the Household Questionnaire and ask for the day of birth. For children who are not listed in any birth history, ask the child's day, month, and year of birth, and record that information in Column (30) of the Household Questionnaire. For children born in 1999 who are under six years old, leave the rest of the row blank. Do not conduct anaemia tests on those children.

Columns (31) And (32): Consent Statement For Anaemia Testing

For each child born in 2000 or later, determine who is the parent or responsible adult for that child and record in Column (31) that person's line number from Column (1) of the Household Schedule. Then read the consent statement at the bottom of the page to the parent or responsible adult for each child. The statement explains the purpose of the test and requests permission to collect a blood droplet from eligible children. The statement indicates that the procedure will be done with sterile disposable devices. The woman will be assured that the results will be kept

confidential and that she will be told by the interviewer about the results of testing. The statement also indicates that participation is voluntary.

If one person is the parent or responsible adult for more than one child, you should read the consent statement to that person only once, reading out the names of all of her/his children in the last paragraph. For each child, record the decision of the parent or responsible adult in Column (32). If the parent or responsible adult agrees to the test for a child, circle '1' **and sign your name on the blank line** certifying that you have read the consent statement to the parent or responsible adult and that she/he has agreed to the anaemia testing for that child. If the parent or responsible adult does not agree to the test, circle '2.' Leave Columns (33) and (34) blank for those children.

Column (33): Haemoglobin Level

Conduct the anaemia test according to the instructions given in the Anaemia Testing Manual. Then record the haemoglobin level of the child in grams per decilitre (g/dl) from the digital readout on the HemoCue instrument.

Column (34): Result Of Haemoglobin Test

Record the result of the test in Column (34). If the measurement was completed, enter Code "1" in the box. If the child was not present whenever you came for the testing, enter Code "2" in the box. If the parent or responsible adult refused to have the child tested, enter Code "3" in the box. For any other result, enter Code "4" in the box and give an explanation.

Column (35): Filter For Low Levels Of Haemoglobin

Mark the box on the left if any child in the household has a haemoglobin level of less than 7 g/dl. Then, give the separate "results" form to each parent or responsible adult, and explain the meaning of the results. If no child in the household has a haemoglobin level below the cutoff point, mark the box on the right, give each parent or responsible adult the separate results form, and explain the meaning of the results. Then end the household interview.

Column (36): Referral For Severe Anaemia

For each child whose haemoglobin level is less than 7 g/dl, write her/his name in the first column and the name of the parent or responsible adult in the second column. Then read the statement in Q. 36 to find out whether the person agrees to having the condition reported to the doctor in the local health facility. Circle '1' in the last column if the person agrees and '2' if the person does not agree. Record the name of each child for whom agreement has been obtained in the letter that will go to the local health officials.

C. Return to Cover Page

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

INTERVIEWER VISITS

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

RESULT CODES

The result of your final visit to a household is recorded in two places: on the cover sheet of the Household Questionnaire and in Column (5) of the Interviewer's Assignment Sheet.

You will make every attempt to contact and interview the household, but sometimes it may happen that you make three visits to the household (at different times) and are unable to conduct the interview. In this case, you record the result of the third visit as the final visit.

The following are descriptions of the various result codes:

- Code 1—Completed. Enter this code when you have completed the household interview.
- Code 2—No household member at home or no competent respondent at home at time of visit. This code is to be used in cases where the dwelling is occupied, but no one is home when you go there. If no one is home when you visit, or if there is only a child or an adult member who is ill, deaf, or mentally incompetent, enter Code '2' as the result of that visit. Try to find out from a neighbour or from the children when a competent adult will be present, and include this information in the visit record.
- Code 3—Entire household absent for extended period of time. This code is to be used only in cases in which no one is home and the neighbours say that no one will return for several days or weeks. In such cases, enter Code '3' as the result of that visit. Because the neighbours may be mistaken, you should make callbacks to the household to check that no one has returned. In cases in which no one is home and you cannot find out whether they are gone for a few hours or a few weeks, enter Code '2.'
- Code 4—Postponed. If you contact a household, but for some reason, it is not convenient for them to be interviewed then, schedule a callback interview and enter Code '4' on the cover sheet as a result code for that visit. If there is some extreme circumstance such that the interview is never conducted, you would enter Code '4' for the final result code.
- Code 5—Refused. The impression you make during your initial contacts with members of a household is very important. Be careful to introduce yourself and explain the purpose of the survey. Stress that the interview takes only a short amount of time and that the information will be confidential. If the individual with whom you first talk is unwilling to cooperate, ask to speak with another member of the household, such as the household head. Suggest that you can return at another time if it would be more convenient. If the individual still refuses to cooperate, enter Code '5' and report the situation to your supervisor.

- Code 6—Dwelling vacant or address not a dwelling. In some cases you may find that a structure number assigned to you is unoccupied; that is, it is empty with no furniture and is not being lived in. This is what we call “vacant,” and you should enter Code ‘6.’ Other times, you may find that a structure is not a residential unit. It is a shop, church, school, workshop, or some other type of facility that is not used as a living area. After making sure there are no residential units in back of or above the premises, enter Code ‘6’ as the result for the visit. Be sure to report the situation to your supervisor.
- Code 7—Dwelling destroyed. If the dwelling burned down or was demolished in some other manner, enter Code ‘7.’
- Code 8—Dwelling not found. You should make a thorough search, asking people in the area whether they are familiar with the address or the name of the household head. If you are still unable to locate the structure, you should enter Code ‘8’ as the result for the visit to that household and inform your supervisor.
- Code 9—Other. There may be times when you cannot interview a household and the above categories do not describe the reason. Examples of cases that would fit in the ‘Other’ category would be if the entire cluster is flooded and inaccessible or if the household is quarantined because of a disease.

