

# MULTIPLE INDICATOR CLUSTER SURVEY (MICS4)

## TRAINING MANUAL

June 2011

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**SECTION I Introduction**

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## **1. INTRODUCTION:**

The Statistical Institute of Belize (SIB) in collaboration with United Nations Children's Fund (UNICEF) has taken the initiative to conduct the fourth round of a Multiple Indicator Cluster Survey (MICS4). The MICS4 is being conducted countrywide, covering households in both urban and rural areas. The sample size is 4,900 households and questionnaires will collect information on households, health, education, women 15-49 years, children between 2 and 9 years and children under 5 years.

The Multiple Indicator Cluster Survey (MICS) is a household survey programme developed by UNICEF to assist countries in filling data gaps for monitoring the situation of children and women. It is designed to produce estimates of indicators that are statistically sound and internationally comparable.

The MICS was originally developed in response to the World Summit for Children to measure progress towards an internationally agreed set of mid-decade goals. The first round of MICS was conducted around 1995 in more than 60 countries.

A second round of surveys was conducted in 2000 (around 65 countries) and a third round in 2006 with over 50 countries participating. These surveys resulted in an increasing wealth of data to monitor the situation of children and women. For the first time it was possible to monitor trends in many indicators and set baselines for other indicators.

The MICS4, which is the current round of MICS, is focused on providing a monitoring tool for the World Fit for Children, the Millennium Development Goals (MDGs), as well as for other major international commitments, such as the UNGASS on HIV/AIDS and the Abuja targets for malaria. 21 of the 48 MDG indicators can be collected in the current round of MICS, offering the largest single source of data for MDG monitoring. The rationale and need for MICS surveys was outlined in an Executive Directive (Ex.Dir. CF/EXD/2004-20) which was sent to UNICEF Country Offices in November 2004.

## **2. THE STATISTICS ACT:**

The Statistical Institute of Belize Act, 2006, of the Laws of Belize, gives you the power as an employee of the Statistical Institute of Belize to collect information. It also sets out an oath of secrecy that you must sign and the penalties for breach of confidentiality.

All respondents are required by this Act to provide the necessary information. Penalties for not providing information are set out in the Act. However, it is hoped that interviewers use positive measures of persuasion and tact to get all the information needed.

### **3. CONFIDENTIALITY:**

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

- (a) You have taken an oath of secrecy. It is strictly against the Law for you to divulge information to any unauthorized individual or organization.
- (b) Information collected is kept strictly confidential. No information about any individual can be made available, even to another government department.
- (c) The information collected will be used solely in the preparation of tables showing totals, not individuals' information.

### **4. MISSION STATEMENT:**

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

### **5. TRAINING:**

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

## 6. KEY CONCEPTS AND DEFINITIONS:

### ***Household:***

A household consists of one or more persons living together i.e. who usually sleeps most nights of the week (at least 4 nights per week) **AND** shares at least one daily meal with the household.

In certain cases, a person may qualify as a member of a household even though he/she only sleeps there and eats somewhere else. For example, if a person sleeps most nights with a certain household and only eats elsewhere, then emphasis would be placed on the nights slept. This person would be part of the household where he/she sleeps.

It is important to note that a member of a household need not be a relative of the main family. For example, a boarder or a domestic servant who sleeps in most nights of the week is a member of the household. It is possible for a household to consist of just one person, or of more than one family, as long as they share living arrangements. A group of unrelated persons living together also comprises a household.

Many types of living arrangements may be found in the field, and some examples are given below for your guidance:

- (a) If a person has recently moved in with a group of persons, as long as he/she intends to make his/her home with them, that person is to be considered a member of the household;
- (b) A boarding house that caters for boarders or lodgers (less than six) is to be classified as one household.
- (c) If a house is divided into flats or other separate dwellings, each such separate dwelling accommodates at least one separate household. A tenant or subtenant, if he makes his own arrangements for eating, also forms a separate household.
- (d) A domestic who sleeps in the house or in an outbuilding on the premise is to be listed as a member of the household. A maid who does not sleep on his/her employer's premises is not to be counted as a member of the household where he/she works.
- (e) A boarder or lodger, i.e. a person who eats and sleeps with the household during most nights of the week, is to be considered a member of the household.

- (f) A person who rents a room but does not share any meal with his/her landlord/lady constitutes a separate single-person household.
- (g) Persons living, working and sleeping away from their place of usual residence for most nights of the week should be included as members of the household in which they are found during the reference week.
- (h) Persons engaged in shift work or who work at night, such as security workers, are to be enumerated as members of the household of usual residence.

**Include (in interviews):**

- (a) Persons away (abroad) on vacation if present dwelling is considered their "home";
- (b) Persons away (abroad) on business if present dwelling is considered their "home";
- (c) Persons away (abroad) on study leave or from a job, if present dwelling is considered their "home";
- (d) Visitors (from abroad) to the household (planning to stay more than six months) who presently consider that dwelling unit their home and fit the criterion for being members of the household.

**Exclude (from interviews):**

- (a) Family members who usually work and live away from the dwelling who do not fulfill the criteria for being members of the household.
- (b) Visitors (from abroad) to the household (not intending to live 6 months or more) even if they fit the criteria for being members of the household.
- (c) A domestic who makes his/her own eating arrangement and is in an outbuilding separate from the household.

***Head of Household:***

Every household must have a head.

- A household head is a usual resident member of the household acknowledged by the other members of the household as the household head.
  - This person may be acknowledged as the head on the basis of age (older),
  - sex (generally, but not necessarily, male),



- economic status (main provider),
- or some other reason.
- In a one-person household, that person is the head.
- The person recognized as the head of household by other members of the household, should be accepted as the head.
- This applies especially in cases where a group of unrelated persons shares a dwelling.

***Dwelling Unit:***

A dwelling unit is any building or separate and independent part of a building where people live and can provide accommodation for one or more households. It must have direct access from the street or common landing, staircase, passage or gallery where occupants can enter or leave without passing through anybody else's living quarters.

**SECTION II MICS4**  
**Questionnaires**

## 1. QUESTIONNAIRE OVERVIEW:

*There are four questionnaires:*

- i) Household
- ii) Women's
- iii) Children Under Five
- iv) Child Disability

**Household Questionnaire:** Consists of the following modules

HH	Household Information	HC	Household Characteristics
HL	Household Listing Form	CL	Child Labor
ED	Education	CD	Child Discipline
WS	Water and Sanitation	HW	Handwashing

**Women's Questionnaire:** Consists of the following modules

WM	Women's Information Panel	CP	Contraception
WB	Women's Background	UN	Unmet Need
CM	Child Mortality	DV	Attitudes Toward Domestic Violence
DB	Desire for Last Birth	MA	Marriage/Union
MN	Maternal and Newborn Health	SB	Sexual Behavior
PN	Post Natal Health Checks	HA	HIV/AIDS
IS	Illness Symptoms	LS	Life Satisfaction

**Children Under Five Questionnaire:** Consists of the following modules

UF	Under-five Child Information Panel	BF	Breast Feeding
AG	Age	CA	Care of Illness
BR	Birth Registration	IM	Immunization
EC	Early Childhood Development	AN	Anthropometry

**Child Disability Questionnaire:** Contains one module

## 2. ELIGIBLE RESPONDENTS OVERVIEW:

**Your supervisor will give you a list or tell you how to find the households to visit. You must visit all these households.**

***In each household you visit:***

- One knowledgeable adult (the **Household Respondent**) provides the information for **all** modules of the Household Questionnaire.

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***Who is a Knowledgeable Adult?***

- Someone age 15 and over.
- Very young household members (below age 18) may not be the most ideal members to interview.
- If there is another older adult you should prefer to interview this person.
- Interviewing the household head is not a must and you are not required to ask for the household head to do the interview.
- It is advantageous to begin the Household Questionnaire with a mother or primary caretaker.

***Household Questionnaire interviews:***

- There should be one main respondent to the Household Questionnaire.
- This respondent may consult any other members that may be available in the household for some factual questions he or she may not be certain of (e.g. age or education of household members).
- At the end of the Household Questionnaire, you will have
  - a. Identified women (aged 15-49 years) and
  - b. Identified mothers or primary caretakers of children under-5 to whom you will administer the individual questionnaires.
  - c. Identified children under-5 years.
  - d. Identified children between the ages of 2 and 9 years.
  - e. Completed the Household Listing Form in the Household Questionnaire identifying women (aged 15-49 years), children under-5, children between 2 and 9 years and mothers and caretakers of children under-5 years old.

***Women's Questionnaire interviews:***

- Interview separately each woman aged 15 through 49 who resides in the Household and fill in the Questionnaire for Individual Women.

***Children Under Five Questionnaire interviews:***

- Administer the Questionnaire for Children Under Five to mothers of children under 5 years of age who are residing in the household.
- If the mother is not listed in the Household Listing, then the person who is acknowledged as the primary caretaker should be the respondent to the Under Five Questionnaire.

***Disability Questionnaire interviews:***

- This questionnaire is to be administered to all mothers or caretakers who care for a child that lives with them and is between the ages of 2 to 9 years.

**These individuals (women 15 – 49, children under 5, and children 2 to 9 years) were identified in the Household Listing Form in the Household Questionnaire.**

***Non Response:***

- If the household has no member eligible for the Women’s Questionnaire or for the Children Under Five Questionnaire, you **must still ask questions** about the household to a knowledgeable adult member and complete the Household Questionnaire.
- If no one is at home when you go to interview the household,
  - ask the neighbors whether the house is inhabited.
  - If it is occupied, ask the neighbors when the household members will return.
    - Arrange with your supervisor to go back to the dwelling when it will be occupied or at the end of the day.
    - Note the time you are to return on the first page of the questionnaire (Household Information Panel).
    - Never substitute another household.
  - If no adult is at home, arrange to come back at another time.
    - Do not interview a temporary caretaker of the children, such as a babysitter.
    - Do not interview anyone who does not usually live in the household.

**Each household in the sample has to be visited at least three times before you can mark the household as ‘No household member or no competent respondent at home at time of visit’, unless otherwise instructed by your supervisor.**

**For example:** There may be cases when you learn that the household will be away for an extended period, and will definitely not return within the fieldwork period. In such cases, three visits to the household may not be necessary. However, even in such cases, the ultimate decision will have to be taken by your supervisor.

- If an eligible woman is not available for interview or not at home,

- 
- ask a family member or neighbour when she will return. Note this on the Woman's Information Panel, follow your supervisor's instructions, and return to interview her at that time.
  - Do not take responses for the women's questionnaire from anyone other than the eligible woman herself.
  - Person to be interviewed for the Questionnaire for Children Under Five:
    - should be the mother or the primary adult caretaker (if the mother is not residing in the household or is deceased).
    - Only if the mother of the child is not alive or if she is alive but not listed in the household (living elsewhere) then you should interview the primary caretaker of the child in that household.
  - If the mother/primary caretaker is not available for interview or not at home,
    - try to find out when she/he will be available and return later.
    - If the person will not be available or will not return home at a time later that day when it is feasible to interview her/him, follow the instructions of your supervisor about the number of times you should attempt the interview.
  - If a child under five is not available, but the mother/primary caretaker is, complete the questionnaire for the child but do not complete the last module (Anthropometry). If the child is still not available after the call-back visit(s), record the result in question AN2 as 'Child not present'.

***Non Response Summary:***

- Ask your supervisor if you are in doubt about what to do when you cannot locate a household, or you cannot complete an interview.
- Always keep a record on the Interviewer's control Form of the households you visited where nobody was at home.
- If it is not possible to interview an eligible woman, record this on the Woman's Information Panel of the questionnaire.
- If it is not possible to interview a mother or primary caretaker, record this on the Under Five Child Information Panel of the Questionnaire for Children Under Five.

### **3. INTERVIEWING OVERVIEW:**

***Convention Used in Questionnaires:***

- Character formatting:

- 
- |  |   |
|--|---|
| <b>SMALL CAPS AND BOLD PRINT</b>         | - USED FOR QUESTIONS YOU WILL ASK TO RESPONDENTS          |
| <i>Italics</i>                           | - <i>interviewer instructions</i>                         |
| Lower case letters                       | - response codes and cover page questions                 |
| <i>(italics enclosed in parentheses)</i> | - words to be replaced by the interviewer, as Appropriate |

The Instructions (directions) in grey areas are not to be read to the respondent.

Multiple responses are indicated by capital letters (eg A, B, C, X, Y, Z).

• Types of Marks

- Write in response (print)
  - HH1. Cluster number \_\_\_\_\_
- Circle Code
  - HH6. Area  
Urban 1  
Rural 2
- Tick Box
  - Yes, permission is given ⇒ Go to HH18
- Fill in (print) and circle
  - Other (specify) \_\_\_\_\_ 96
- Circle and fill in (print)
  - Circle and fill in (print) 1 \_\_\_\_

• Skip Instructions (for example: 2⇒HA27)

Skip instructions guide you to **ask relevant** questions to a respondent. Skips are very important, since a failure to take a skip into account may result in

- asking an inappropriate question to the respondent,
- incorrectly skipping a whole section which might otherwise be administered.

***How to Handle an Interview:***

- Upon meeting the respondent introduce yourself, stating your name, the organization you are working for, the objectives of the survey, and what you want the respondent to do for you.
- Avoid long discussions on issues which are not related to the survey and which may consume a lot of his/her time.

- Establish rapport with the respondent.
- Make sure that your appearance is neat.
- Appear friendly as you introduce yourself.

After building rapport with the respondent:

- Ask questions slowly and clearly to ensure the respondent understands what he/she is being asked.
- After you have asked a question, pause and give the respondent time to think. If the respondent feels hurried or is not allowed to form his/her opinion, he/she may respond with “I don’t know” or give an inaccurate answer.
- Specific guidelines to handle interviews:
  - Ensure that you understand the exact purpose of the survey and each question. This will help you to know if the responses you are receiving are adequate.
  - Remember the survey schedule, and remember that you are part of a team. Do not stay and talk for too long, but do not rush the interview either.
  - Ask the questions exactly as they are written. Even small changes in wording can alter the meaning of a question.
  - Ask the questions in the same order as they are given on the questionnaires. Do not change the sequence of the questions.
  - Ask all the questions, even if the respondent answers two questions at once. You can explain that you must ask each question individually, or say “Just so that I am sure...” or “Just to refresh my memory...,” and then ask the question.
  - Help your respondents to feel comfortable, but make sure you do not suggest answers to your questions. For example, do not ‘help’ a woman to remember various contraceptive methods.
  - Do not leave a question unanswered unless you have been instructed to skip it
  - Questions left blank are difficult to deal with later.
    - In the office it may look as though you forgot to ask the question.
    - Always write in 0 when a zero answer is given.
    - For some questions, the code ‘Doesn’t know’ will already be provided, and after you are sure that the respondent is unable to provide you with an answer, you will be able to circle this response.
    - In questions where a ‘Doesn’t know’ response is not printed on the questionnaire, you must probe the respondent for an answer.



- In exceptional cases where this may not be possible, indicate this on the questionnaire with a note.
- Record answers immediately when the respondent gives you the responses.
  - Never rely on writing answers in a notebook for transfer to the questionnaire later.
- Check the whole questionnaire before you leave the household to be sure it is completed correctly.
- Thank the respondent for her (or his) cooperation and giving you time to interview her/him.
  - Leave the way open to future interviews.
  - Avoid over-staying in the respondent's household even if he/she is very friendly and welcoming.

***General Points to Observe in an Interview:***

- Make a good first impression
  - The first impression a respondent has of you is formed through your appearance. Dress neatly and simply.
  - When first approaching the respondent, do your best to make her/him feel at ease. Open the interview with a smile and greetings and then proceed with your introduction as specified on your questionnaire.
  - If and when necessary, tell the respondent that the survey will help the Government to develop plans for children and women and that his/her cooperation will be highly appreciated.
- Gain rapport with the respondent
  - Try not to arrive at a respondent's house at an inconvenient time of day, such as mealtimes. Try to arrive when the respondent will not be too busy to answer questions.
  - Introduce yourself by name and show your identification. Explain the survey and why you want to interview the women in the household, exactly as your introduction tells you to.
  - Be prepared to explain what is meant by confidentiality and to convince respondents to participate if they are reluctant.
  - If the respondent refuses to be interviewed, note the reasons on the questionnaire, if possible.
  - Remain calm and polite at all times.
- Always have a positive approach

- Never adopt an apologetic manner, and do not use words such as “Are you too busy?”. Such questions will obviously invite refusal before you start. Rather, tell the respondent, “I would like to ask you a few questions”.
- Stress confidentiality of information collected
  - Always stress confidentiality of the information you obtain from the respondent. Explain to the respondent that the information you collect will remain confidential and that no individual names will be used without consent, and that all information will be grouped together and depersonalized when writing the report.
  - Never mention other interviews or read the questionnaire with other interviewers or supervisor in front of a respondent or any other person. This will automatically erode the confidence the respondent has in you.
- Probe for adequate responses
  - The interviewer should phrase the question as it is in the questionnaire.
    - If an answer is not consistent with other responses, then clarify through asking indirect questions or some additional questions so as to obtain a complete answer to the original question. This process is called **probing**.
    - Questions, while probing, should be worded so that they are neutral and do not lead to the respondent in a particular direction.
    - Ensure the meaning of the original question is not changed.
  - Pause and wait if the respondent is trying to remember difficult items.
  - Ask the respondent to clarify her/his answer if necessary. You may have misunderstood the response.
  - Check for consistency between the answers a respondent gives. Treat the questionnaires as tools that you are using to converse with the respondent. Try to understand and remember the responses, and if there is an inconsistency, ask the questions again.
- Answering questions from respondent
  - The respondent may ask you some questions about the survey or how he/she was selected to be interviewed or how the survey is going to help her/him, before agreeing to be interviewed.
  - Be direct and pleasant when you answer. The respondent may also be concerned about the length of the interview.
  - Please be frank to tell him/her how long you are likely to take to administer the questionnaire.
- Interview the respondent alone
  - The presence of a third person during the interview can prevent you from getting frank and honest answers from the respondent. It is, therefore, very important that

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the interviews are conducted privately and that all the questions are answered by the respondent only.

- This is especially important in the case of the Woman's Questionnaire, which includes several topics that respondents will consider to be "personal" or "private".
  - If other people are present, explain to the respondent that some of the questions are private and request to talk to him/her while alone.
- Handling hesitant respondents
    - There may be situations where the respondent simply says, "I don't know," or gives an irrelevant answer or acts in a manner suggesting he/she is bored or contradicts earlier answers. In all these cases, try your best to make him/her get interested in the question. Spend a few moments talking about things unrelated to the interview (e.g. his/her town or village, the weather, his/her daily activities etc.)

### ***The Role of Interviewers:***

- Interviewers play a central role in the collection of data and the ultimate outcome of the exercise depends on how they conduct the interviews.
- Success depends on the quality of the interviewers' work.
- The interviewer has to be consistent in the way respondents are interviewed.
- If a response is not clear, the interviewer should probe further.
- Responsibilities of the interviewer will include:
  - Locating the structure and households in the sample that are assigned to them, and administering the questionnaires.
  - Identifying all the eligible respondents
  - Interviewing all the eligible respondents in the households assigned to them.
  - Checking completed interviews to be sure that all questions were asked
  - Making call-backs to interview respondents who could not be interviewed during their first or second visit due to various reasons.
  - Ensuring that the information given is correct by keeping the respondent focused to the questions.
  - Preparing the debriefing notes in the notebook for the field editor and supervisor on the problems encountered.

### ***The Role of Field Supervisors:***

- The field supervisor is the senior member of the field team.
- He/she is responsible for the well-being and safety of team members, as well as the completion of the assigned workload and the maintenance of data quality.
- The field supervisor receives his/her assignments from and reports to the District Assistant Statistician II.

- Responsibilities of the field supervisor will include:
  - Making the necessary preparations for the fieldwork
  - Organizing and directing the fieldwork
  - Making anthropometric measurements of children under five years of age
  - Assist the editor where possible/necessary in checking completed questionnaires
- Preparing for fieldwork requires that the field supervisor:
  - Obtain sample household lists and maps for each area in which his/her team will be working and discuss any special problems.
  - Become familiar with the area where the team will be working and determine the best arrangements for travel
  - Contact local authorities where necessary to inform them about the survey and to gain their support and cooperation
  - Obtain all supplies and equipment necessary for the team to complete its assigned interviews.
  - Careful preparation by the supervisor is important for facilitating the work of the team in the field, for maintaining interviewer morale, and for ensuring contact with the office throughout the fieldwork.
- Organizing fieldwork requires that the field supervisor:
  - Assign work to interviewers taking into account the linguistic competence of individual interviewers, and assure that there is an equitable distribution of the workload
  - Maintain fieldwork control sheets and make sure that assignments are carried out
  - Regularly delivers completed questionnaires to the district office and keep supervisor informed of the team's location
  - Communicate any problems to the district Assistant Statistician II
  - Take charge of the team vehicle, ensuring that it is kept in good repair and that it is used only for project work
  - Make an effort to develop a positive team spirit; a congenial work atmosphere, along with careful planning of field activities, contributes to the overall quality of a survey
- Making anthropometric measurements of children is the responsibility of the field supervisor and requires that he/she follows the procedures for weighing and measuring specified in Annex Five of this manual.
  - Anthropometric measurements must be carried out by two persons who are trained to perform these tasks, in this case the field supervisor with the assistance of the interviewer, and the special measuring board and scales, which are provided to each interviewing team, are used.

***The Role of the Editors:***

- The editors are to monitor interviewer performance. Close supervision of interviewers and editing of completed interviews is essential to assure that accurate and complete data are collected. As the collection of high-quality data is crucial to the success of the survey, it is important that mature, responsible women be recruited as editors and that they execute their duties with care and precision. This is especially important during the initial phases of fieldwork, when it is possible to eliminate interviewer error patterns before they become habit.
  
- Monitoring interviewer performance requires that the editor:
  - Observe several interviews every day
  - Edit **all** completed questionnaires in the field; editing must be completed prior to leaving the sample area. To the extent possible, the field supervisor should assist the editor in performing this task so that all interviews are field edited while still in the sample area
  - Conduct regular review sessions with interviewers and advise them of any problems found in their questionnaires
  - Put completed questionnaires from a sample area in order and pack them up to be delivered to the district office
  - Assist in conducting re-interviews where necessary.

**SECTION III Household**  
**Questionnaire**

## 1. INTRODUCTION:

The purpose of the Household Questionnaire is to provide information on general characteristics of the population and the households. You will use it to

- collect important information on a number of MICS4 indicators (eg. Child Mortality, Literacy).
- identify women who are eligible (qualified) to be interviewed for the Questionnaire for Individual Women
- identify the mothers or primary caretakers of children under five. These individuals will be interviewed using the Questionnaire for Children Under Five.
- identify the mothers or primary caretakers of children 2 to 9 years. These individuals will be interviewed using the Disability Questionnaire.

## 2. THE INTERVIEW:

### Notes:

**INTERVIEWER QUESTIONS APPEAR IN SMALL CAPITAL LETTERS AND BOLD PRINT;**

*Instructions to interviewers appear in italics;*

*Interviewer response codes and cover page questions appear in lower case letters.*

*(italics enclosed in parentheses)* are words to be replaced by the interviewer, as appropriate

### **Begin by saying the following to the respondent:**

**“WE ARE FROM THE STATISTICAL INSTITUTE OF BELIZE. WE ARE WORKING ON A PROJECT CONCERNED WITH FAMILY HEALTH AND EDUCATION WITH UNICEF. I WOULD LIKE TO TALK TO YOU ABOUT THESE SUBJECTS. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE IDENTIFIED. MAY I START NOW?”**

### **3. HOUSEHOLD INFORMATION PANEL:**

The Household Information Panel consists of an upper (HH1 to HH7) and a lower (HH8 to HH17) panel. The upper panel should normally be filled in before you approach the household. Your supervisor will have provided the necessary information to you when you are assigned the household.

#### **HH1. Cluster number**

Enter the Cluster number listed on the sample listing form (Annex I).

#### **HH2. Household number**

Enter the household number listed on the sample listing form (Annex I).

#### **HH3. Interviewer name and number**

Enter your own name and identification number provided to you at the time of training.

#### **HH4. Supervisor name and number**

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

#### **HH5. Day/Month/Year of interview**

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household again, revise and enter final date of interview. In other words, the date here should be either when you have completed the Household Questionnaire or when the interview has not been conducted but there will be no more attempts to interview the household.

#### **HH6. Area**

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



**HH7. Region**

Corozal .....	1	Cayo .....	4	Belize City South Side .....	7
Orange Walk .....	2	StannCreek.....	5		
Belize (Excluding Belize City South Side).....	3	Toledo .....	6		

You have to carefully distinguish the difference between the two regions:

Belize (Excluding Belize City South Side) (region 3) and Belize City South Side (region 7).

**After all questionnaires for the household have been completed, fill in the following information (HH8 and HH10 TO HH15B).**

**HH8. Name of head of household**

- Enter the full name of the head of household (HH) from the Household Listing.

**HH9. Result of household interview**

Complete question HH9 (Result of household interview) as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household.

- 'Completed': If the Household Questionnaire is completed, circle '01'.
- 'No household member or no competent respondent at home at time of visit': If the dwelling is occupied, but no one is at home or if there is only a child at home or an adult member who is ill, deaf, or mentally incompetent and you have not been able to contact a more qualified member of the household after repeated visits, circle '02'.
- 'Entire household absent for extended period of time': If no one is at home and the neighbours say that no one will return for several days or weeks, circle '03'.
- 'Refused': If the household refuses to be interviewed, circle '04'.
- 'Dwelling vacant / Address not a dwelling': If a dwelling assigned to you is unoccupied, that is, it is empty with no furniture and is not being lived in, this is what we call "vacant," and you should circle '05'. Other times, you may find that a dwelling is not a residential unit. It 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, circle '05'.
- 'Dwelling destroyed': If the dwelling was burned down or was demolished in some other manner, circle '06'.

- 'Dwelling not found': If you are unable to find the dwelling even after asking people in the area whether they are familiar with the address or the name of the household head on listing forms, circle '07'.
- 'Other': If you have not been able to complete the Household Questionnaire for another reason, you should circle '96' and specify the reason in the space provided. Some examples of 'Other' codes might be: the household respondent is incapacitated; the questionnaire is partly completed.

**HH10. Respondent to household questionnaire**

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

**HH11. Total number of household members**

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

**HH12. Number of women age 15-49 years**

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

**HH13. Number of women's questionnaires completed**

Once all of the Questionnaires for Individual Women have been completed for a particular household, enter the number completed here.

**HH14. Number of children under age 5**

Enter the total number of children under five eligible for inclusion in the survey. This should be calculated as the total number of children for whom a mother or caretaker's line number is entered in column HL9. You will be using the Questionnaire for Children Under Five to interview the mothers or primary caretakers of these children.

**HH15. Number of under-5 questionnaires completed**

Once all of the Questionnaires for Children Under Five have been completed for a particular household, enter the number completed here.

**HH15A. Number of children age 2 to 9 years**

Enter the total number of children age 2 to 9 years for inclusion in the survey. This should be calculated as the total number of children for whom a mother or caretaker's line number is entered in column HL9A.

**HH15B. Number of questionnaires completed for children age 2 to 9 years.**

Once all of the Questionnaires for Children age 2 to 9 have been completed for a particular household, enter the number completed here.

**HH16. Field edited by (name and number)**

Leave this space blank. The field editor of your team will later enter his/her name and number in the space provided when checking the completed household questionnaires.

**HH17. Data entry clerk (name and number)**

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

**HH18. Record the time**

Record the time of the day you start the household interview using the am/pm system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

**4. HOUSEHOLD LISTING FORM:**

A household is a person or group of persons who sleeps most nights of the week (at least 4 nights per week) **AND** shares at least one daily meal.

A household is defined as a person or group of persons

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

**NOTE:**

- In some cases one may find a group of people living together in the same dwelling, but each person has separate eating arrangements; they should be counted as separate one-person households.

- Domestic servants, relatives and other workers living and eating in the household are to be included as household members (even if they spend the weekend elsewhere and stay with the household the rest of the week).
- Three unrelated persons who live and cook meals together would be considered to form one household.
- Collective living arrangements (also referred to as institutional populations) such as hostels, army camps, or prisons are not considered as households.

**Also:**

- You will be assigned specific households to interview. Households that you will visit will have been identified previously by listing teams.
- You should make a distinction between a family and a household.
  - The first reflects blood decent and marriage.
  - The second is used in this survey to identify an economic unit.
- You must be conscious and use the criteria provided on household membership to determine which individuals make a particular household.

**Importance of HL1. Line number**

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

You should begin by saying:

**FIRST, PLEASE TELL ME THE NAME OF EACH PERSON WHO USUALLY LIVES HERE AND SHARES A MEAL IN THE HOUSEHOLD, STARTING WITH THE HEAD OF HOUSEHOLD**

List the head of the household in HL2, line 01. List all other household members (HL2) in descending order of age, their relationship to the household head (HL3), and their sex (HL4).

Then ask:

**ARE THERE ANY OTHERS WHO LIVE HERE, EVEN IF THEY ARE NOT AT HOME NOW? THESE MAY INCLUDE CHILDREN IN SCHOOL OR ADULTS AT WORK.**

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

- A household head is a usual resident member of the household acknowledged by the other members of the household as the household head. This person may be acknowledged as the head on the basis of age (older), sex (generally, but not necessarily, male), economic status (main provider), or some other reason. It is up to the respondents to define who heads the household. You are not required to assess who the household head is most likely to be, or whether the person stated as the household head has the relevant characteristics to be the household head.
- Note that if there are more than 15 household members, you will need to use a continuation (additional) questionnaire to record the additional household members. Please remember to change the line numbers of household members on the continuation questionnaire to read '16', '17', '18', etc., and to mark the cover page of the continuation questionnaire as "CONTINUATION". The primary questionnaire for that set should say 'SEE CONTINUATION' across the top of the cover sheet. The continuation questionnaire should have all identification information (HH1 to HH7) written on it on the cover page. After filling the information for remaining household members in the continuation questionnaire, you should continue your interview in the primary questionnaire. Once you complete the Household Questionnaire keep the continuation questionnaire inside the primary one so that they remain together.
- The Household Listing Form will be completed in two stages: first, names (HL2), relationship codes (HL3) and sex (HL4) of all household members are recorded until all household members are included in the list. When the respondent is asked to provide the names of persons living in the household, their relationship to the head of the household and their sex is naturally mentioned during the course of listing the names. For this reason, the list is completed vertically for HL2, HL3 and HL4 during the first stage. Then, questions from HL5 to HL14 are asked for each person before moving to the next person.

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**HL2. Name**

Fill in the surname and then the first name of each household member, starting with the head of household (the person who is considered to be responsible for the household). It is up to the respondent to define who the head of the household is. The head of the household should always be on the first row of the list. Never contest the respondent's answer.

Also note that the names of household members will never be used for analysis purposes. However, recording the names of all household members is important since you will be using these names to address the questions.

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

Enter the code corresponding to how the person listed is related to the head of the household. Use the codes at the bottom of the Household Listing. 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 household consists of the wife who is the respondent, the husband who is the head of household and *Sola* who is the wife's brother, then *Sola* should be coded as '09' ('Brother-in-law / Sister-in-law'), not as '08' ('Brother / Sister'), because *Sola* is a brother-in-law of the head of the household. Be very careful in obtaining this information correctly, since respondents tend to provide the relationship of the person to themselves, rather than to the head of the household.