FINAL VISIT

After you have paid your last visit to the household, you will fill in the boxes under FINAL VISIT. The date on which you completed the household interview or made your final visit is recorded in the DAY, MONTH, and YEAR boxes. Write the day of the month in the DAY boxes. You need to convert the month into numbers. For this, January is ‘01,’ February is ‘02,’ March is ‘03,’ and so forth. Write the year in the YEAR boxes. For example, the last day in October [2005] would be DAY 31, MONTH 10, YEAR [2005]. Write your assigned interviewer number in the boxes labelled NAME. Record the result from the final visit in the RESULT box. Add up the number of visits you made for the household interview and enter the total in the box by TOTAL NO. OF VISITS.

TOTAL PERSONS IN HOUSEHOLD AND TOTAL ELIGIBLE WOMEN

After you have completed the household interview, you will record the total number of people listed in the Household Schedule in the boxes labelled TOTAL PERSONS IN HOUSEHOLD. You will also record (in the boxes labelled TOTAL ELIGIBLE WOMEN) the total number of women in the household who are eligible for interview with the Women’s Questionnaire (see **column 8 in Household Questionnaire**). In the boxes labelled LINE NUMBER OF RESPONDENT TO HOUSEHOLD QUESTIONNAIRE, record the line number of the person who was your respondent.

BOTTOM OF COVER PAGE

At the bottom of the cover page, the supervisor will write her/his name and the date. Office editing and data entry will only be done in the main office, and space is provided for the office editor and data entry person to record their names.

PREPARE A WOMEN'S QUESTIONNAIRE FOR EACH ELIGIBLE RESPONDENT

After completing the household interview, allocate a Women's Questionnaire for each eligible respondent identified in the household (Column (8)). You will fill in the identification information on the cover sheet of a Women's Questionnaire for each eligible respondent identified in the Household Schedule. For example, if after completing the household interview, you find that there are two women eligible for the individual interview, you will take two Women's Questionnaires and fill in the identification information for each of the two respondents.

The identification information on the Women's Questionnaire is similar to the identification information on the Household Questionnaire. However, there are two additional items that you must record on the cover page of the Women's Questionnaire. You must write the eligible respondent's name and the line number she was assigned in the Household Schedule in Column (1). If an eligible woman is immediately available, proceed to interview her. After completing the interview with the woman, you will return the completed Household Questionnaire to your supervisor with the Women's Questionnaires tucked inside. If there is more than one eligible woman in the household, return all of the completed Women's Questionnaires tucked inside the completed Household Questionnaire.

VI. WOMEN'S QUESTIONNAIRE

The Women's Questionnaire consists of four sections—

- Section 1: Respondent's Background
- Section 2: Reproduction
- Section 3A: Pregnancy and Intermittent Preventive Treatment
- Section 3B: Fever in Children

The Women's Questionnaire has a cover page to record identification information and the interview results. At this point, you should have completed the information identifying the eligible respondents you are to interview. You will be filling in the area labelled "Interviewer Visits." Here, you will record your own name, your visits, and the final date and result code. You will also be entering the final date and result code in your Interviewer's Assignment Sheet.

SECTION 1: RESPONDENT'S BACKGROUND

In this section, you will obtain some general background information about the respondent.

INFORMED CONSENT

The respondent's consent for participation in the survey must be obtained before you can begin the interview. Read the informed consent statement exactly as it is written. This statement explains the purpose of the survey and the voluntary nature of the respondent's participation and then seeks her cooperation. After reading the statement, you (not the respondent) must sign in the space provided to affirm that you have read the statement to the respondent. Then circle '1' if the respondent agrees to be interviewed and proceed with Q. 101. If she does not agree to be interviewed, circle '2,' thank the respondent, and end the interview. Then write '4' (REFUSED) as the result code on the cover sheet.

Q. 101: TIME

Record the time of the day you start the individual interview. If the hour or minutes are less than 10, put a 0 in the first box. Record the time in hours and minutes, using the 24-hour system. So if it is one in the afternoon or later, you would add 12 to the current hour.

Half past nine in the morning is:	HOUR.....	<table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>				
	MINUTES.....	<table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>				
Half past four in the afternoon is:	HOUR.....	<table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>				
	MINUTES.....	<table border="1"><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>				

Q. 102: Month and Year of Birth

Qs. 102 and 103 must be asked independently of the information on the Household Questionnaire. Even if you already asked the respondent's age when you were completing the Household Questionnaire, you must ask again for her date of birth on the Women's Questionnaire.

If the respondent knows her date of birth, write it in the appropriate boxes for MONTH and YEAR. You will need to convert the month into numbers. For this, January is '01,' February is '02,' March is '03,' and so on.

If the respondent does not know her month of birth, circle '98' for DON'T KNOW MONTH and ask for the year of birth. If the respondent knows the year, write it in the boxes for YEAR. Try under all circumstances to obtain at least the year of birth. If the respondent is unable to provide this information, ask whether she has any documentation, such as an identification card, horoscope, or a birth or baptismal certificate that might give a date of birth. Only when it is absolutely impossible to even estimate the year of birth should you circle '9998' for DON'T KNOW YEAR.

[In countries that use calendars other than the Gregorian calendar, a conversion chart from one calendar to the other should be included in this manual.]

Q. 103: Age

This is one of the most important questions in the interview, because much of the analysis of the data depends on the respondent's age. You must obtain the respondent's age in completed years (i.e., the respondent's age at her last birthday). You must record an age for the respondent, and you can do this in one of four ways, depending on the type of information you get from the respondent:

- 1) The respondent knows her age.

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

- 2) The respondent does not know her age, but year of birth is reported in Q. 102.

If the respondent does not know her age, but did report a year of birth in Q. 102, then you may compute the respondent's age as follows. If the respondent has had a birthday in the current year, subtract the year of birth from the current year [2005]. If the respondent has not yet had her birthday in the current year, subtract the year of birth from last year [2004]. If the respondent does not keep track of the time within a year when her birthday falls, it is sufficient to subtract year of birth from the current year [2005] if the interview takes place in the last half of the year (July through December); otherwise, subtract her year of birth from last year [2004].