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

**HL4. IS (*name*) MALE OR FEMALE?**

Circle '1' for 'Male' and '2' for 'Female'. Do not guess the sex of the household member from the name provided to you. When the respondent is listing everyone in the household, he/she may indicate the sex of the person at the same time, by saying "My sister Mary," for instance. In this case, you do not need to ask the sex of the household member again, since it is already obvious that the person is a female. However, when a name is mentioned that can be used for both males and females, never use your judgement. Even in cases when you think that the

name would most likely be a male's (or a female's) name, have the respondent confirm the sex. This column should never be left blank.

- As indicated above, if the household has more than 15 members, use another listing page from another questionnaire ('continuation questionnaire'). On this additional questionnaire's Household Listing Form', make sure that the line numbers of household members start from 16, by cancelling the pre-printed numbers and entering numbers starting from 16. Note that on this additional page you will have to change the pre-printed relationship code ('01') into the relationship code of the household member at line number 16 to the household head.
- Once you have a complete list of names, relationship codes and sex, move across this page to ask and record answers to questions about individual persons starting from HL5. Start with the household head on line 01. When you have finished asking all questions HL5 to HL13 for the person on line 01, continue to the person listed on line 02, etc.
- The bold line around questions HL1, HL2, HL3 and HL4 is intended to emphasize that the information here should be completed vertically, before moving on to complete the listing horizontally, separately for each person, from HL5 to HL14.

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

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

**HL6. How OLD IS (*name*)?**

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

**THIS COLUMN FOR AGE SHOULD NEVER BE LEFT BLANK.**

Even after you have probed and asked all the necessary information from the respondent you still have difficulty obtaining the ages of elderly members of the household, you may enter the code '98', meaning 'Doesn't know/over age 50'.

For household members younger than 50, completed ages must be entered. However, you should still indicate, with a note, what age range the person in question might be, so that your editor or supervisor can have an idea of the eligibility of the person for individual questionnaires.

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

## **5. ELIGIBILITY FOR INDIVIDUAL MODULES:**

**Questions HL7 to HL9A concern eligibility information.**

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

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

**HL8. For children age 5-14: WHO IS THE MOTHER OR PRIMARY CARETAKER OF THIS CHILD?**

If the household member is a child between 5 and 14 years of age (this includes those age 5 and age 14), record the line number of his/her mother or primary caretaker in this column. Ask this question to the respondent if necessary.

**HL9. For children under age 5: WHO IS THE MOTHER OR PRIMARY CARETAKER OF THIS CHILD?**

If the household member is a child under the age of five (this includes those just born and those age 4, but not children who have completed 5 years of age), record the line number of his/her mother or primary caretaker in this column. Ask this question to the respondent if necessary. Later, you will be interviewing the person whose line number is recorded here.

**HL9A. For children 2 to 9 years: WHO IS THE MOTHER OR PRIMARY CARETAKER OF THIS CHILD?**

If the household member is a child between the ages of 2 and 9 years record the line number of his/her mother or primary caretaker in this column. Ask this question to the respondent if necessary. Later, you will be interviewing the person whose line number is recorded here.

**For children age 0-17 years ask HL11-HL14.**

For all children under age 18, we want to know whether their own (natural) parents are listed in the Household Listing Form, and their survival status. This information can be used to measure the prevalence of orphans and child foster care in the population. For everyone age 18 and older, HL11-HL14 will be left blank.



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

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

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

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

If the biological mother is still alive, we want to know whether she lives in the household. If the mother does live in the household, ask who she is (she should be listed in the Household Listing if she lives in the household) and record her line number in the space provided. If the mother is not a member of the household (not listed in the Household Listing), record '00'.

**HL13. Is (*name's*) NATURAL FATHER ALIVE?**

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

Fill in these questions in exactly the same way as HL11 and HL12. Make sure to record the survival status and the line number of the biological fathers. If the father of the household member is not alive or his survival status is not known by the respondent, move to the next person on the list.

When you have completed the listing of all household members and all questions in the household listing, probe one more time to see if there are any other household members you have not included in the list:

**ARE THERE ANY OTHERS WHO LIVE HERE, EVEN IF THEY ARE NOT AT HOME NOW? THESE MAY INCLUDE CHILDREN IN SCHOOL OR ADULTS AT WORK.?**

If yes, insert child's name and complete form.

When you have completed the Household Listing Form for all household members, prepare the individual questionnaire forms for this household:

- For each woman age 15-49 years, write her name and line number in the spaces provided (WM3 and WM4) at the top of her Questionnaire for Individual Women.

- For each child under age five, write his/her name and line number (UF3-UF4) and the name and line number of his/her mother or caretaker in the spaces provided (UF5-UF6) at the top of the Questionnaire for Children Under Five.
- For each child 2 to 9 years old, write his/her name and line number (DA3-DA4) and the name and line number of his/her mother or caretaker in the spaces provided (DA5-DA6) at the top of the Questionnaire for Child Disability.

You should now have a separate questionnaire for each eligible woman, child under five and child 2 to 9 years old in the household, ready for use when you administer the questionnaires later on.

## **6. EDUCATION MODULE:**

Continue line by line, asking the questions for each household member who is eligible (age five or older), as you did when completing the Household Listing Form. Note that the lines corresponding to household members under five should remain blank.

Information should be collected horizontally in this module. For this, start by copying here the name and age information of all members who are age five or older in the Household Listing Form. Then, complete all education questions for each person, before you move on to the next person.

### **ED1. Line number:**

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

### **ED2. Name and Age:**

Copy the names and ages of each person age five and older from the Household Listing Form (HL2 and HL6) to their corresponding line numbers. Leave this space and the rest of the line blank for each child under 5 in Household Listing Form.

For each household member age five or older, ask ED3 and ED4. These questions ask about educational attainment for all household members in this age group. (If children younger than five attend school or preschool, this information will be recorded in the Questionnaire for Children Under Five.)

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

Circle '1' if the answer is 'Yes' and continue with question ED4A. If the answer is 'No', circle '2' and go to the household member on the next line.

- The term 'school' includes primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the *formal school system*. It also includes technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work.
- Schools that carry out non-standard curriculum (*non-formal education*) are not included here. A non-standard curriculum includes religious schools, such as Koranic schools, that do not teach a full, standard school curriculum.
- If a school teaches religious courses but also includes the standard curriculum – such as many Catholic schools – it would be coded as a standard (*formal*) school.
- If the person took vocational studies in institutions such as CET/ITVET, Police Training School, Belize Defense Force, Belize Tourism Board or any other institution that is outside the formal schooling usually in short, intensive courses or part-time are recorded as '6' as 'CET/ITVET/VOTEC'.
- Teachers' and Nurses' training are not regarded as vocational studies if the respondent has attended Teacher's College or Nursing School. Only if this person has not gone beyond primary school can this be regarded as vocational studies.
- Preschool is listed for children who do not attend infant 1, but do attend some form of organized learning or early childhood education programme, whether or not such a programme is considered part of the school system. The definition of organized early learning programme does not refer to programmes offering only babysitting or child-minding.

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

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

Then ask:

**ED4B. WHAT IS THE HIGHEST standard/form/year (*name*) COMPLETED AT THIS LEVEL?**

Enter the highest standard/form/year completed or '98' for 'DK' ('Doesn't know'). If less than one standard/form/year, enter '00'. For instance, if a person has attended primary school but did not complete the first standard, then the level for this person will be circled as '1', and the standard/form/year will be entered as '00'.

Similarly, for a child who is attending standard 3 in primary school at the time of the interview, the level will be coded as '1' and the grade as '02', since this person has not yet completed standard 3.

Note that if the level of schooling is given as preschool, the standard/form/year should be left blank.

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

- Listed below is the equivalency of the infant, primary, secondary and associate level system in Belize to the grade system.

Infant 1	– Grade 1	Form 1	– Grade 9
Infant 2	– Grade 2	Form 2	– Grade 10
Standard 1	– Grade 3	Form 3	– Grade 11
Standard 2	– Grade 4	Form 4	– Grade 12
Standard 3	– Grade 5	Associate (year 1)	– Grade 13
Standard 4	– Grade 6		
Standard 5	– Grade 7		
Standard 6	– Grade 8		

- The standard, form or year of the various schools are given below.

Infant:	Years 1 and 2
Primary:	Standards 1, 2, 3, 4, 5 and 6
Secondary:	Forms 1, 2, 3 and 4
Associate:	Years 1 and 2
Bachelors:	Years 1 through 6
CET/ITVET:	Years 1 and 2.

**For household members age 5-24 years ask ED5-ED8:**

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

**ED5. DURING THE (2010-2011) SCHOOL YEAR, DID (*name*) ATTEND SCHOOL OR PRESCHOOL AT ANY TIME?**

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

**ED6. DURING THIS SCHOOL YEAR, WHICH LEVEL AND STANDARD/FORM/YEAR IS (*name*) ATTENDING?**

Circle the code for the level of school, and enter the household member's current standard/form/year. If it applies, circle '8' for 'DK' ('Doesn't know'). Enter the highest standard/form/year number attended using '01', '02', etc. If a child is in pre-school or kindergarten, and years are not used, skip to ED7 and leave standard/form/year blank.

Note that these questions should capture children who may have been attending at the beginning of the school year, but have dropped out since then. If necessary, past tense could be used to make sure that you obtain information on the level and standard/form/year of children who may have dropped out from school during the course of the school year.

Questions ED5 and ED6 collect information on the school attendance of household members age 5-24 during the current school. Questions ED7 and ED8 collect information on the school attendance of household members age 5-24 during the previous school year.

**ED7. DURING THE PREVIOUS SCHOOL YEAR, THAT IS (2009-2010), DID (*name*) ATTEND SCHOOL OR PRESCHOOL AT ANY TIME?**

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

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

Circle the code for the level of school attended and fill in the child's standard/form/year or circle '8' if the respondent doesn't know the level and/or '98' if the respondent doesn't know the standard/form/year. If the child was in pre-school or kindergarten, and years are not used, skip to the next person and leave standard/form/year blank.

## 7. WATER AND SANITATION MODULE:

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

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

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

- '71' – Cart with small tank/drum is used by a water provider who transports water into a community and then sells the water. Types of transports may include donkey cart, motorized vehicle or other means.
- '81' – Surface water is water located above ground and includes rivers, dams, lakes, ponds, streams, canals and irrigation channels from which water is taken directly.
- '91' – Bottled water is purchased water sold in bottles. Note that the code refers only to bottled water that is commercially available. Sometimes household members may store water from other sources in bottles – this should not be coded as bottled water.

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

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

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

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

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

**WS3. WHERE IS THAT WATER SOURCE LOCATED?**

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

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

This question is used to find out how convenient the location of the source of water is to the dwelling for households using a water source outside their dwelling.

Fill in the estimated time (in minutes, converting from hours, if necessary) it takes by the usual mode of transport to get to the water source, wait to get water, and get back to the dwelling.

Use zero(s) preceding the number if less than 100 minutes (for example, '060' or '005'). Then continue to the next question.

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

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

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

Probe: **"IS THIS PERSON UNDER AGE 15? WHAT SEX?"**

Circle the code that corresponds with the response or '8' if the respondent does not know. For this questionnaire adult refers to anyone age 15 or over, regardless of whether he/she is a household member. Child refers to anyone under the age of 15, regardless of whether he/she is a household member.

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

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

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

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

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: **"ANYTHING ELSE?"**

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

Definitions of various methods of water treatment are as follows:



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

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

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

The purpose of this question is to obtain a measure of the hygiene of the sanitary facility used by the household members.

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

If any of the flush or pour flush responses (11-15) are given,

probe: **"WHERE DOES IT FLUSH TO?"**

Circle the code corresponding to the response given. Pictorials of Toilet Facilities in ANNEX III.

Definitions of various types of toilet facilities are as follows:

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

- '11' - A piped sewer system is a system of sewer pipes, also called sewerage, that is designed to collect human excreta (faeces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater.

- '12' - A septic tank is an excreta collection device and is a water-tight settling tank normally located underground, away from the house or toilet.
- '13' - A flush/pour flush to pit latrine refers to a system that flushes excreta to a hole in the ground and has a water seal.
- '14' - A flush/pour flush to somewhere else refers to excreta being deposited in or nearby the household environment (may have a water seal but deposited not into pit, septic tank or sewer); excreta may be flushed to the street, yard/plot, drainage way or other location.
- '15' - Flush to unknown place/Not sure/DK where should be coded in cases when the respondent knows that the toilet facility is a flush toilet, but does not know where it flushes to.
- '21' - A ventilated improved pit latrine or VIP is a type of pit latrine that is ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark.
- '22' - A pit latrine with slab uses a hole in the ground for excreta collection and has a squatting slab, platform or seat (made of concrete, steel, or wood to allow standing with ease) that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit.
- '23' - A pit latrine without slab/Open pit uses a hole in the ground for excreta collection and does not have a squatting slab, platform, or seat. An open pit is a rudimentary hole in the ground where excreta is collected.
- '31' - A composting toilet is a toilet into which excreta and carbon-rich material are added (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce inoffensive compost.
- '41' - Bucket refers to the use of a bucket or other container for the retention of faeces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal.
- '51' - A hanging toilet/hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly.
- '95' - No facilities/bush/field includes excreta wrapped and thrown with garbage, the 'cat' method of burying excreta in dirt, defecation in the bush or field or ditch, and defecation into surface water (drainage channel, beach, river, stream or sea).

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

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

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

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

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

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

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

## **8. HOUSEHOLD CHARACTERISTICS MODULE:**

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

**HC1B. WHAT IS THE FIRST LANGUAGE OF THE HEAD OF THIS HOUSEHOLD?**

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

Circle the code corresponding to the answer given. Make sure to get the religion, ethnicity or mother tongue/native language of the household head.

**HC2. HOW MANY ROOMS IN THIS DWELLING UNIT ARE USED FOR SLEEPING BY THE MEMBERS OF THIS HOUSEHOLD?**

This information provides a measure of how crowded the house is, and reflects the socio-economic condition of the household. A room in this case refers to a special area with a

permanent partition that is used for sleeping. It is not necessarily the number of rooms in the household that are called 'bedrooms', but rather how many rooms get used for sleeping on a regular basis. Exclude rooms that are used only for sleeping by visitors to the household, but include those rooms that may not be regular 'bedrooms' but may be regularly used by one or more of the household members for sleeping.

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

**HC3. Main material of the dwelling unit floor:**

Circle the correct code for the material of the dwelling floor based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the floor at different parts of the household, record the main flooring material.

**HC4. Main material of the roof:**

Circle the correct code for the material of the dwelling roof, based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the roof, record the main roofing material (the material that covers the largest amount of roof).

**HC5. Main material of the exterior walls:**

Circle the correct code for the material of the dwelling walls, based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the walls at different parts of the household, record the main wall material (the material that covers the largest amount of wall space).

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

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

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

circle '95' and skip to HC8. If any fuel other than the pre-coded ones is reported as being the main fuel used for cooking, circle '96' and specify the type of fuel on the line provided.

Definitions of some of the types of fuel are as follows: 'Biogas' includes gases produced by fermenting manure in an enclosed pit.

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

Circle the code corresponding to the response given. Circle '1' if the cooking is done in a separate room designated as a kitchen. Circle '2' if the cooking is done in an area used for living, sitting, sleeping, and not in a separate kitchen or building. Circle '3' if the cooking is done in another building and '4' only if the cooking is usually done outdoors. Outdoors refer to an open area or a shed without walls.