- 3) The respondent does not know her age, and year of birth is not reported in Q. 102.

If the respondent does not know her age and could not report a year of birth, you will have to probe to try to estimate her age. Probing for ages is time consuming and sometimes tedious; however, it is important that you take the time to try to get the best possible information. There are several ways to probe for age:

- a) Ask the respondent how old she was when she first got married or had her first child, and then try to estimate how long ago she got married or had her first child. For example, if the respondent says that she was 19 years old when she had her first child and that the child is now 12 years old, the respondent is probably 31 years old.
 - b) You might be able to relate the respondent's age to that of someone else in the household whose age is more reliably known.
 - c) Try to determine how old the respondent was at the time of an important event, such as a war, flood, earthquake, or change in political regime, and add her age at that time to the number of years that have passed since the event.
- 4) The respondent does not know her age, and probing did not help.

If probing does not help in determining the respondent's age, and date of birth was not recorded in Q. 102, you will have to estimate her age. Remember, this is a last resort to be used only when all your efforts at probing have failed.

Remember, you **MUST** fill in an answer to Q. 103.

CONSISTENCY CHECK: DATE OF BIRTH AND AGE

You must now check the consistency of the reported year of birth (Q. 102) and age (Q. 103). The respondent's age plus her year of birth must equal the year in which she last had a birthday. There are two methods for checking whether the age and year of birth are consistent—the arithmetic method and the chart method. You may use either method, but do not perform the check until after you have asked Qs. 102 and 103.

- I. Arithmetic method. You will choose the procedure explained in 1a or 1b to do the arithmetic, depending on the type of information you have recorded in Q. 102. Use the margins of the questionnaire to do the necessary arithmetic.

- 1a. **IF BOTH MONTH AND YEAR ARE RECORDED IN Q. 102.** If the month of birth is before the month of interview (the respondent has had her birthday this year), then her age plus her year of birth should equal the year of interview [2005]. If the month of birth is after the month of interview (the respondent has not had her birthday this year), then her age plus her year of birth should equal the previous year [2004]. If the month of birth is the same as the month of interview, then a sum of either [2004] or [2005] is acceptable. If the sum is incorrect, then either the year of birth or the age (or both) is incorrect and needs to be corrected. If the sum is off by exactly one year, then it is also possible that the month of birth is incorrect and the other information is accurate. In

such cases, the age and the month and year of birth all need to be reviewed to see where the error lies.

EXAMPLE: If a respondent tells you that she was born in January 1957, she is [48] years old, and you are interviewing her in July [2005], you would add 1957 to [48]. If the information the respondent gave you is consistent, the sum should be [2005], since July comes after January. If another respondent tells you that she was born in December 1970 and she is [34] years old, the sum should equal [2004] since she will not become a full year older until December (July is before December).

- 1b. **IF ONLY YEAR OF BIRTH IS RECORDED IN Q. 102.** Add the year of birth to the respondent's age and accept a sum of either [2004] or [2005]. For example, if she says she was born in 1971, but she does not know the month, she should be either [33] (since $1971 + [33] = [2004]$) or [34] (since $1971 + [34] = [2005]$). If the sum does not equal either [2004] or [2005], probe to find out whether the year of birth or age or both are incorrect.
 2. **HOW TO CORRECT INCONSISTENT ANSWERS.** If the age plus the year of birth does not add to [2004] or [2005] as appropriate, probe to get consistent information. For example, if the sum equals [2003] and it should be [2004], then you need to add 1 to either the age or the year of birth after checking with the respondent to see which one is wrong. If the sum adds to [2007] and it should be [2005], you need to subtract 2 from either the age or the year of birth or else subtract 1 from both the age and the year of birth. It is important to understand that either the age or year of birth or both may be incorrect.
- II. Chart method. Use the Age/Birth-Date Consistency Chart (Figure 2) to check consistency. You will choose the procedure explained in 1a or 1b, depending on the type of information you recorded in Q. 102.
- 1a. **IF BOTH MONTH AND YEAR ARE RECORDED IN Q. 102.** Enter the chart at the age you recorded in Q. 103. If the month of birth is before the month of interview (the respondent has already had her birthday this year), use the right-hand column to see what year of birth is consistent with that age. If the month of birth is after the month of interview (the respondent has not yet had her birthday this year), use the left-hand column to see what year of birth is consistent with that age. If the year of birth recorded in Q. 102 is not the same as the year of birth in the chart, then Qs. 102 and 103 are inconsistent, and you will have to make a correction.
 - 1b. **IF ONLY YEAR OF BIRTH IS RECORDED IN Q. 102.** Enter the chart at the age you recorded in Q. 103. The year of birth listed in either the left- or right-hand column is consistent with that age. If the year of birth recorded in Q. 102 is not the same as one of the two years of birth recorded in the chart, then Qs. 102 and 103 are inconsistent, and you will have to make a correction.
 2. **HOW TO CORRECT INCONSISTENT ANSWERS.** If the recorded year of birth (Q. 102) does not agree with the year in the chart, you must correct the inconsistency. Do

this by further probing and adjusting either the age information, the date information, or both. It is important to understand that either or both of the two pieces of information may be incorrect. Do not always assume that an inconsistency means, for instance, that the date of birth was given correctly and that the age is incorrect. It could be that the date or both the age and the date are incorrect.

Finally, before moving on to the next question, verify that the respondent is indeed eligible. If the respondent 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 respondent in Columns (7) and (8) on the Household Questionnaire.

Note: The only time you will go back to correct information recorded on the Household Questionnaire will be to correct information that affects the eligibility status of a respondent. When this happens, you have to correct the total number of eligible respondents reported in two places: on the cover page of the Household Questionnaire and on your Interviewer's Assignment Sheet.