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

*The answers to the following two questions on ownership of certain items will be used as an approximate measure of the socio-economic status of the household.*

**HC8. DOES YOUR HOUSEHOLD HAVE:**

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

Ask the question for the listed items: eg. **ELECTRICITY, RADIO, TELEVISION, NON-MOBILE TELEPHONE, REFRIGERATOR?**

**HC9. DOES ANY MEMBER OF YOUR HOUSEHOLD OWN:**

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

Ask the question for the listed items: eg. **WATCH, CELL TELEPHONE, BICYCLE, MOTORCYCLE/SCOOTER, CAR/TRUCK, BOAT WITH MOTOR.**

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

Note that the question pertains to the situation at the time of interview. If the respondent or anyone else living in the household owns (with or without mortgage) the dwelling, circle '1' and continue with the next question. If the answer is 'No' then ask

**DO YOU RENT THIS DWELLING FROM SOMEONE NOT LIVING IN THIS HOUSEHOLD?**

If the dwelling is rented, circle '2'. If the household lives in the dwelling without paying rent, if the household is squatting, or if there is another arrangement, circle '6'; probe if the dwelling is not owned or rented by a household member.

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

Circle the code corresponding to the response given. If 'No', skip to HC13.

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

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

Record the total number of acres of land owned by all members of the household that can be used for agriculture. If 95 or more acres are owned, record '95'. If unknown, record '98'.

**HC13. DOES THIS HOUSEHOLD OWN ANY LIVESTOCK, HERDS, OTHER FARM ANIMALS OR POULTRY?**

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

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

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal/animal group. If the household has 95 or more of any one type of animal/animal group, record '95'. If the household owns a particular type of animal/animal group, but the respondent does not know how many, record '98'. Do not leave any items blank.

Ask the question for the following animals: **CATTLE; MILK COWS OR BULLS; HORSES, DONKEYS OR MULES; GOATS; SHEEP; CHICKENS; PIGS.**

**HC15. DOES ANY MEMBER OF THIS HOUSEHOLD HAVE A BANK ACCOUNT, A BANK BOOK OR CREDIT UNION BOOK?**

Circle the code corresponding to the response given.

## **9. CHILD LABOUR MODULE:**

This module is to be completed for each child resident in the household aged 5 through 14 years (this includes those age 5 and age 14). For household members younger than five or older than 14, rows should be left blank.

Before starting to ask the questions in this module you should go back to the Household Listing Form and identify children age 5-14. Then, copy the name and age of such children to the child labour module, to the corresponding rows, and ask all questions (CL3 - CL10) on child labour for each child age 5-14 listed here.

### **CL1. Line number:**

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

### **CL2. Name and Age:**

Insert the child's name and age, copying from the Household Listing Form, columns HL2 and HL6. This is done to prevent confusion during the interview.

Explain,

**NOW I WOULD LIKE TO ASK ABOUT ANY WORK CHILDREN AGE 5-14 IN THIS HOUSEHOLD MAY DO.**

Questions CL3 – CL10 are to be completed for first child, before moving to the second child, etc.

**CL3. DURING THE PAST WEEK, DID (*name*) DO ANY KIND OF WORK FOR SOMEONE WHO IS NOT A MEMBER OF THIS HOUSEHOLD? *If yes: FOR PAY IN CASH OR KIND?***

'Pay' refers to any compensation for work, including cash or goods or services provided to the child or his family. Note that the person indicated – someone who is not a member of this household – may be a relative or a family member who lives in a different household.

If the answer is 'Yes', ask if the work was done for pay in cash or kind. Circle '1' if work was done for pay in cash or kind. Circle '2' if work was not done for any form of pay. If '1' or '2' is circled, continue to the next question. If no work was done by that child in the past week, circle '3' and skip to CL5.

**CL4. SINCE LAST (*day of the week*), ABOUT HOW MANY HOURS DID HE/SHE DO THIS WORK FOR SOMEONE WHO IS NOT A MEMBER OF THIS HOUSEHOLD?**

Record the estimated number of hours the child spent doing work in the past 7 days and continue with CL5. If less than 1 hour, record 00. Make sure the respondent understands what you mean by "*SINCE LAST (day of the week)*" – specify the name of today's weekday. If the child works more than one such job, include the total hours spent doing such work in all jobs.

**CL5. DURING THE PAST WEEK, DID (*name*) FETCH WATER OR COLLECT FIREWOOD FOR HOUSEHOLD USE?**

CL5 is intended to capture work children usually get involved with. Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to CL7.

**CL6. SINCE LAST (*day of the week*), ABOUT HOW MANY HOURS DID HE/SHE FETCH WATER OR COLLECT FIREWOOD FOR HOUSEHOLD USE?**

As in CL3, 'the past week' refers to the 7 days preceding the interview day (not counting the interview day). Insert the estimated number of hours worked.

**CL7. DURING THE PAST WEEK, DID (*name*) DO ANY PAID OR UNPAID WORK FOR A HOUSEHOLD MEMBER ON A FAMILY FARM OR IN A FAMILY BUSINESS OR SELLING GOODS IN THE STREET?**

This question is intended to capture whether the child has done any paid or unpaid work for any member of the household. Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to CL9.

**CL8. SINCE LAST (*day of the week*), ABOUT HOW MANY HOURS DID HE/SHE DO THIS WORK FOR HIS/HER FAMILY OR HIMSELF/HERSELF?**

As in CL3 and CL6, 'the past week' refers to the 7 days preceding the interview day (not counting the interview day). Insert the estimated number of hours worked.

**CL9. DURING THE PAST WEEK, DID (*name*) HELP WITH HOUSEHOLD CHORES SUCH AS SHOPPING, CLEANING, WASHING CLOTHES, COOKING; OR CARING FOR CHILDREN, OLD OR SICK PEOPLE?**



This question intends to capture whether the child has done any paid or unpaid work for the family. Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to next child. If there are no more children left in this module, skip to next module.

**CL10. SINCE LAST (*day of the week*), ABOUT HOW MANY HOURS DID HE/SHE SPEND DOING THESE CHORES?**

As in CL3, CL6 and CL8, 'the past week' refers to the 7 days preceding the interview day (not counting the interview day). Insert the estimated number of hours worked.

**CL11. DURING THE PAST WEEK, WHEN DID (*name*) CARRY OUT THESE HOUSEHOLD CHORES?**

**CL12. DURING THE PAST WEEK, WHICH HOUSEHOLD CHORES WAS (*NAME*) MAINLY CARRYING OUT?**

Multiple answers are permitted in CL11 and CL12. Circle all that apply.

## **10. CHILD DISCIPLINE MODULE:**

The purpose of this module is to obtain information on the use of physical and verbal means of disciplining children age 2-14. This module aims to measure a range of discipline and punishment responses, from non-violent approaches to psychological aggression to moderate and severe forms of physical punishment.

The module has a unique structure and approach. You will use the first part to select, randomly, the child for whom you will be asking the questions CD9-CD22. These questions are placed in the second part of the module, and are designed to collect information about disciplinary methods used by the mother or primary caretaker for the selected child.

**Table 1** is used to list all ***Children aged 2-14 Years Eligible for Child Discipline Questions***.

As described in the module itself, you will review the Household Listing and list each of the children aged 2-14 years (including children age 2 and age 14) in the table in order according to their line number (HL1). You should not include other household members outside of the age range of 2-14 years. One by one, record the line number (HL1), name (HL2), sex (HL4), and age (HL6) from the Household Listing Form to the columns CD2, CD3, CD4, and CD5 for each child age 2-14 years.

Then record the total number of children aged 2-14 years in the box provided (CD6).

**CD1. Rank number**

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

**CD2. Line number from HL1**

This is the number used to identify each child from the household list who is eligible for this module. Go to the Household Listing and list below each of the children aged 2-14 years (including those age 2 and those age 14) in order according to their line number (HL1). Do not include other household members outside of the age range of 2 to 14 years.

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

**CD3. Name from HL2**

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

**CD4. Sex from HL4**

Record the eligible child's sex from HL4.

**CD5. Age from HL6**

Record the eligible child's age from HL6.

**CD6. Total children age 2-14 years**

Count the number of children and record the total number of children aged 2-14 years in the box provided.

If there is only one child aged 2-14 years in the household, then skip Table 2 and go to CD8; write down '1' and continue with CD9 to administer the questions on child discipline to the mother or the primary caretaker of this child.

If there is more than one eligible child on the list, go on to fill in Table 2.

**Table 2** is used for the *Selection of Random Child for Child Discipline Questions*.

The table is used if there is more than one child aged 2-14 years in the household.

Go to the cover page of this questionnaire and find the last digit of the household number (HH2). Find the row with that digit in **CD7** and circle that number in the first column by looking vertically down.

Check the total number of eligible children (aged 2-14 years) in CD6. Find the column with that digit in CD7 top row and circle that number. Find the box where this row and this column meet and circle the number that appears in that box. Record the number you have circled in **CD8**. This is the rank number of the child selected for the child discipline questions.

After you have completed these tables and found the rank number of the selected child, continue:

**CD9. Write the name and line number of the child selected for the module from CD3 and CD2, based on the rank number in CD8**

Now go back to Table 1 and find this rank number (CD8) in the list in column CD1. Record the line number and name of this selected child from Table 1 in CD9 on the next page.

The following questions are specially designed to measure various ways in which parents discipline their children. These questions are not intended to cover ALL ways that parents use to discipline children, but do cover some of the more common methods. It is important that you ask each question in a neutral way – do not let your voice reflect approval or disapproval of the various discipline methods mentioned.

First, start with the introductory sentence in CD10.

**CD10. ADULTS USE CERTAIN WAYS TO TEACH CHILDREN THE RIGHT BEHAVIOUR OR TO ADDRESS A BEHAVIOUR PROBLEM. I WILL READ VARIOUS METHODS THAT ARE USED AND I WANT YOU TO TELL ME IF YOU OR ANYONE ELSE IN YOUR HOUSEHOLD HAS USED THIS METHOD WITH *(name)* IN THE PAST MONTH.**

Read the various methods in the Child Discipline module, beginning with CD11. It is important to mention that we are interested in knowing only about what may have occurred during the

past month – the 30 days preceding the interview day and only in relation to this child. If the child has been living away from the household members for more than one month, the response category '2' for 'No' should be circled.

When reading the various methods, remind the respondent, from time to time, that you are referring about the last 30 days or one month, and that you are interested if she/he or anyone else has used this method with the child. Circle '1' for 'Yes' and '2' for 'No' in all methods up to CD21.

If the selected child was living away from the household/household members during the past month, then you will need to circle '2' for 'No' in all methods from CD11 to CD21.

**CD11. TOOK AWAY PRIVILEGES, FORBADE SOMETHING (*name*) LIKED OR DID NOT ALLOW HIM/HER TO LEAVE HOUSE.**

'Privileges' means a right or a benefit that is not available to everyone. As children get older, parents/caretakers often extend privileges not available to a very young child. If you must explain what this question means, first try by asking each prompting question separately. If you need to give examples, try to phrase these questions appropriately for the child's age. "Did you (or someone else in the household) forbid (*name*) from leaving the house or from going outside for a time? Did you (or someone else in the household) prohibit (*name*) from doing something he/she usually does, such as playing with friends or watching TV?" For a young child, you might include such things as 'forbidding him/her to have sweets', etc.

**CD12. EXPLAINED WHY (*name*)'S BEHAVIOUR WAS WRONG.**

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

**CD13. SHOOK HIM/HER.**

Some parents/caretakers may shake (pick the child up or take him/her by the shoulders or other part of the body) and shake the child back and forth more than once. This is a method some parents may use to punish a child for bad behaviour. They may use this method alone, or combine this form of punishment together with other actions or methods to teach the child.

**CD14. SHOUTED, YELLED AT OR SCREAMED AT HIM/HER.**

Parents/caretakers may raise their voice when a child does something they consider wrong.

**CD15. GAVE HIM/HER SOMETHING ELSE TO DO.**

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

**CD16. SPANKED, HIT OR SLAPPED HIM/HER ON THE BOTTOM WITH BARE HAND.**

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

**CD17. HIT HIM/HER ON THE BOTTOM OR ELSEWHERE ON THE BODY WITH SOMETHING LIKE A BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT.**

Hitting a child with a hard object (this includes a belt) is a more severe form of physical punishment used by some parents/caretakers. It is considered more severe than spanking because more force can be exerted with a hard object than a bare hand. Some parents/caretakers use this form of punishment to teach a child not to engage in a bad behaviour. Remember, you are asking if the method of punishment was used with this child during the previous 30 days.

**CD18. CALLED HIM/HER STUPID, LAZY, OR ANOTHER NAME LIKE THAT.**

Some parents/caretakers use verbal abuse to teach a child not to engage in a bad behaviour.

**CD19. HIT OR SLAPPED HIM/HER ON THE FACE, HEAD OR EARS.**

This asks if the parent/caretaker (or someone else in the household) slapped the child on the head or in the face, or on one or both ears. As before, slapping or hitting refers to an action carried out with a bare hand. (All questions using these terms refer to use of a bare hand, unless another object is explicitly mentioned.) Repeat this question slowly, and be sure to wait for an answer before going on to CD20.

**CD20. HIT OR SLAPPED HIM/HER ON THE HAND, ARM, OR LEG.**

This question is different from the previous question (CD19) because it asks whether the child was slapped or hit with a bare hand on the extremities – hand(s), arm(s) or leg(s).

**CD21. BEAT HIM/HER UP, THAT IS HIT HIM/HER OVER AND OVER AS HARD AS ONE COULD.**

Circle the code corresponding to the response given. Note that the bare hand is used.

**CD22. DO YOU BELIEVE THAT IN ORDER TO BRING UP, RAISE, OR EDUCATE A CHILD PROPERLY, THE CHILD NEEDS TO BE PHYSICALLY PUNISHED?**

This question is designed to capture attitudes toward discipline and should be asked last, after asking about parental/caretaker disciplinary behaviour. The question asks the respondent for her/his own opinion of whether it is necessary to use physical punishment when teaching a child to behave properly. Do not be surprised if a respondent who has indicated that she/he has used physical punishment says that she/he does not believe in such punishment. If the respondent states that she/he has no opinion on this or that she/he does not know, circle '8'.

## **11. HANDWASHING MODULE:**

The purpose of this module is to obtain information on household sanitation. Interviewers are required to observe the presence of water used for hand washing.

**HW1. PLEASE SHOW ME WHERE MEMBERS OF YOUR HOUSEHOLD MOST OFTEN WASH THEIR HANDS.**

**HW2. *Observe presence of water at the specific place for hand washing.***

***Verify by checking the tap/pump, or basin, bucket, water container or similar objects for presence of water.***

**HW3. Record if soap or detergent is present at the specific place for hand washing.**

*Circle all that apply.*

Skip to HH19 if any soap or detergent code (A, B, C or D) is circled. If "None" (Y) is circled, continue with HW4.

**HW4. DO YOU HAVE ANY BAR SOAP, SOAP POWDER OR LIQUID SOAP IN YOUR HOUSEHOLD FOR WASHING HANDS?**

**HW5. CAN YOU PLEASE SHOW IT TO ME?**

*Record observation. Circle all that apply.*

The Household Questionnaire ends with three questions that will confirm the presence (or absence) of other individuals you may need to interview in this household. If there is at least one woman in the household eligible for the Questionnaire for Individual Women, you will proceed to interview that woman. If not, you will check if there are any eligible children, and interview their mother/primary caretaker if there is at least one such child residing in the household.

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

**HH20. DOES ANY ELIGIBLE WOMAN AGE 15-49 RESIDE IN THE HOUSEHOLD?**

Check household listing, column HL7 for any eligible woman. You should have a questionnaire with the Information Panel filled in for each eligible woman. If there is at least one eligible woman in the household, go to QUESTIONNAIRE FOR INDIVIDUAL WOMEN to administer the questionnaire to the first eligible woman. If there is no eligible woman in the household continue with HH21.