FIGURE 2. AGE/BIRTH-DATE CONSISTENCY CHART FOR SURVEY IN [2005]

CURRENT AGE	YEAR OF BIRTH	
	Has not had birthday in 2005	Has already had birthday in 2005
	Don't Know	
0	2004	--
1	2003	2004
2	2002	2003
3	2001	2002
4	2000	2001
5	1999	2000
6	1998	1999
7	1997	1998
8	1996	1997
9	1995	1996
10	1994	1995
11	1993	1994
12	1992	1993
13	1991	1992
14	1990	1991
15	1989	1990
16	1988	1989
17	1987	1988
18	1986	1987
19	1985	1986
20	1984	1985
21	1983	1984
22	1982	1983
23	1981	1982
24	1980	1981

CURRENT AGE	YEAR OF BIRTH	
	Has not had birthday in 2005	Has already had birthday in 2005
	Don't Know	
25	1979	1980
26	1978	1979
27	1977	1978
28	1976	1977
29	1975	1976
30	1974	1975
31	1973	1974
32	1972	1973
33	1971	1972
34	1970	1971
35	1969	1970
36	1968	1969
37	1967	1968
38	1966	1967
39	1965	1966
40	1964	1965
41	1963	1964
42	1962	1963
43	1961	1962
44	1960	1961
45	1959	1960
46	1958	1959
47	1957	1958
48	1956	1957
49	1955	1956

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

Q. 104: Ever Attended School

The term “school” means formal schooling, which includes primary, secondary, and postsecondary schooling, and any other intermediate levels of schooling in the formal school system.⁴ This definition of school does not include Bible school or Koranic school or short courses like typing or sewing. However, it does include technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work.

Q. 105: Highest Level Attended

RECORD THE HIGHEST LEVEL THE RESPONDENT EVER ATTENDED, REGARDLESS OF WHETHER OR NOT THE YEAR WAS COMPLETED. FOR EXAMPLE, IF SHE ATTENDED FORM/YEAR 1 OF SECONDARY SCHOOL FOR ONLY TWO WEEKS, RECORD SECONDARY.

Q. 106: Highest Grade/Form/Year Completed

Record only the number of years that the respondent successfully completed at that level. For example, if a woman was attending Form/Year 3 of secondary school and left school before completing that year, record ‘02.’ Although Form/Year 3 was the highest year she attended, she completed only two years of secondary school. Note that you will record the number of years completed at the level that was recorded in Q. 105. If she attended only two weeks of Form/Year 1 of secondary school, record ‘00’ for completed years.

Q. 107: Filter

If the respondent says she attended secondary or higher level, assume that she can read and do not test her ability to read (Q. 108), as this may be offensive to the respondent.

Q. 108: Ability To Read

You will have a card received in training with simple sentences on it.⁵ Showing the respondent the card, ask her to read a sentence appropriate to that person and the language she speaks (e.g., “Parents love their children”). If she is able to read the sentence, circle ‘3.’ If she says she cannot read it, ask her to read any part of the sentence or some of the words out loud to you. If she is able to read a word or words, circle ‘2,’ “ABLE TO READ ONLY PARTS OF SENTENCE.” If she cannot read at all, circle ‘1.’ If you do not have a card with the language the respondent can read, then circle ‘4.’

[QUESTIONS 109 AND 110. COUNTRY-SPECIFIC QUESTIONS ON RELIGION AND ETHNICITY]

⁴ Questions on education should be adapted according to the education system in each country.

⁵ Each card should have four simple sentences appropriate to the country (e.g., “Parents love their children”; “Farming is hard work”; “The child is reading a book”; “Children work hard at school”). Cards should be prepared for every language in which respondents are likely to be literate.

SECTION 2: REPRODUCTION

In this section, information is collected about the biological births that a woman has had during her life, no matter whom the father is. The first set of questions (Qs. 201 through 210) collects general information on all her biological children. Qs. 211 through 223 collect specific information about each biological birth that a woman has had in the six years preceding the interview.

GENERAL NOTES ABOUT QUESTIONS 201 THROUGH 210

It is important that you understand which events to include. We want to record all of the respondent's biological births, even if the child no longer stays in the household and even if the child is no longer alive. Children who survived only for a few minutes (and showed signs of life by crying, breathing, or moving) should also be recorded.

It is also important to understand which events should not be recorded. You must not record adopted children or children of the husband to whom the respondent did not give birth to **herself**. Also, you must not record children who were born dead, miscarriages, or abortions.

Q. 201: Ever Given Birth

This question serves two purposes: to introduce the section and to learn whether the respondent has ever given birth. If the answer is YES, circle '1' and proceed to the next question. If the answer is NO, circle '2' and skip to Q. 206. You must ask Q. 206 even if the respondent says she has never given birth, because she may have neglected to tell you about children who died very young.

Q. 202: Any Children Living With Her

Read the question slowly. The sons and daughters being considered are those who live with the respondent in her household (which will usually be the household in which the interview is being held, except for women who are visitors). If the answer to the question is NO, skip to Q. 204 and leave Q. 203 blank.

Q. 203: Number Of Children Living With Her

If the answer to Q. 202 is YES, fill in the number of sons and daughters who live with the respondent. If she has only sons living with her, write '00' in the boxes for daughters, and vice versa. Remember that we are only interested in the respondent's OWN BIOLOGICAL children and not in foster children, children of her husband by another woman, or children of a relative. Note that it is never correct to record '00' in the boxes for both sons and daughters, because women with no children living at home skip Q. 203.

QUESTIONS 204 AND 205: ANY CHILDREN LIVING ELSEWHERE

These questions refer to the respondent's sons and daughters who are alive but not living with her. For example, they may be living with a relative, may be staying in a boarding school, may have been given up for adoption, or may be grown-up children who have left home. If she has only sons living elsewhere, write '00' in the boxes for daughters, and vice versa. Make sure the respondent is not reporting dead children in this question.

QUESTIONS 206 AND 207: CHILDREN WHO DIED

These questions on children who have died are extremely important and are among the most difficult on which to obtain accurate data. Some respondents may fail to mention children who died very young, so if a woman answers NO, it is important to probe by asking, “Any baby who cried or showed signs of life but did not survive?” 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 that the subject is painful, but the information is important.