**HH21. DOES ANY CHILD UNDER THE AGE OF 5 RESIDE IN THE HOUSEHOLD?**

Check household listing, column HL9 for any eligible child under age 5. You should have a questionnaire with the Information Panel filled in for each eligible child. If there is at least one eligible child in the household go to QUESTIONNAIRE FOR CHILDREN UNDER FIVE to administer the questionnaire to mother or caretaker of the first eligible child. If there is no eligible child under the age of 5 continue with HH22.

**HH22. DOES ANY CHILD AGE 2 - 9 RESIDE IN THE HOUSEHOLD?**

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Check household listing, column HL9A for any eligible child age 2 - 9. You should have a questionnaire with the Information Panel filled in for each eligible child. If there is at least one eligible child in the household go to QUESTIONNAIRE FOR CHILD Disability to administer the questionnaire for the first eligible child. If there is no eligible child, end the interview by thanking the respondent for his/her cooperation. Gather together all questionnaires for this household and complete HH8 to HH15B on the cover page.

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

DO NOT COPY



**SECTION IV Individual Women**

## **1. INTRODUCTION:**

The purpose of the Questionnaire for Individual Women is to provide information on a wide range of MICS4 indicators. You will have identified women who are eligible for this questionnaire after you have completed the Household Listing in the Household Questionnaire. Eligible women for this questionnaire are women listed in the Household Listing Form who are age 15 through 49 (see column HL7 of the Household Listing Form).

## **2. WOMAN'S INFORMATION PANEL:**

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

### **WM1. Cluster number**

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

### **WM2. Household number**

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

### **WM3. Woman's name**

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

### **WM4. Woman's line number**

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

### **WM5. Interviewer name and number**

Enter your own name and identifying number. You will be provided with these identification

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numbers at the time of training.

**WM6. Day/Month/Year of interview**

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

**WM7. Result of woman's interview**

Complete this question once you have concluded the interview with the woman. Circle the code corresponding to the result of the interview. If the questionnaire is completed, circle '01' for 'Completed'. If you have not been able to contact the woman after repeated visits, circle '02' for 'Not at home'. If the woman refuses to be interviewed, circle '03' for 'Refused'. If you were able to only partly complete the questionnaire, circle '04' for 'Partly completed'. If the woman is incapacitated, circle '05'. If you have not been able to complete this questionnaire for another reason, you should circle '96' for 'Other' and specify the reason in the space provided.

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

If the respondent is a mother/caretaker, ask her to collect all the birth certificates and health/immunization cards she has for her children or the children she cares for before you begin the interview. You will need these when you go on to interview her about her children under age five.

Repeat greeting if not already read to this woman:

**"WE ARE FROM THE STATISTICAL INSTITUTE OF BELIZE. WE ARE WORKING ON A PROJECT CONCERNED WITH FAMILY HEALTH AND EDUCATION WITH UNICEF. I WOULD LIKE TO TALK TO YOU ABOUT THESE SUBJECTS. THE INTERVIEW WILL**

**TAKE ABOUT 20 MINUTES. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE IDENTIFIED. MAY I START NOW?"**

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

**NOW I WOULD LIKE TO TALK TO YOU MORE ABOUT YOUR HEALTH AND OTHER TOPICS. THIS INTERVIEW WILL TAKE ABOUT 20 MINUTES. AGAIN, ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE IDENTIFIED. MAY I START NOW?"**

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

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

**WM8. Field edited by (Name and number)**

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

**WM9. Data entry clerk (Name and number)**

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

**WM10. Record the time**

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

**3. WOMAN'S BACKGROUND MODULE:**

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

**WB1. IN WHAT MONTH AND YEAR WERE YOU BORN?**

If the respondent knows her date of birth, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', etc. If the month or day contains only one digit, use a leading zero to fill in the first space. For example, the month of March is coded as '03'. If she does not know her month of birth, circle '98' for 'DK month' and ask her for the year of her birth. If she knows the year, write it in the spaces 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 her date of birth. If such documentation is available, ask the woman if the information on the document(s) is correct. Only when it is absolutely impossible to even estimate the year of birth should you circle '9998' for 'DK year'.

**WB2. HOW OLD ARE YOU?**

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

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

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

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

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

**WB3. HAVE YOU EVER ATTENDED SCHOOL OR PRESCHOOL?**

Circle the code corresponding to the response given. If 'No', skip to WB7. Otherwise, continue on to the next question.

The term 'school' includes infant, primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the *formal school system*. It also includes

technical or vocational training beyond the primary-school level, such as *long-term courses* in mechanics or secretarial work.

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

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

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

**WB5. WHAT IS THE HIGHEST STANDARD/FORM/YEAR YOU COMPLETED AT THAT LEVEL?**

For this question, record the number of years that the respondent successfully completed at that level recorded in WB4. For example, if a woman was attending form 3 of secondary school and left school before completing that year, record '02'. Although form 3 was the highest year she attended, she completed 2 years of secondary school. If less than 1 year, record '00' for completed years. For example, if she attended only 2 weeks of form 1 of secondary school, record '00' for completed years.

Listed below is the equivalency of the primary , secondary and associate level system in Belize to the grade system.

Infant 1	– Grade 1	Form 1	– Grade 9
Infant 2	– Grade 2	Form 2	– Grade 10
Standard 1	– Grade 3	Form 3	– Grade 11
Standard 2	– Grade 4	Form 4	– Grade 12
Standard 3	– Grade 5	Associate (year 1)	– Grade 13

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Standard 4 – Grade 6

Standard 5 – Grade 7

Standard 6 – Grade 8

**WB6. Check WB4.**

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

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

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

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

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



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

#### **4. CHILD MORTALITY MODULE:**

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

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

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

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

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

**CM2. WHAT WAS THE DATE OF YOUR FIRST BIRTH? I MEAN THE VERY FIRST TIME YOU GAVE BIRTH, EVEN IF THE CHILD IS NO LONGER LIVING, OR WHOSE FATHER IS NOT YOUR CURRENT PARTNER.**

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information.

Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and skip to CM4. You will have to convert the month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'.

If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'.

If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth.

If she can give a year of birth, write it in the space provided and go to CM4. If she cannot give the year of the birth, circle '9998' and continue with CM3.

**CM3. HOW MANY YEARS AGO DID YOU HAVE YOUR FIRST BIRTH?**

This question is asked only to women who are not able to give the year of their first birth in CM2.

It may be easier to obtain this information, especially if the first child is still alive. In this case, the answer is the first child's current age in completed years. Record the response in the space provided.

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

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

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

If the answer to CM4 is 'Yes', record the number of sons and daughters living with the woman in the space provided. If the answer is 'None' for sons (or if she does not have any sons), record '00' in the space provided for sons. Similarly, if she has no daughters now living with her (or if she does not have any daughters), record '00' in the space for daughters. Do not leave either of the spaces blank. Since the question is asked only to women who have children living with them in the same household, at least one of the spaces should have a value higher than 00.

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

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

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

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

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

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

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

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

This question is extremely important.

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

Some respondents may be reluctant to talk about this subject and may become sad or upset that you are asking such questions. Be sympathetic and tactful in such situations. Say that you know the subject is painful, but the information is important.

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

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

**CM10. Sum answers to CM5, CM7 and CM9**

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

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

If she says it is correct, check the box marked 'Yes' and then further check if she has ever given birth. If she has not given any birth before, go to ILLNESS SYMPTOMS module. If she has given birth before, continue with CM12.

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

**CM12. OF THESE (*total number in CM10*) BIRTHS YOU HAVE HAD, WHEN DID YOU DELIVER THE LAST ONE (EVEN IF HE OR SHE HAS DIED)?**

This question is used to ascertain the woman's eligibility for the subsequent two modules.

Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules.

If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'.

**Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year.**

**CM13. Check CM12: Last birth occurred within the last 2 years, that is, since (day and month of interview) in 2009**

If the respondent's last birth occurred in the last 2 years, check the box marked 'Yes' and enter the name of the child on the line provided. Then continue with DESIRE FOR LAST BIRTH Module. If the respondent's last birth did not occur in the last 2 years, check the box marked 'No' and go to the ILLNESS SYMPTOMS Module.

## **5. DESIRE FOR LAST BIRTH MODULE:**

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

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

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

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

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

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

### **DB3. HOW MUCH LONGER DID YOU WANT TO WAIT?**

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

## 6. MATERNAL AND NEWBORN HEALTH MODULE:

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

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

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

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

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

### **MN2. WHOM DID YOU SEE?**

Circle the code for the person seen for prenatal care. Probe: “**ANYONE ELSE?**” and circle the codes for any other persons seen for prenatal care during this pregnancy.

In MN1, ask if she saw anyone for prenatal care for this pregnancy. If she saw no one for prenatal checks, circle ‘2’ and skip to MN5. If the woman answers ‘Yes’ to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided ‘Other’ and circle ‘X’.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. A Nurse/Midwife is a certified nurse with midwifery training. An Auxiliary midwife has no formal training in midwifery but may perform delivery or assist the Nurse/midwife or doctor in delivery. 'Traditional birth attendants or community health workers' may be trained or untrained.

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

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

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

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

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

**A. WAS YOUR BLOOD PRESSURE MEASURED?**

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



**B. DID YOU GIVE A URINE SAMPLE?**

**C. DID YOU GIVE A BLOOD SAMPLE?**

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

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

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

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

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

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

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

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

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

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

Check the box corresponding to the number of tetanus injections during last pregnancy. If she reported at least two tetanus injections during her last pregnancy, go to MN17. If she reported fewer than two tetanus injections during her last pregnancy, continue with MN9.

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

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

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

Ask about doses of tetanus injections received up to but not during the last pregnancy (that is at any time before the last pregnancy). Enter her response in the space provided, as in MN7. If the number of doses is 7 or more times, record '7'.

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

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

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

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

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

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

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

The intent of this question is to identify births delivered in a health facility. If the woman gave birth in a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the place is in the public (run by the government) or private sector and circle the appropriate code. If the place is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle '26'. Similarly, if the place is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle '36'.

If the respondent answers that she delivered in another place not listed, write the description of the place in the space provided for 'Other' and circle '96'. Then write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

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

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A caesarean section is a delivery of a baby through an incision in the woman's abdomen and womb, rather than through the birth canal. Such a delivery is necessary for some women due to pregnancy complications. Find out whether the baby was delivered by an operation and not through the birth canal.

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

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

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

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

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

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

Ask the woman to show you her (or the child's) health card, if available. Record the birth weight in pounds. If the weight is 'From card' or is recorded on another written document (such as a vaccination card, prenatal card or birth certificate), circle '1' and record the weight in the corresponding space. If the birth weight is reported by the mother, but no card or document is available, circle '2' for 'From recall' and record the weight in the corresponding space. Fill in the weight only once. Use zeros to fill in all digits if necessary. For example, if the woman tells you that the baby was 7.5 pounds at birth; enter the information as '7.50'. Always record the birth weight from the card when possible. Write the weight in pounds and ounces for conversion to decimal.

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

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

Circle the code corresponding to the response given.

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

Breastfeeding is important for a child's health and because it prevents pregnancy during the period when the mother is breastfeeding. For this question, it does not matter how long the respondent breastfed the child, only whether or not she ever gave the child the breast, even if the baby died very young.

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

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

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

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

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

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

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

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

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

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

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

## **7. POST NATAL HEALTH CHECKS MODULE:**

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

This module investigates post natal health checks for both child and mother shortly after birth. A distinction is made whether the checks were made in a health facility or not and also whether the checks were made by the health professionals involved in the delivery.

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

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

This question directs the interview to PN2 if the child was delivered in a health facility or to PN6 if the child was not delivered in a health facility.

**PN2. NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT WHAT HAPPENED IN THE HOURS AND DAYS AFTER THE BIRTH OF (name).**

**YOU HAVE SAID THAT YOU GAVE BIRTH IN (name or type of facility in MN18). HOW LONG DID YOU STAY THERE AFTER THE DELIVERY?**

*If less than one day, record hours.*

*If less than one week, record days.*

*Otherwise, record weeks.*

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

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

*Circle the code corresponding to the response given. If the baby died while in the health facility circle 'No'.*

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

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

*Circle the code corresponding to the response given. Note that this item looks at health checks by any person at the institution (i.e. care provided by the facility).*

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

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

*Circle the code corresponding to the response given. Note that this item looks at health checks by any person at the institution (i.e. care provided by the facility).*

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

*Yes, delivery assisted by a health professional or other health worker (MN17=A-G). Continue with PN7*

*No, delivery not assisted by a health professional or other health worker (A-G not circled in MN17). Go to PN10*

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

**AFTER THE DELIVERY WAS OVER AND BEFORE (person or persons in MN17) LEFT YOU, DID (person or persons in MN17) CHECK ON (name)'S HEALTH?**

*Circle the code corresponding to the response given. If the baby died while in the health facility circle 'No'.*

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

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

*Circle the code corresponding to the response given. Note that this item looks at care provided by persons who delivered the baby.*

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

*Skip to PN11 if **Yes** was circled. If **No** was circled skip to PN18. Note that this item looks at care provided by persons who delivered the baby.*

**PN10. I WOULD LIKE TO TALK TO YOU ABOUT CHECKS ON (name)'S HEALTH AFTER DELIVERY – FOR EXAMPLE, SOMEONE EXAMINING (name), CHECKING THE CORD, OR SEEING IF THE BABY IS OK.**



**AFTER (*name*) WAS DELIVERED, DID ANYONE CHECK ON HIS/HER HEALTH?**

*Circle the code corresponding to the response given. If the response was **No** then skip to PN19.*

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

*Go to PN12A if the check occurred only once. Go to PN12B if more than once.*

**PN12A. HOW LONG AFTER DELIVERY DID THAT CHECK HAPPEN?**

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

*If less than one day, record hours.*

*If less than one week, record days.*

*Otherwise, record weeks.*

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

**PN14. WHERE DID THIS CHECK TAKE PLACE?**

The intent of this question is to identify health checks on the baby conducted in a health facility. If the child was checked in a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the place is in the public (run by the government) or private sector. If the place is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle '26'. Similarly, if the place is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle '36'.

If the respondent answers that the baby was checked in another place not listed, write the description of the place in the space provided for 'Other' and circle '96'. Then write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

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

PN15 is a filter based on whether the child was delivered in a health facility.

*If the child was delivered in a health facility (MN18=21-26 or 31-36), continue with PN16*

*If the child was not delivered in a health facility (MN18=11-12 or 96) skip to PN17*

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

*If 'Yes' then skip to PN20, else if 'No' exit this module and go to the Illness Symptoms module.*

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

PN17 is a filter based on whether the child was delivered by a health professional or other health worker.

*If delivery was assisted by a health professional or other health worker (MN17=A-G) continue with PN18*

*If delivery was not assisted by a health professional or other health worker (A-G not circled in MN17) go to PN19.*

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

**PN19. AFTER THE BIRTH OF (name), DID ANYONE CHECK ON YOUR HEALTH?**

**I MEAN SOMEONE ASSESSING YOUR HEALTH, FOR EXAMPLE ASKING QUESTIONS ABOUT YOUR HEALTH OR EXAMINING YOU.**

Circle the code corresponding to the response given.

Instructions for the following questions are consistent with responses given in PN11 to PN14.

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

**PN21A. HOW LONG AFTER DELIVERY DID THAT CHECK HAPPEN?**

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

***If less than one day, record hours.***

***If less than one week, record days.***

*Otherwise, record weeks.*

**PN22. WHO CHECKED ON YOUR HEALTH AT THAT TIME?**

**PN23. WHERE DID THIS CHECK TAKE PLACE?**

## **8. ILLNESS SYMPTOMS MODULE:**

**IS1. Check Household Listing, column HL9**

Check column HL9 in Household Listing Form of the household questionnaire. If the respondent is the mother or caretaker of any child under age 5, then continue with IS2. Otherwise, go to next module.

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

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'ANY OTHER SYMPTOMS' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

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

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

## **9. CONTRACEPTION MODULE:**

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

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

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

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

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

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

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

**CP3. WHICH METHOD ARE YOU USING?**

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

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

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide

protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

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

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## **10. UNMET NEED MODULE:**

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

### **UN1. Check CP1. Currently pregnant?**

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

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

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

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

Circle the code corresponding to the answer given.

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

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

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

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

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

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

Here, you will also need to choose the appropriate phrasing for the question, based on what you already know about the respondent. This question should be asked of all women (pregnant or not pregnant) who say that they want to have another child.

Note that the answer can be given in months or years. Circle '1' if the response is in months or '2' if in years, and record the answer in the appropriate spaces. If she says she would like to

have a baby right away, record 993 for 'Soon/Now'. If the woman says she cannot get pregnant, circle '994'. If the woman tells you she would like to wait until after she is married to have a child, record '995' for 'After marriage'. If she gives a different answer, circle '996' for 'Other'. If she says she does not know, circle '998'. For women who say that they cannot get pregnant, you should skip to UN11.

**UN8. Check CP1. Currently pregnant?**

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

**UN9. Check CP2. Currently using a method?**

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

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

A woman who believes that she is incapable of becoming pregnant cannot be considered to have 'unmet need' for contraception. This question aims to learn whether the woman thinks she can conceive a child. Circle the code corresponding to the response given.

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

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

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses. Note that postpartum amenorrheic women have not had menstruation since last delivery. Fatalistic implies that the woman has given up hope of

ever becoming pregnant.

**UN12. Check UN11. "Never menstruated" mentioned?**

Check UN11. If code 'C' is circled (Never menstruated), mark the corresponding box and go to the next module. If code 'C' is not circled, continue with UN13.

**UN13. WHEN DID YOUR LAST MENSTRUAL PERIOD START?**

Note that the answer can be given in months or years. Circle '1' if the response is in days, '2' if in weeks, '3' if in months, 4' if in years and record the answer in the appropriate spaces. If she says she is in menopause or has had hysterectomy, record 994. If the woman tells you she had her last menstrual period before her last birth, record '995'. If she says she has never menstruated, circle '996'.

## **11. ATTITUDES TOWARD DOMESTIC VIOLENCE:**

In this module, we have only one question, which asks for the woman's opinion on domestic violence. Note that we are not asking whether the woman has been subjected to domestic violence. Research has shown, however, that there is overall agreement in the proportion of women who think that a husband may be justified in hitting or beating his wife in certain situations, and the actual prevalence of domestic violence. The correlation may be on a societal level, and not on an individual level.

**DV1. SOMETIMES A HUSBAND IS ANNOYED OR ANGERED BY THINGS THAT HIS WIFE DOES. IN YOUR OPINION, IS A HUSBAND JUSTIFIED IN HITTING OR BEATING HIS WIFE IN THE FOLLOWING SITUATIONS:**

- [A] IF SHE GOES OUT WITHOUT TELLING HIM?**
- [B] IF SHE NEGLECTS THE CHILDREN?**
- [C] IF SHE QUARRELS WITH HIM?**
- [D] IF SHE REFUSES TO HAVE SEX WITH HIM?**
- [E] IF SHE BURNS THE FOOD?**
- [F] IF SHE HAS SEX WITH ANOTHER MAN?**
- [G] IF SHE WASTES THE MONEY?**



Read each item aloud. For each situation, circle the code corresponding to the answer given – ‘1’ if ‘Yes’ (she thinks the husband is justified in hitting or beating his wife in that situation), ‘2’ if ‘No’, and ‘8’ if the respondent does not know or does not have an opinion.

## **12. MARRIAGE/UNION MODULE:**

This module is to be administered to all women aged 15-49 years (including women age 15 and age 49).

In the questionnaire and this manual, ‘marriage’ always refers to both formal and informal unions, such as living together. An informal union is one in which the man and woman live together for some time, intending to have a lasting relationship, but do not have a formal civil or religious ceremony.

For example, if a woman went to live with her boyfriend and his family and stayed there for several years, they would be considered ‘living together’, whether or not they have any children. On the other hand, if a woman has a boyfriend but has never lived with him, she would not be considered in a union. Casual sexual encounters are not included here.

### **MA1. ARE YOU CURRENTLY MARRIED OR LIVING TOGETHER WITH A MAN AS IF MARRIED?**

The options here are currently married, living with a man, or not in union (the woman is neither married nor living with a man). Circle the code corresponding to the respondent’s status at the time of the interview. If the woman is currently neither married or in a union, skip to MA5.

### **MA2. HOW OLD IS YOUR HUSBAND/PARTNER?**

If she knows the age of her current partner on his last birthday, enter his age in the space provided. If she does not know his age, circle ‘98’.

**MA3** and **MA4** captures information on official/accepted relationships with women the wife/partner.

**MA3. BESIDES YOURSELF, DOES YOUR HUSBAND/PARTNER HAVE ANY OTHER WIVES OR PARTNERS OR DOES HE LIVE WITH OTHER WOMEN AS IF MARRIED?**

**MA4. HOW MANY OTHER WIVES OR PARTNERS DOES HE HAVE?**

**MA5. HAVE YOU EVER BEEN MARRIED OR LIVED TOGETHER WITH A MAN AS IF MARRIED?**

For women who are not currently married or living with a man, ask whether they have ever been married or lived with a man. Remember that 'married' refers to both formal and informal unions.

Circle the code corresponding to the response given. Notice that there are two different response categories for a 'Yes' response: 'Yes, formerly married' and 'Yes, formerly lived with a man'. Be sure to make the distinction between the two categories. If the respondent just answers 'Yes', probe by asking, **"WERE YOU FORMERLY MARRIED OR DID YOU LIVE WITH A MAN?"** If she was formerly married and also reports living with a man, circle the code for 'Yes, formerly married'.

If she was never married and never lived with a man circle '3' for 'No' and go to the next module. Otherwise, continue on to MA6.

**MA6. WHAT IS YOUR MARITAL STATUS NOW: ARE YOU WIDOWED, DIVORCED OR SEPARATED?**

Circle the code corresponding to the response given. For a woman who is not currently married and not currently living with someone but who was formerly in a union, record her current marital status at the time of the interview. Since she was in a union at one time, but is not on the day you are interviewing her, she will be either widowed, divorced or separated.

You should use 'widowed' (a) for women who were married and their husband died, and (b) for women who were in an informal union and their partner died. 'Divorced' should be used for women who were formally married and whose marriage formally ended. 'Separated' should be used (a) for women who were married, but are no longer continuing the marriage

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with their husband, and (b) for women who were in an informal union and are no longer continuing the union with their partner.

**MA7. HAVE YOU BEEN MARRIED OR LIVED WITH A MAN ONLY ONCE OR MORE THAN ONCE?**

As with MA1, we are interested in formal marriages as well as informal arrangements. If a woman was married or lived with a man and then was widowed, divorced, or separated from her husband or partner and is now either married to or living with someone else, record 'More than once'. If a woman is not currently married or in an informal union but was previously married or living with someone else two or more times, record 'More than once' by circling '2'. If she has married or lived with someone else only once, circle '1.'

Note that the question refers to periods of marriage or informal unions, and not to numbers of husbands or partners. If a woman was married to a man and divorced him, and then married the same person again, she should be considered as having married 'More than once'. The same applies to informal unions with the same person.

**MA8. IN WHAT MONTH AND YEAR DID YOU FIRST MARRY OR START LIVING WITH A MAN AS IF MARRIED?**

If the respondent knows the date that she first married or started living with a man as if married, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers, as instructed earlier. For example, January is '01,' February is '02,' March is '03,' etc.

If she does not recall the date that she first married or started living with a man as if married, ask whether she has any documentation that might give the date. If she does not know or have documentation of the month, circle '98' for 'DK month' and ask her the year that she first married or started living with a man as if married. Enter the year in the space provided and go to next module. If she does not know and does not have documentation of the year that she first married or started living with a man as if married, circle '9998' for 'DK year'.

**MA9. HOW OLD WERE YOU WHEN YOU STARTED LIVING WITH YOUR FIRST HUSBAND/PARTNER?**

As with other age questions, if she does not know, probe. For instance, ask how old she was when her first child was born and then ask how long before or after giving birth she began living with her first husband or partner. Do not leave this question blank.

### **13. SEXUAL BEHAVIOUR MODULE:**

The purpose of this module is to obtain information to help programme managers and policy makers plan more effective family planning/reproductive health programmes. **Before continuing, ensure that no one else, besides you and the respondent, is present for the interview and the respondent's answers will remain strictly confidential. If the respondent's privacy cannot be ensured, STOP HERE and do not ask the questions in this module until you have privacy again.**

These questions may be embarrassing for some respondents; therefore, ask them in a matter-of-fact voice and do not make the respondent feel embarrassed by your own behaviour. A common reaction for people who are embarrassed is to giggle or laugh. If you laugh in return or act as if you are embarrassed too, it will make the respondent think that the questions are not serious. Make sure you maintain a serious attitude.

**SB1. NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT SEXUAL ACTIVITY IN ORDER TO GAIN A BETTER UNDERSTANDING OF SOME IMPORTANT LIFE ISSUES. THE INFORMATION YOU SUPPLY WILL REMAIN STRICTLY CONFIDENTIAL. HOW OLD WERE YOU WHEN YOU HAD SEXUAL INTERCOURSE FOR THE VERY FIRST TIME?**

It is very important that you read the first sentence, and to emphasize to the respondent that her responses will remain strictly confidential. If necessary, explain to her once again that the information she shares with you will only be used for statistical purposes; that her name will never be revealed; and her responses will not be shared with others in the community or elsewhere.

The age we are asking about is the age of the respondent the very first time she had sexual intercourse. It does not matter whether the woman continued to have a relationship with this

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person. We are not asking about the first time with her current partner, but rather, the first experience of sexual intercourse in her entire life.

If the response is 'Never had intercourse', circle '00' and skip to the next module. Otherwise, enter the age in years on the line provided. If she was less than 10 years old, use a zero to fill in the first space.

If the respondent tells you that her first time was when she started living with her first husband, record her response by circling '95'. You will have collected this information in the Marriage/Union module. If the respondent says that her first time was with her first husband, but it was before they began living together, probe for the respondent's age at the time.

If the respondent says she does not know how old she was when she first had intercourse, probe by relating it to how old she was when she first married or had her first child. However, when doing this probing, be certain not to assume that the first time she had sex was at the time of her first marriage. If she has never married and/or never had children, you can probe by relating the timing of the first intercourse to whether she was going to school at the time, or to places that she might have lived. The respondent should feel comfortable in taking her time to think about her response to remember correctly.

**SB2. THE FIRST TIME YOU HAD SEXUAL INTERCOURSE, WAS A CONDOM USED?**

If used correctly, condoms can reduce the risk of transmission of AIDS and other sexually transmitted infections. We do not mention this fact to the respondent, because we do not want to influence her answer here. In this question we are referring to the first occasion the respondent had sexual intercourse.

Circle the code for the response given.

**SB3. WHEN WAS THE LAST TIME YOU HAD SEXUAL INTERCOURSE?**

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By 'the last time you had sexual intercourse' we are referring to the respondent's most recent act of sexual intercourse.

In most cases you will record the respondent's answer by using the same units of measure she used in her response. For example, if she says '3 weeks ago', circle '2' and write '03' in the boxes next to 'Weeks ago'. If she says "4 days ago," circle '1' and write '04' next to 'Days ago'. If the respondent says "last night," circle '1' and write '00' for 'Days ago'. If the respondent answers with a month, for example, if she says "it was in December," count the number of months and record months. It may be helpful to write the name of the month in the questionnaire. All responses within the last 12 months will be recorded in months, weeks or days.

If the response is 12 months or more, circle '4' and record the answer in years. The 'Years ago' row should be used only if the last intercourse was more than 1 year ago. There should never be a response recorded '00' 'Years Ago'. If the response is 12 months or more, go to the SB15.

While this question is a simple one, respondents who have not had sexual intercourse recently are likely to round off their answers, and it will be up to you to learn from respondents whether they last had sex more or less than a year ago. For example, a woman with no regular sexual relationships may engage in sexual intercourse on an irregular basis. Perhaps the last time she had sexual intercourse was during a trip she took 10 months ago; she will be more likely to respond "about a year ago," rather than count how many months ago it was. Therefore, you will need to probe all responses of 'a year ago' with: **"DO YOU REMEMBER WHICH MONTH IT WAS?"** In this way, we will be able to determine whether the respondent actually had intercourse within the last year or more than a year ago. Respondents who last had sexual intercourse, 10, 11, 12, 13, 14 or 15 months ago may all give responses of 'a year ago'; it will be up to you to clarify when it actually was. Asking the respondent **"WAS IT MORE OR LESS THAN A YEAR AGO"** is not a very good probe for this question; it would be best to ask, **"DO YOU REMEMBER WHAT MONTH IT WAS?"**

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If a woman has not yet resumed intercourse since she had her last child, check CM12 for the month and year of birth of her last child, and ask how long before the birth of that child she had sex the last time.

**SB4. THE LAST TIME YOU HAD SEXUAL INTERCOURSE, WAS A CONDOM USED?**

In this question, this time, we are referring only to the last occasion the respondent had sexual intercourse.

Circle the code for the response given.

**SB5. WHAT WAS YOUR RELATIONSHIP TO THIS PERSON WITH WHOM YOU LAST HAD SEXUAL INTERCOURSE?**

In this question, we want to know the relationship of the respondent to the person with whom she last had sex. If the person is 'boyfriend', ask: **"WERE YOU LIVING TOGETHER AS IF MARRIED?"** If 'Yes', circle '2' for 'Cohabiting partner'. If 'No', circle '3' for 'Boyfriend' and skip to SB7.

Note that we are interested in the relationship of the woman with the person mentioned at the time they last engaged in sexual intercourse. For example, if a woman's last partner was a boyfriend she was living with at the time, you would record 'Cohabiting partner' even though they are no longer living together. They were living together at the time of the sexual encounter. Record the status of the relationship that existed at the time the two people last had sexual intercourse. It is most important to determine whether or not the sexual partner was someone the respondent was living with at the time they last had sexual intercourse.

**SB6. Check MA1:**

Check MA1 of the Marriage/Union module. If the respondent is currently married or living with a man, check the corresponding box and skip to SB8. If the woman is not married or in union, check the corresponding box and continue to the next question.

**SB7. HOW OLD IS THIS PERSON?**

Sometimes young women have sexual partners who are significantly older than they are; this can put them at higher risk of HIV infection. In this question we ask young women to tell us the age of their sexual partners.

Record the age in the space provided. If she does not know, ask her to estimate the age of this person. If the respondent is unable to estimate the partner's age, probe by asking "ABOUT HOW OLD IS THIS PERSON?". If she still says she does not know, circle '98' and continue to the next question.

**SB8. HAVE YOU HAD SEXUAL INTERCOURSE WITH ANY OTHER PERSON IN THE LAST 12 MONTHS?**

We are interested in finding out whether the respondent had sexual intercourse with anyone else within the past 12 months. We want the respondent to take their time in answering because we are asking about a fairly long period of time – the entire year preceding the date of interview. Continue to the next question if 'Yes'. If 'No', skip to SB15.

**SB9. THE LAST TIME YOU HAD SEXUAL INTERCOURSE WITH THIS OTHER PERSON, WAS A CONDOM USED?**

This question asks about condom use with 'this other person'. This is the person she had intercourse with during the last 12 months, but not the person she had her last intercourse with. Circle the code for the response given.