Q. 208: Total Births

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

Q. 209: Checking Total With Respondent

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

QS. 210: Children Born In The Last Six Years

Since we will be asking questions about births in the last six years in subsequent sections of the questionnaire, the total number of children who were born in this period needs to be tallied here for future reference. If the respondent has no children born in the last six years, skip to Q. 348, record the time, and conclude the interview. If the respondent has had one or more children born in the last six years, continue to Q. 211.

QUESTIONS 211 THROUGH 220: PARTIAL BIRTH HISTORY TABLE

In this table, we want a complete list of all births the respondent has had in the six years preceding the interview, starting with the most recent birth. Begin the section with Q. 211 to inform the respondent that we would like to record the names of all her births in the last six years, from all marriages and unions, whether or not they are still alive, starting with the most recent birth. The only births we will not include are stillbirths. Ask the names of each child in Q. 212, beginning with the most recent birth and continuing until the names of all children born in the last six years have been recorded. Record all names in Q. 212, one in each row (Figure 3). The respondent should not tell you first about all of the living children, and then about all those who have died; she must proceed in reverse chronological order, whether or not a child is now alive. Then ask the respondent whether any of these were multiple births (e.g., twins or triplets) and record single or multiple birth status for each child in Q. 213.

After recording the names and single/multiple birth status for all of the children, go back to the most recent birth and ask Qs. 214 through 220 as appropriate. Then ask these questions for the previous birth and so on; you will complete the row for one child at a time. If, after you fill in information for several births, you find that they are not in reverse chronological order, do not erase the information. Instead, correct the birth order line numbers and draw arrows to indicate the correct order. Record twins on separate lines.

FIGURE 3. BIRTH HISTORY TABLE EXAMPLE

211 Now I would like to record the names of all your births in the last six years, whether still alive or not, starting with the most recent one you had. RECORD NAMES OF ALL THE BIRTHS IN 212. RECORD TWINS AND TRIPLETS ON SEPARATE LINES.								
212	213	214	215	216	217 IF ALIVE:	218 IF ALIVE:	219 IF ALIVE:	220
What name was given to your (most recent/previous) birth? (NAME)	Were any of these births twins?	Is (NAME) a boy or a girl?	In what month and year was (NAME) born? PROBE: What is his/her birthday?	Is (NAME) still alive?	How old was (NAME) at his/her last birthday? RECORD AGE IN COMPLETED YEARS.	Is (NAME) living with you?	RECORD HOUSEHOLD LINE NUMBER OF CHILD (RECORD '00' IF CHILD NOT LISTED IN HOUSEHOLD).	Were there any other live births between (NAME) and (BIRTH ON PREVIOUS LINE)?
01	SING 1 MULT 2	BOY 1 GIRL 2	MONTH <input type="text"/> <input type="text"/> YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	YES 1 NO 2 ↓ (NEXT BIRTH)	AGE IN YEARS <input type="text"/> <input type="text"/>	YES 1 NO 2	LINE NUMBER <input type="text"/> <input type="text"/> ↓ (NEXT BIRTH)	
02	SING 1 MULT 2	BOY 1 GIRL 2	MONTH <input type="text"/> <input type="text"/> YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	YES 1 NO 2 ↓ (GO TO 220)	AGE IN YEARS <input type="text"/> <input type="text"/>	YES 1 NO 2	LINE NUMBER <input type="text"/> <input type="text"/>	YES 1 NO 2
03	SING 1 MULT 2	BOY 1 GIRL 2	MONTH <input type="text"/> <input type="text"/> YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	YES 1 NO 2 ↓ (GO TO 220)	AGE IN YEARS <input type="text"/> <input type="text"/>	YES 1 NO 2	LINE NUMBER <input type="text"/> <input type="text"/>	YES 1 NO 2
04	SING 1 MULT 2	BOY 1 GIRL 2	MONTH <input type="text"/> <input type="text"/> YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	YES 1 NO 2 ↓ (GO TO 220)	AGE IN YEARS <input type="text"/> <input type="text"/>	YES 1 NO 2	LINE NUMBER <input type="text"/> <input type="text"/>	YES 1 NO 2
05	SING 1 MULT 2	BOY 1 GIRL 2	MONTH <input type="text"/> <input type="text"/> YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	YES 1 NO 2 ↓ (GO TO 220)	AGE IN YEARS <input type="text"/> <input type="text"/>	YES 1 NO 2	LINE NUMBER <input type="text"/> <input type="text"/>	YES 1 NO 2
06	SING 1 MULT 2	BOY 1 GIRL 2	MONTH <input type="text"/> <input type="text"/> YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	YES 1 NO 2 ↓ (GO TO 220)	AGE IN YEARS <input type="text"/> <input type="text"/>	YES 1 NO 2	LINE NUMBER <input type="text"/> <input type="text"/>	YES 1 NO 2
07	SING 1 MULT 2	BOY 1 GIRL 2	MONTH <input type="text"/> <input type="text"/> YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	YES 1 NO 2 ↓ (GO TO 220)	AGE IN YEARS <input type="text"/> <input type="text"/>	YES 1 NO 2	LINE NUMBER <input type="text"/> <input type="text"/>	YES 1 NO 2

Q. 212: Child's Name

For each child, write the name that distinguishes that child from the others; for example, if there are two children, Harvey Johnson and Matilda Johnson, write "Harvey Johnson" and "Matilda J.," not "H. Johnson" and "M. Johnson." If the baby never had a name, either because it is still very young or because it died very young, write "Baby" for the name. Record the names of all of the respondent's births in the six years preceding the survey, in reverse chronological order, before going to the next question.

Q. 213: Single Or Multiple Births

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, and so on) on a separate line. After you have completed Qs. 212 and 213 for all births, you are ready to proceed with Qs. 214 through 220 for one child at a time.

Q. 214: Child's Sex

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

Q. 215: Month And Year Of Birth

Write the month and year of each birth. If the respondent gives you a year of birth, but does not know the month of birth, probe to try to estimate the month. For example, if she says her daughter was born in 2000, but she does not know which month, ask her whether she gave birth in the [dry or wet season, whether she remembers if she was pregnant at Christmas or Easter time, during the month of Ramadan, or during some other significant event/season of the year] to try to determine the month of birth. Convert months to numbers, as before. If you cannot even estimate a month, write '98' for MONTH.

If the respondent cannot recall the year when the birth occurred, you need to probe carefully. Check documents 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 most recent child was born in 2002 and the previous child was just one year old at that time, enter '2001.' You must enter a year for all children, even if it is just your best estimate.

Q. 216: Survival Status

Circle the code for whether the child is still alive or not. If the child is dead, skip to the next birth (Q. 214) if you are on Line 1 or skip to Q. 220 on the same line for all other births. If the child is alive, ask Q. 217.

Q. 217: Age Of Child

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

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

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

CONSISTENCY CHECK: DATE OF BIRTH AND AGE

You are not finished with Q. 217 until you have checked the consistency between Q. 215 and Q. 217. Check their consistency by using the procedures explained for Qs. 102 and 103 in this manual (you can use either the arithmetic method or the chart method). Both procedures are explained after Qs. 102 and 103.

The arithmetic procedure is summarized here. Add the child's year of birth and age. If the child has already had a birthday this year (month of birth is prior to month of interview), the sum should be [2005]. If the child has not had a birthday yet this year (month of birth is after month of interview), the sum should be [2004]. If the child's month of birth is the same as the month of interview, or if the month of birth is not known, the sum can be either [2004] or [2005].

If year of birth plus age do not add to [2004] or [2005] as appropriate, probe to get consistent information. For example, if the sum equals [2003] and it should be [2004], then you need to add 1 to either the age or the year of birth after checking with the respondent to see which one is wrong. If the sum adds to [2007] and it should be [2005], you need to subtract 2 from either the age or the year of birth or else subtract 1 from both the age and the year of birth.

Q. 218: Child Living With Mother

This question is important in determining the extent to which children live away from their own mother (in her usual place of residence). If a child is away at boarding school or 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.

Q. 219: Line Number Of Child

Write the line number of the child as in Column (1) of the Household Schedule. If the child does not live in the household, enter '00' in the boxes. If the child is not listed in the Household Schedule, but the mother says that the child is in fact a usual resident or a visitor in the household, add the child to the Household Schedule and record the line number in Q. 219. Remember that after recording Q. 219 or Q. 220, you will proceed with Q. 214 for the previous birth on the next line. If you are following the skip pattern correctly, you will only be asking Q. 219 for living children.

Please be careful with this question, because errors in the line number cause problems during data processing.

Q. 220: Live Births In Interval

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 occurred between the two births. For example, if a respondent tells you that Mohamed was born in 2002 and Ahmad was born in 2000, ask Q. 220, "Were there any other live births between the birth of Ahmad and Mohamed?"

If the woman tells you there was a birth after Ahmad and before Mohamed, record YES in Q. 220 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 Q. 212, and ask Qs. 213 through 220 for that birth. You may also have to correct the information in Qs. 202 through 209. If, however, the woman tells you there was no birth between Ahmad and Mohamed, record NO in Q. 220. Then proceed with Q. 214 for the previous birth on the next line (or go to Q. 221 if there were no births before Ahmad in the six years preceding the interview).

Q. 221: Probing The Interval Since Last Birth

This question is similar to Q. 220 but is specifically designed to probe the time since the respondent's most recent birth. For example, if Junita is reported to be the respondent's most recent birth (name on Line 01), and she was born in 2002, ask, "Have you had any live births since the birth of Junita?"

If the woman tells you there was a birth since Junita, add that birth to the end of the birth history. Then ask Qs. 212 through 220 for that birth, draw an arrow showing that the additional birth should be shown first in the table, and correct the line numbers printed in Q. 212. You may also have to correct the information in Qs. 202 through 209. If, however, there was no birth after Junita, record NO.

Q. 222: Check On The Consistency Of Total Births

Check that the number in Q. 210 is the same as the number of births listed in the table. If the number in Q. 210 is the same as the number of births recorded in the table, mark the box labelled NUMBERS ARE SAME and proceed with the rest of Q. 222. If the number recorded in Q. 210 is not the same as the number of births in the table, mark the box labelled NUMBERS ARE DIFFERENT. Then you must probe to find the cause of the difference and correct the incorrect information before you continue with the rest of Q. 222. When properly completed, your questionnaire must always have the same number of births in the table as the number recorded in Q. 210. When this is so, mark the box NUMBERS ARE SAME. The rest of Q. 222 is to check that you filled in the birth history table correctly.

FOR EACH BIRTH: YEAR OF BIRTH IS RECORDED

Look back to Q. 215 to check that every birth has a year of birth recorded. After a year of birth is recorded for every birth, mark the box to the right of the statement.

FOR EACH LIVING CHILD: CURRENT AGE IS RECORDED

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

OTHER POINTS ABOUT THE BIRTH HISTORY TABLE

1. Recording of year of birth and age of living children. For month of birth in Q. 215, it is permissible to record Code '98' for DON'T KNOW as an answer. However, for year of birth (Q. 215) and age of living children (Q. 217), you must record an answer, even if it is only your best estimate. It is very important to obtain information for these questions, so you must probe for this information and make your best estimate on the basis of the woman's answers.
2. Recording of information on twins. If there are any twins, record the information about each twin on a separate line.
3. Recording information for more than seven births in the last six years. There are lines for seven births in the table. If in an exceptional case, you find a respondent with more than seven births during that period, write at the bottom of the table CONTINUED ON A SEPARATE QUESTIONNAIRE. Write the word CONTINUATION and the identification information on the cover sheet of the second questionnaire. Then change the number '01' on the birth history in the second questionnaire to '08,' and so on. After you have recorded information in the birth history for these additional births in the six years preceding the interview, return to the first questionnaire to complete the interview.
4. Correcting of reported sequence of births. If you find that the respondent reports a birth that is not in the correct, reverse order of birth, draw an arrow indicating the position in the table where it belongs, according to the date when it occurred, and correct the line numbers printed in Q. 212.
5. Checking birth interval. Check the dates of each birth. If any two children are reported to have been born less than seven months apart (e.g., December 2003 and June 2004), probe and correct the dates. Either the December birth occurred earlier or the June birth occurred later, or both.