**SB10. WHAT WAS YOUR RELATIONSHIP TO THIS PERSON?**

This question asks about the relationship she had with this other person. It should refer to the relationship she had with the person at the time of intercourse.

The questions should be asked, probed and recorded the same way as SB5. If the person is 'boyfriend', ask: "WERE YOU LIVING TOGETHER AS IF MARRIED?" If 'Yes', circle '2' for 'Cohabiting partner'. If 'No', circle '3' for 'Boyfriend' and skip to SB12.

**SB11. Check MA1 and MA7:**

Check MA1 and MA7 of the Marriage/Union module. If the respondent is currently married or living with a man and married only once, check the corresponding box and skip to SB13. For all other cases, check the corresponding box and continue to the next question.



**SB12. HOW OLD IS THIS PERSON?**

Again, we are looking for the age of the person she had sexual intercourse with at the time of the sexual encounter.

Record the age in the space provided. If she does not know, ask her to estimate the age of this person. If the respondent is unable to estimate the sexual partner's age, probe by asking "ABOUT HOW OLD IS THIS PERSON?". If she still says she does not know, circle '98' and continue to the next question.

**SB13. OTHER THAN THESE TWO PERSONS, HAVE YOU HAD SEXUAL INTERCOURSE WITH ANY OTHER PERSON IN THE LAST 12 MONTHS?**

Circle the code corresponding to response given. Continue to the next question if the response is 'Yes'. If 'No', skip to SB15.

**SB14. IN TOTAL, WITH HOW MANY DIFFERENT PEOPLE HAVE YOU HAD SEXUAL INTERCOURSE IN THE LAST 12 MONTHS?**

This is the total number of different partners the respondent has had sexual intercourse with in the last 12 months, including the ones already mentioned.

Enter the total in the space provided. If her response is less than 10, use a leading zero. Since this question is asked only if the respondent has had sexual intercourse with at least three partners in the last 12 months, the answer should never be '00', '01' or '02'.

**SB15. IN TOTAL, WITH HOW MANY DIFFERENT PEOPLE HAVE YOU HAD SEXUAL INTERCOURSE IN YOUR LIFETIME?**

This is the total number of different partners the respondent has had sexual intercourse in her lifetime. Enter the total in the space provided. If her response is less than 10, use a leading zero. If a non-numeric answer is given, probe to get an estimate. If number of partners is 95 or more, write '95'.

**14. HIV/AIDS MODULE:**

The purpose of this module is to obtain information to help programme managers and policy makers plan more effective programmes to prevent HIV infection. The questions assess

knowledge, attitudes and behaviour related to AIDS transmission, prevention and testing for the virus that causes AIDS.

First, questions are asked to estimate the respondent's basic knowledge about HIV transmission and AIDS.

**HA1. NOW I WOULD LIKE TO TALK WITH YOU ABOUT SOMETHING ELSE. HAVE YOU EVER HEARD OF AN ILLNESS CALLED AIDS?**

This question serves as an introduction and allows us to verify whether a respondent has heard of AIDS. If there is a local term for AIDS, use the local term in addition to 'AIDS'.

If a respondent has never heard of AIDS, skip to Life Satisfaction module.

The following questions HA2-HA8 ask the respondent about specific ways to avoid HIV transmission. They focus on programmatically important ways to avoid HIV – by limiting the number of partners and by using condoms. They also probe into misconceptions concerning HIV transmission, through mosquito bites or sharing food, for example.

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

**HA2. CAN PEOPLE REDUCE THEIR CHANCE OF GETTING THE AIDS VIRUS BY HAVING JUST ONE UNINFECTED SEX PARTNER WHO HAS NO OTHER SEX PARTNERS?**

**HA3. CAN PEOPLE GET THE AIDS VIRUS BECAUSE OF OBEAH OR OTHER SUPERNATURAL MEANS?**

**HA4. CAN PEOPLE REDUCE THEIR CHANCE OF GETTING THE AIDS VIRUS BY USING A CONDOM EVERY TIME THEY HAVE SEX?**

**HA5. CAN PEOPLE GET THE AIDS VIRUS FROM MOSQUITO BITES?**

**HA6. CAN PEOPLE GET THE AIDS VIRUS BY SHARING FOOD WITH A PERSON WHO HAS THE AIDS VIRUS?**

**HA7. IS IT POSSIBLE FOR A HEALTHY-LOOKING PERSON TO HAVE THE AIDS VIRUS?**

**HA8. CAN THE VIRUS THAT CAUSES AIDS BE TRANSMITTED FROM A MOTHER TO HER BABY:**

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby.

Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'DURING PREGNANCY', 'DURING DELIVERY' or 'BY BREASTFEEDING' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

The following four questions are meant to ascertain the respondent's personal opinion and attitude towards people with AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.

Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.

**HA9. IN YOUR OPINION, IF A FEMALE TEACHER HAS THE AIDS VIRUS BUT IS NOT SICK, SHOULD SHE BE ALLOWED TO CONTINUE TEACHING IN SCHOOL?**

If a school learns that a female teacher has the AIDS virus, but she is not sick (she looks healthy), how should the school handle this information? Should the teacher be allowed to continue teaching at the school, or should she be removed from her teaching position? We are not asking about whether or not a teacher has actually been asked to leave a teaching position, but rather, what is the respondent's opinion about how such a case should be handled; should the teacher be allowed to continue teaching?

**HA10. WOULD YOU BUY FRESH VEGETABLES FROM A SHOPKEEPER OR VENDOR IF YOU KNEW THAT THIS PERSON HAD THE AIDS VIRUS?**

**HA11. IF A MEMBER OF YOUR FAMILY GOT INFECTED WITH THE AIDS VIRUS, WOULD YOU WANT IT TO REMAIN A SECRET?**

**HA12. IF A MEMBER OF YOUR FAMILY BECAME SICK WITH AIDS, WOULD YOU BE WILLING TO CARE FOR HER OR HIM IN YOUR HOUSEHOLD?**

The following questions aim to obtain information about the level of 'unmet need' for HIV-testing and will be asked to women with a live birth in last 2 years and received prenatal care. They first ask about AIDS counselling and experience of HIV testing. Voluntary testing and counselling are now encouraged, in the belief that if a person knows his or her status, he or she is more likely to adopt behaviours to prevent contracting the virus or (if positive) transmitting it. Many of those who get tested do not return to learn the results of the test, but the proportion of those who return should rise as the quality of pre-test counselling improves. It is important to obtain an estimate of the number of those tested who return to learn the results, in order to monitor this proxy indicator of the quality of available counselling and the level of demand for such services.

**HA13. Check CM13: Any live birth in last 2 years?**

Check CM13 in the Maternal and Newborn Health module to see if the woman has any live births in last 2 years. If the respondent has no live births in last 2 years check the box marked 'No' and skip to HA24. If she has a live birth in last 2 years check the corresponding box and continue with HA14.

**HA14. Check MN1: Received prenatal care?**

Check the respondent's answer to MN1 in the Maternal and Newborn Health module regarding whether or not she received prenatal care. If the respondent has received prenatal care check the box marked 'Yes' and continue with HA15. If she has not received prenatal care in last 2 years check the corresponding box and skip to HA24.

**HA15. DURING ANY OF THE PRENATAL VISITS FOR YOUR PREGNANCY WITH (*name*), WERE YOU GIVEN ANY INFORMATION ABOUT:**

**[A] BABIES GETTING THE AIDS VIRUS FROM THEIR MOTHER?**

**[B] THINGS THAT YOU CAN DO TO PREVENT GETTING THE AIDS VIRUS?**

**[C] GETTING TESTED FOR THE AIDS VIRUS?**

**WERE YOU:**

**[D] OFFERED A TEST FOR THE AIDS VIRUS?**

We want to know if someone spoke with the respondent about AIDS or the AIDS virus during any of her prenatal care visits during this pregnancy. This covers topics such as babies getting the AIDS virus, things that you can do to prevent getting the AIDS virus, or getting tests for the AIDS virus. It does not matter whether the topic was discussed only once or more than once, or discussed in one visit or over several visits.

**HA16. I DON'T WANT TO KNOW THE RESULTS, BUT WERE YOU TESTED FOR THE AIDS VIRUS AS PART OF YOUR PRENATAL CARE?**

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to HA19.

**HA17. I DON'T WANT TO KNOW THE RESULTS, BUT DID YOU GET THE RESULTS OF THE TEST?**

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results.

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she knows the results of the test. Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to HA22.

**HA18. REGARDLESS OF THE RESULT, ALL WOMEN WHO ARE TESTED ARE SUPPOSED TO RECEIVE COUNSELING AFTER GETTING THE RESULT. AFTER YOU WERE TESTED, DID YOU RECEIVE COUNSELLING?**

Circle the code corresponding to the response.

All answers should skip to HA22.

**HA19. Check MN17: Birth delivered by health professional (A, B, or C)?**

Check the respondent's answer to MN17 in the Maternal and Newborn Health module regarding whether or not this birth was delivered by a health professional (doctor, nurse/midwife, or auxiliary midwife). If the birth was delivered by a health professional check the box marked 'Yes' and continue with HA20. If the birth was not delivered by a health professional check the corresponding box and skip to HA24.

**HA20. I DON'T WANT TO KNOW THE RESULTS, BUT WERE YOU TESTED FOR THE AIDS VIRUS BETWEEN THE TIME YOU WENT FOR DELIVERY BUT BEFORE THE BABY WAS BORN?**

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'No', skip to HA24.

**HA21. I DON'T WANT TO KNOW THE RESULTS, BUT DID YOU GET THE RESULTS OF THE TEST?**

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results.

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she knows the results of the test. Circle the code corresponding to the response.

**HA22. HAVE YOU BEEN TESTED FOR THE AIDS VIRUS SINCE THAT TIME YOU WERE TESTED DURING YOUR PREGNANCY?**

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'Yes', skip to HA25. If the answer is 'No', continue with HA23.

**HA23. WHEN WAS THE MOST RECENT TIME YOU WERE TESTED FOR THE AIDS VIRUS?**

Circle the code corresponding to the response.

All answers should skip to Life Satisfaction module.

**HA24. I DON'T WANT TO KNOW THE RESULTS, BUT HAVE YOU EVER BEEN TESTED TO SEE IF YOU HAVE THE AIDS VIRUS?**

Ask the respondent if she was tested for HIV. Be clear to the respondent that you are not asking to know the results of the test. Circle the code for the response given. If her answer is 'No', skip to HA27.

**HA25. WHEN WAS THE MOST RECENT TIME YOU WERE TESTED?**

Circle the code corresponding to the response.

**HA26. I DON'T WANT TO KNOW THE RESULTS, BUT DID YOU GET THE RESULTS OF THE TEST?**

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results.

It is important that you do not attempt to find out the HIV status of any respondent who has been tested, or simply that you have any interest in knowing her HIV status. Ask the question, ensuring that the respondent knows that you are not interested in learning the results of any test she may have undergone. Circle the code corresponding to her response.

All answers should skip to Life Satisfaction module.

**HA27. DO YOU KNOW OF A PLACE WHERE PEOPLE CAN GO TO GET TESTED FOR THE AIDS VIRUS?**

Circle the code corresponding to the response.

## 15. LIFE SATISFACTION MODULE:

The purpose of this module is to obtain information about the satisfaction of women with their jobs, education, relationships etc. **Only women 15 to 24 years should be asked these questions.**

**LS1. Check WB2: Age of respondent is between 15 and 24?**

*This question identifies eligible women (age 15 to 24)*

*If age is 25-49 then record the time (WM11) and exit the questionnaire.*

*If age is 15-24 then continue with the Life Satisfaction module.*

**LS2. I WOULD LIKE TO ASK YOU SOME SIMPLE QUESTIONS ON HAPPINESS AND SATISFACTION.**

**FIRST, TAKING ALL THINGS TOGETHER, WOULD YOU SAY YOU ARE VERY HAPPY, SOMEWHAT HAPPY, NEITHER HAPPY NOR UNHAPPY, SOMEWHAT UNHAPPY OR VERY UNHAPPY?**

**YOU CAN ALSO LOOK AT THESE PICTURES TO HELP YOU WITH YOUR RESPONSE.**

Give response card to respondent and explain what each symbol represents. Prompt her to look at the card while and after you ask each question from LS2 to LS10. Circle the response code pointed to by the respondent for each of the following questions.

**LS3. NOW I WILL ASK YOU QUESTIONS ABOUT YOUR LEVEL OF SATISFACTION IN DIFFERENT AREAS.**

**IN EACH CASE, WE HAVE FIVE POSSIBLE RESPONSES: PLEASE TELL ME, FOR EACH QUESTION, WHETHER YOU ARE VERY SATISFIED, SOMEWHAT SATISFIED, NEITHER SATISFIED NOR UNSATISFIED, SOMEWHAT UNSATISFIED OR VERY UNSATISFIED.**

**AGAIN, YOU CAN LOOK AT THESE PICTURES TO HELP YOU WITH YOUR RESPONSE.**

Show the response to the respondent card and explain what each symbol represents. Circle the response code shown by the respondent, for questions LS3 to LS13.

**HOW SATISFIED ARE YOU WITH YOUR FAMILY LIFE?**

**LS4. HOW SATISFIED ARE YOU WITH YOUR FRIENDSHIPS?**

**LS5. DURING THE CURRENT (2010-2011) SCHOOL YEAR, DID YOU ATTEND SCHOOL AT ANY TIME?**

**LS6. HOW SATISFIED ARE/WERE YOU WITH YOUR SCHOOL?**

**LS7. HOW SATISFIED ARE YOU WITH YOUR CURRENT JOB?**



If the respondent says that he/she does not have a job, circle "0" and continue with the next question. Do not probe to find out how she feels about not having a job, unless she tells you herself.

**LS8. HOW SATISFIED ARE YOU WITH YOUR HEALTH?**

**LS9. HOW SATISFIED ARE YOU WITH WHERE YOU LIVE?**

For LS9: If necessary, explain that the question refers to the living environment, including the neighbourhood and the dwelling.

**LS10. HOW SATISFIED ARE YOU WITH HOW PEOPLE AROUND YOU GENERALLY TREAT YOU?**

**LS11. HOW SATISFIED ARE YOU WITH THE WAY YOU LOOK?**

**LS12. HOW SATISFIED ARE YOU WITH YOUR LIFE OVERALL?**

**LS13. HOW SATISFIED ARE YOU WITH YOUR CURRENT INCOME?**

If the respondent responds that he/she does not have any income, circle "0" and continue with the next question. Do not probe to find out how she feels about not having any income, unless she tells you herself.

**LS14. COMPARED TO THIS TIME LAST YEAR, WOULD YOU SAY THAT YOUR LIFE HAS IMPROVED, STAYED MORE OR LESS THE SAME, OR WORSENEDED, OVERALL?**

**LS15. AND IN ONE YEAR FROM NOW, DO YOU EXPECT THAT YOUR LIFE WILL BE BETTER, WILL BE MORE OR LESS THE SAME, OR WILL BE WORSE, OVERALL?**

**WM11. Record the time**

Record the time of the day you finish the woman's interview using the am/pm system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

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**WM12. Check household listing, column HL9.**

***Is the respondent the mother or caretaker of any child age 0-4 living in this household?***

If the respondent is the mother or caretaker of any child age 0-4 living in this household then go to QUESTIONNAIRE FOR CHILDREN UNDER FIVE for that child and start the interview with this respondent.

**Otherwise: WM13. Check Household Listing Form, column HL9.**

***Is the respondent the mother or caretaker of any child age 2 - 9 living in this household?***

If the respondent is the mother or caretaker of any child age 2-9 living in this household then go to QUESTIONNAIRE FOR CHILDREN WITH DISABILITIES for that child and start the interview with this respondent.