Q. 223: Filter For Births In [2000] Or Later

Look back to Q. 215, count how many births occurred in [2000] or later, and record this number in the box. You must include all births in [2000] or later, even if they later died. If the woman had eight or more births during that period (a rare occurrence), record '8.'

Q. 224: Current Pregnancy Status

If the respondent does not know for certain whether or not she is pregnant, circle '8' (UNSURE).

Q. 225: Months Of Pregnancy

If the woman does not know how many months she has been pregnant, probe to get an estimate. Remember that we are interested in completed months of pregnancy. To make sure that you are getting completed months of pregnancy, probe with a question like, “Are you in your Xth month of pregnancy?” For example, record ‘03’ for three completed months if she is three months pregnant.

Qs. 226: Filter For Any Births In [2000] Or Later

Check the first box if the respondent has had one or more births in 2000 or later and the second box if she has had none. Skip to Q. 348 if there were no births.

SECTION 3A: PREGNANCY AND INTERMITTENT PREVENTIVE TREATMENT

During pregnancy, a woman's immune system is weakened, making her more susceptible to malaria infection, as compared with women who are not pregnant. Malaria in pregnant women can cause several complications that are dangerous to the mother and unborn child, including severe malaria and death, maternal anaemia, and low birth weight of the newborn. 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 during the third trimester of pregnancy (months 7, 8, and 9 of the pregnancy). 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 there can be other brand names. Other antimalarial drugs can be used as a preventive measure as well.

Q. 301: Most Recent Birth Of Respondent

Introduce Section 3A of the questionnaire to the respondent by telling her that next you will be collecting information on her most recent pregnancy that resulted in a live birth.

Q. 302: Filter From Question 212 And 216

Fill in the line number of the respondent's most recent live birth (from Q. 212) in the boxes (i.e., 01). Then enter on the blank line that child's name from Q. 212 in the reproduction section of the Women's Questionnaire. Finally, check Q. 216 (Line 01) to see if that child is still alive, and mark the appropriate box.

Q. 303: Antenatal Care Received During Most Recent Pregnancy

This question establishes whether the woman received antenatal care from a qualified biomedical provider (e.g., doctor, nurse, midwife, auxiliary midwife) and/or other types of providers (e.g., traditional birth attendant or other type) during her most recent pregnancy. Record the type of person seen if you circle 'X' for OTHER. For this question, you should read the probe after the respondent has given you her first answer, to determine if she saw anyone else for antenatal care during that pregnancy. Record as many as apply.

Q. 304: Preventive Treatment For Malaria During Pregnancy

If the respondent does not know whether she received treatment to prevent malaria during her most recent pregnancy, circle '8' for "DON'T KNOW" and skip to 310. If the respondent says that she had malaria or a fever during the pregnancy and was given drugs to treat the malaria or fever, this would not be considered preventive treatment. Drugs to prevent malaria are only drugs that are taken during pregnancy when the woman does not have malaria already.

Q. 305: Specific Drugs Taken For Malaria Prevention During Pregnancy

If the respondent cannot remember the name of the drug taken, ask her to show you the package that the drug came in. If she does not have the package, show her typical antimalarial drugs 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 to prevent malaria, circle 'A' on the assumption that she took SP/Fansidar. Record all drugs reported taken to prevent malaria during the pregnancy.

Q. 306: Filter For Type Of Drug Taken For Malaria Prevention

This filter establishes whether SP/Fansidar was taken to prevent malaria. If SP/Fansidar was not taken, check the second box and skip to Q. 310.

Q. 307: Number Of Times Sp/Fansidar Was Taken

Here we are asking about preventive doses of SP/Fansidar, not curative doses given if the respondent had a fever. Therefore, in this question we want to know only about preventive doses. 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 “doses” taken (three tablets taken at the same time = one dose) when the woman did not have a fever but was pregnant.

Q. 308: Filter For ANC Visit

Check Q. 303, and if the respondent saw a health professional (category A, B, or C) mark the box on the left and proceed to the next question. If she saw only another type of provider, mark the box on the right and skip to Q. 310.

Q. 309: Source Of Sp/Fansidar

Only one response code can be circled in this question. Therefore, if the respondent got SP/Fansidar from two or more sources, circle only the source that appears earliest in the list.

Q. 310: Filter For Living Children Born In 2000 Or Later

Check Qs. 215 and 216 and determine whether the respondent has any living children whom were born in 2000 or later. Mark the appropriate box. If the respondent has no living children born in 2000 or later, skip to Q. 348, record the time in Q. 348, and end the interview. If the respondent has one or more living children born in 2000 or later, proceed to the next section.

SECTION 3B. FEVER IN CHILDREN

Most children living in areas with malaria experience their first malaria infections during the first year or two of life, when they have not yet acquired adequate clinical immunity. In these young children, the disease can progress rapidly to severe malaria and death. About 90 percent of deaths resulting from malaria are among children under five. The World Health Organization recommends that all children under age five be presumptively treated with antimalarial medication within 24 hours of the onset of fever to prevent severe malaria and death.

QUESTIONS 311 AND 312: LIVING CHILDREN BORN IN 2000 OR LATER

Check Qs. 215 and 216 to see whether the respondent has one or more living children born in 2000 or later. Fill in the line number and name for each of these living children at the head of each column in Q. 312, starting with youngest living child. If there are more than two living children born in 2000 or later, write “SEE CONTINUATION SHEET” at the top of Section 3B. Take a new Women’s Questionnaire, fill in all of the identification information on the cover page and write “CONTINUATION” at the top. Then on the second Women’s Questionnaire, change the heading of the first response column to “second-from-youngest child” and (if needed) the second response column to “third-from-youngest-child,” and write the line number and name of each subsequent living child born in 2000 or later at the top of the column. Return to the first Women’s Questionnaire to complete the interview.

Though it is unlikely, it is possible that a woman may have more than four living children born in 2000 or later. In this case, use a third Women’s Questionnaire and follow the directions above to record additional living children born in 2000 or later. Label the first and second response columns “fourth-from-youngest-child” and “fifth-from-youngest-child,” respectively.

After filling in all names of the respondent’s living children born in 2000 or later, ask Qs. 313 through 347 about each of these children, one at a time, starting with the most recent birth (see instructions for Qs. 313 through 347, below).

QUESTIONS 313 AND 314: FEVER IN THE PREVIOUS 2 WEEKS

Fever is a symptom of malaria and pneumonia, which are two of the principal causes of death for young children in many countries. In Q. 313, record YES only if the child has been ill with a fever at any time in the two weeks before the date of the interview. If the child has not been ill with a fever, circle ‘NO.’

In Q. 314, ask the respondent when exactly in the last two weeks the fever started.

QUESTIONS 315 THROUGH 316A: ADVICE OR TREATMENT SOUGHT FOR FEVER

Ask the respondent, “Did you seek advice or treatment for the fever?” If the answer is YES, ask the respondent, “Where did you seek advice or treatment?” Circle the appropriate letter or letters. Note that in these questions, “you” does not refer only to the respondent. If anyone else sought advice or treatment for the child, the appropriate information should be recorded.

Caretakers of children will often consult more than one provider about a child with fever. After circling the appropriate letter (A through N or X), ask the respondent, “Anywhere else?” to probe

for a second (and third, and so on) provider who may have been consulted about the fever. If two or more providers were consulted, circle the code for all that are mentioned by the respondent.

If “other public,” “other private medical,” or “other” are marked, fill in the type of provider consulted for the child’s fever on the line provided.

In Q. 316A, we try to find out when exactly treatment was sought for a child’s illness. Record the number of days.

Q. 317: Current Fever

Ask the respondent, “Does [NAME] have a fever now?” Circle the appropriate response code.

Q. 318: Treatment Of Fever

Ask the respondent whether [NAME] took any drugs for the fever. If she answers NO or DON’T KNOW, circle the code and skip to Q. 344. If YES, proceed to the next question.

Q. 319: Specific Drugs Taken For Treatment Of Fever

If the respondent cannot remember the names of all drugs the child took, use the following approach to probe for the correct names of the antimalarial and other types of drugs taken:

1. Ask to see the package of leftover drugs; some households keep popular antimalarial and other drugs at home.
2. Show the respondent a sample of each common antimalarial drug—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 antimalarial drugs.

Record all drugs taken to treat the fever, including both antimalarial and other types of drugs, such as acetaminophen. If the drug is not listed, fill in the name under OTHER.

QUESTIONS 319 AND 319A: FILTER FOR TYPE OF DRUG TAKEN FOR MALARIA TREATMENT

Qs. 321 through 323 pertain to treatment with SP/Fansidar only. Check the answer to Q. 319. If code ‘A’ (the code for SP/Fansidar) is circled, check the first box and proceed with Qs. 321 through 323. If it is not, check the second box and skip to Q. 324.

Q. 321: Length Of Time Child Had Fever Before Being Treated With Sp/Fansidar

This question asks about the time interval between the beginning of the child’s fever and when she/he took the first dose of SP/Fansidar to treat the fever. If she/he started taking SP/Fansidar the same day the fever started, circle ‘0’ for SAME DAY. If SP/Fansidar was first given the next day (the day after the fever began), circle ‘1’ for NEXT DAY, and so on.

Q. 322: Number Of Days Sp/Fansidar Was Taken

Ask the respondent the number of days the child was given SP/Fansidar to treat the fever. Mark the number of days in the box. If the respondent took the drug for more than seven days, just record '7.' Mark DON'T KNOW if the respondent cannot recall the number of days, even after probing.

Q. 323: Source Of Sp/Fansidar

Ask the respondent whether she had the SP/Fansidar that the child took on hand at home or whether she got it from somewhere else when the child became ill with fever. If more than one source is mentioned, ask where she got the first dose and mark that source.

QUESTIONS 324 THROUGH 343: INFORMATION ABOUT OTHER DRUGS TAKEN FOR FEVER

Qs. 324 through 343 are identical to Qs. 321 through 323 except that they ask about other specific drugs taken for the fever (e.g., chloroquine, amodiaquine, quinine, artemisinin-based combination treatment).

Q. 344: Any More Children

This question ends the questions for that particular child. If there are more children, go back to Q. 313. If there are no more children, go to Q. 345.

Q. 345: Time Interview Ended

Do not forget to write the time when you finished the interview, using the 24-hour system. If there was an extended break during the interview time (e.g., the respondent excused herself to care for a sick child and returned to complete the interview 45 minutes later), make a note to report how long a break was taken. Be sure to thank the respondent for her cooperation. At this point, check your questionnaire carefully. Before leaving the house, make sure that you have followed the skip patterns correctly and that your marks are legible.

INTERVIEWER'S OBSERVATIONS

After you have checked over your questionnaire and thanked the respondent, note any comments on the last page. You may make comments about the person you interviewed, about specific questions on the questionnaire, or about any other aspects of the interview. If anything about the interview was unusual or should be brought to the attention of the supervisor, note it here. Even if the interview was straightforward, a few comments on each interview will be helpful in editing and processing the questionnaires. For example, if a respondent attended school in a different country—one with a different system for dividing grades into primary and secondary—note that here. You may wish to explain why a result code was other than '1.' If answers that were not precoded require further explanation, use this space. All of these comments are helpful to the supervisor and data processing staff in interpreting the information in the questionnaire.