Otherwise end the interview with this respondent by thanking her for her cooperation. Check for the presence of any other eligible woman or children under-5 in the household.

**SECTION V Under 5 Children**

## 1. INTRODUCTION:

The purpose of the Questionnaire for Children Under Five is to provide information on a wide range of MICS4 indicators relating to the first 5 years of life. You will have identified children under five, eligible for this questionnaire, after you have completed the Household Listing Form in the Household Questionnaire.

To collect information on children under five by using this questionnaire, we have to identify a respondent who can answer detailed questions on the health and well-being of these children. If the mother is living in the same household as the eligible child (in other words, if she is listed in the Household Listing, together with the child), then she is obviously the person who should be interviewed for that child. If the mother of the eligible child is not listed in the Household Listing (she may be deceased or living elsewhere), you should have identified a person in the Household Listing who takes primary responsibility for raising and caring for the child. This person can be a man or a woman.

Note:

- The primary caretaker is not simply someone looking after the child when the mother is away (for example, people who may care for the child during the day when the mother is at work).
- Only interview a respondent other than the mother if the mother is not listed in the household.

***This questionnaire is to be administered to all mothers or primary caretakers (see the Household Listing, column HL9) who care for a child that lives with them and is under the age of 5 years (see the Household Listing, column HL6).***

A separate form should be filled in for each eligible child listed in the Household Questionnaire – check column HL9 on the Household Listing.

### **UNDER-FIVE CHILD INFORMATION PANEL**

UF1-UF8 should be filled in before you start the interview.

**UF1. Cluster number**

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

**UF2. Household number**

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

**UF3. Child's name**

Enter the child's name from the Household Questionnaire, column HL2 of the Household Listing. The child's name should be used throughout the interview. In order to prevent confusion during the interview, his/her name is recorded here.

**UF4. Child's line number**

Enter the child's line number from the Household Questionnaire, column HL1 of the Household Listing.

**UF5. Mother's / Caretaker's name**

Enter the mother's/primary caretaker's name from the Household Questionnaire, column HL2 of the Household Listing.

**UF6. Mother's / Caretaker's line number**

Enter the mother's/primary caretaker's line number from the Household Questionnaire, column HL1 of the Household Listing.

**UF7. Interviewer name and number**

Enter your own name and identifying number. You will be provided with these identification numbers during training.

**UF8. Day / Month / Year of interview**

Enter the date of the interview: day/month/year. If the interview is not completed on your first visit and you visit the household to interview the mother/caretaker again, revise and enter the final date of the interview. In other words, the date here should be the date when you have either completed the Questionnaire for Children Under Five, or when the interview was not conducted but when it was decided that there will be no more attempts to interview the mother or primary caretaker of the under-five child.

Repeat greeting if not already read to this mother/primary caretaker:

**WE ARE FROM STATISTICAL INSTITUTE OF BELIZE. WE ARE WORKING ON A PROJECT CONCERNED WITH FAMILY HEALTH AND EDUCATION WITH UNICEF. I WOULD LIKE TO TALK TO YOU ABOUT (*name*)'S HEALTH AND WELL-BEING. THE INTERVIEW WILL TAKE ABOUT 20 MINUTES. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE IDENTIFIED. MAY I START NOW?"**

If you are starting to interview the same person that you have completed the household or individual women questionnaire with, you need to read a revised version of the greeting (see below) as the time to complete the questionnaire for under-5 will be different than the household or individual women questionnaire and normally a separate consent is required to do this interview.

**NOW I WOULD LIKE TO TALK TO YOU MORE ABOUT (*child's name from UF3*)'S HEALTH AND OTHER TOPICS. THIS INTERVIEW WILL TAKE ABOUT 20 MINUTES. AGAIN, ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE IDENTIFIED. MAY I START NOW?"**

If permission is given, go to UF12 to record the time and then begin the interview. If the respondent does not agree to continue, complete UF9, thank her/him and go to the next interview. Later, discuss the refusal with your supervisor; you or another person from the team may attempt to interview the respondent for a second time. This will depend on your description of the refusal. However, remember that the respondent's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

#### **UF9. Result of interview for children under 5**

Complete this question once you have concluded the interview. Remember that the code refers to the mother or primary caretaker of the under-five child. Circle the code corresponding to the results of the interview. If the questionnaire is completed, circle '01' for 'Completed'. If you have not been able to contact the mother/primary caretaker after repeated visits, circle '02' for 'Not at home'. If the mother/primary caretaker refuses to be interviewed, circle '03' for 'Refused'. If you were able to only partly complete the

questionnaire, circle '04' for 'Partly completed'. If the mother/primary caretaker is incapacitated, circle '05'. If you have not been able to complete this questionnaire for another reason, you should circle '96' for 'Other' and specify the reason in the space provided.

Ask the mother/primary caretaker to collect all the birth certificates and health/immunization cards she has for this child before you begin the interview. You will need these during the interview.

**UF10. Field edited by (Name and number)**

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

**UF11. Data entry clerk (Name and number)**

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

**UF12. Record the time**

Record the time of the day you start the under-five interview using the am/pm system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

## **2. AGE MODULE:**

***Date of birth and age:***

You will begin the interview with questions about the child's date of birth and age. These are two of the most important questions in the interview, since almost all analysis of the data depends on the child's exact age. While completed age in years is sufficient for women's interviews, we need to obtain accurate information on the child's age in months. This is necessary because some of the analysis of the information that you will be collecting can only be done on the basis of age in months. You will collect this information by learning the child's date of birth. It will then be possible to compare the date of interview with the date of birth of the child and, after the data is collected, calculate the child's age in months by comparing these two pieces of information.

The questions on age and date of birth must be asked independently from similar questions on the Household Questionnaire and Questionnaire for Individual Women. The person you may be interviewing for this questionnaire may be the same woman you interviewed for the Questionnaire for Individual Women, and you may have obtained dates of birth of her children in that questionnaire. Also, you may have obtained the child's age in the Household Questionnaire. Even in such cases, you must ask these questions again.

**AG1. NOW I WOULD LIKE TO ASK YOU ABOUT THE AGE OF (*name*). IN WHAT MONTH AND YEAR WAS (*name*) BORN?**

Ask the mother or primary caretaker for the child's date of birth.

Probe: **WHAT IS HIS/HER BIRTHDAY?**

It is important to record the child's month and year of birth accurately.

- If the mother/primary caretaker knows the exact birth date, including the day, enter the day of birth. Otherwise, circle '98' for 'DK day'. You do not need to probe further for day of birth.
- Convert the month to a number as you have done before. Enter the number in the space provided. If the month or day contains only one digit, use a leading zero. For example, the month of March is coded as '03'. Note that you are not allowed to enter 'DK' for month or year of birth. You have to obtain month and year of birth of the child.
- The year of birth of the child cannot be earlier than July 2006.

If the mother/primary caretaker is unable to provide the date of birth information, ask whether she/he has any documentation such as an identification card, health card, horoscope, or a birth or baptismal certificate that might give the date of birth of the child. However, confirm with the respondent that the date of birth recorded on such documents is indeed correct.



**AG2. HOW OLD IS (*name*)?**

After having obtained the child's date of birth, ask the child's age in completed years, and record in the space provided. Remember, ages must refer to the last birthday.

Probe if necessary by asking: **HOW OLD WAS (*name*) AT HIS/HER LAST BIRTHDAY?**

- If the mother/primary caretaker does not know the current age of the child, try asking **"HOW MANY YEARS AGO WAS (*name*) BORN?"**
- You may help the respondent by relating the child's age to that of other children or to some important event or to the season of birth, by asking, for example, **"HOW MANY WET SEASONS AGO WAS (*name*) BORN?"**

Record age in completed years. Record '0' if the child is less than 1 year old.

*Ask AG1 and AG2 independently. Then, check for consistency between the date of birth and completed age.*

You have to be meticulous in checking for the consistency between the date of birth and age. You also have to be fairly quick in doing so. A good interviewer will perform the check without causing a lull in the conversation.

***Checking for consistency between date of birth (AG1) and completed age (AG2):***

After having obtained both date of birth and age, check for the consistency between the two. The child's age plus his or her year of birth must equal the year in which the child had his/her last birthday.

Assuming that you were able to obtain a month and year of birth, you should check the consistency by following these steps:

- If the month of birth is before the month of interview (the child had his/her birthday this year), then her/his age plus her/his year of birth should equal the year of interview.

- 
- Example: A child who was born in March 2008, in the survey conducted in June 2011, should be age 3 ( $2008 + 3 = 2011$ ).
  - If the month of birth is after the month of interview (the child has not yet had his/her birthday this year), then her/his age plus year of birth should equal the previous year.
    - Example: A child who was born in December 2008, in a survey conducted in June 2011, should be age 2 ( $2008 + 2 = 2010$ ).
  - If the month of birth is the same as the month of interview, and the day of birth is not known, then a sum of either the current or the previous year is correct.
    - Example: A child born in June 2007, in a survey conducted in June 2011, could be age 4 or age 3. Probe further to see if the date of birth is correct and whether the child has completed age 3 or 4.
  - If the month of birth is the same as the month of interview, and the day of birth is known, the sum of age and year of birth should equal the year of interview if the day of birth is before the day of interview, and the sum of age and year of birth should equal the previous year if the day of birth is after the day of interview.
    - Example: A child born on 8 June 2006, in an interview conducted on 15 June 2011, should be age five. A child born on 28 June 2006, in an interview conducted on 15 June 2011, should be age four, since this child will complete 5 full years on 28 June 2011.
  - If you find that the date of birth and age are inconsistent, either the date of birth or the age, or both, are incorrect, and need to be corrected. Probe, using documents that may be available, dates of well-known events and ages of other children, of the respondent herself/himself, etc.
  - If after having asked AG1 and AG2, you determine that the child is already 5 years old or more, you must stop the interview because he/she is not eligible anymore.
    - Thank the mother/caretaker for her/his cooperation if she/he does not have other under 5 children.
    - Go back to the Household Listing Form to correct the child age and change, **copy the line number information for the child's mother or primary caretaker from HL9**

to HL8, correct the number of under 5 children recorded in HH14, and collect schooling information of this child in Education and Child Labour Modules.

### 3. BIRTH REGISTRATION MODULE:

#### BR1. DOES (*name*) HAVE A BIRTH CERTIFICATE?

This question aims to provide an estimate of the extent of birth registration in Belize. Respondents must be assured that the information about individual families will never be given to authorities, and that they cannot be identified in any way.

If the answer is yes, ask: **MAY I SEE IT?**

Circle the appropriate corresponding code, noting whether or not the certificate was seen.

- If the child has a birth certificate and it was seen, circle '1' and go to next module.
- If the child has a birth certificate but the mother/primary caretaker is unable to show you the certificate, circle '2' and go to next module.

If the child does not have a birth certificate '3' or the respondent does not know '8' continue to the next question.

#### BR2. HAS (*name*)'S BIRTH BEEN REGISTERED WITH THE THE VITAL STATISTICS UNIT (REGISTRY), MAGISTRATE'S COURT, VILLAGE REGISTRAR OR HOSPITAL?

Circle the code corresponding to the response. If the answer is 'Yes', go to next module. If the child's birth has not been registered with civil authorities or the respondent does not know, continue to the next question.

#### BR3. DO YOU KNOW HOW TO REGISTER YOUR CHILD'S BIRTH?

The purpose of this question is to assess how important lack of knowledge (of the process of registering or, if applicable, the place to go to register) may be among the reasons for non-

registration. This information can inform advocacy efforts and help in the formulation of education campaigns.

Circle the code corresponding to the response.

#### **4. EARLY CHILDHOOD DEVELOPMENT MODULE:**

The questions in this module are used to obtain information about the extent to which households provide a supportive and stimulating learning environment. The module includes a mix of questions to obtain information on various aspects of development (physical, social, emotional, language, and cognitive development).

##### **EC1. HOW MANY CHILDREN'S BOOKS OR PICTURE BOOKS DO YOU HAVE FOR (*name*)?**

This question asks specifically about children's books or picture books for the child. This excludes schoolbooks (appropriate for or belonging to older children), as well as other books for adults that are present in the household.

Record the number of books in the space provided. There is no need to make an actual count of books yourself. Rely on the respondent's answer, and avoid asking to see and count the books yourself, since this is likely to require extra time. If the respondent is unsure about the number of children's books or picture books and is not able to provide an answer the first time you ask the question, ask her/him if there are more than 10 such books. If yes, circle '10'. If she/he says that there are less than 10 such books, probe further to get an exact number. If there are no such books in the household, circle '00'.

##### **EC2. I AM INTERESTED IN LEARNING ABOUT THE THINGS THAT (*name*) PLAYS WITH WHEN HE/SHE IS AT HOME. WHAT DOES (*name*) PLAY WITH? DOES HE/SHE PLAY WITH:**

**[A] HOMEMADE TOYS (SUCH AS DOLLS, CARS, OR OTHER TOYS MADE AT HOME)?**

**[B] TOYS FROM A SHOP OR MANUFACTURED TOYS?**

**[C] HOUSEHOLD OBJECTS (SUCH AS BOWLS OR POTS) OR OBJECTS FOUND OUTSIDE (SUCH AS STICKS, ROCKS, ANIMAL SHELLS OR LEAVES)?**

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials.

Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer.

Do not pause after reading the first sentence and continue by saying **"DOES HE/SHE PLAY WITH"** and start asking whether the child plays with playthings from each of the categories listed. For example, ask: **"DOES HE/SHE PLAY WITH HOMEMADE TOYS (SUCH AS DOLLS, CARS, OR OTHER TOYS MADE AT HOME)?"** and so on.

If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying **"WHAT DOES HE/SHE SPECIFICALLY PLAY WITH?"** or **"CAN YOU PLEASE GIVE AN EXAMPLE?"** If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle '1'. If the child doesn't play with items mentioned in a specific category, or the respondent doesn't know circle '2' or '8', for that specific category. Read each category aloud and circle the code corresponding to the response before proceeding to the next category.

**EC3. SOMETIMES ADULTS TAKING CARE OF CHILDREN HAVE TO LEAVE THE HOUSE TO GO SHOPPING, WASH CLOTHES, OR FOR OTHER REASONS AND HAVE TO LEAVE YOUNG CHILDREN. ON HOW MANY DAYS IN THE PAST WEEK WAS (name):**

**[A] LEFT ALONE FOR MORE THAN AN HOUR?**

**[B] LEFT IN THE CARE OF ANOTHER CHILD, THAT IS, SOMEONE LESS THAN 10 YEARS OLD, FOR MORE THAN AN HOUR?**

This question is used to assess whether children are at increased risk, either because they are left alone or are left with a child as caregiver. These situations have been shown to be associated with higher risk for children.

The question sets up a hypothetical situation, one in which the mother/primary caretaker would be gone for more than just a moment – situations in which the child could be left alone for an hour or more. The question specifies that we want to know about situations in which the respondent actually leaves the premises, not simply going out of sight of the child, such as to another part or another room of the house.

Enter the response in the spaces provided. If the child was not left in the care of another child during this period, enter '0' for 'None'. Note that 'another child' is defined as a child less than 10 years old.

**EC4. Check AG2: Age of child:**

*If the child is 3 or 4 years old, check the appropriate box and continue with EC5. If not (if the child is 0, 1 or 2 years old), check the appropriate box and go to next module.*

**EC5. DOES (name) ATTEND ANY ORGANIZED LEARNING OR EARLY CHILDHOOD EDUCATION PROGRAMME, SUCH AS A PRIVATE OR GOVERNMENT FACILITY, INCLUDING KINDERGARTEN OR COMMUNITY CHILD CARE?**

This question aims to find out if the child is participating in early learning activities. Baby-sitting or child-minding, even if done in a special place such as a day-care centre, does not qualify as such a programme unless it includes organized learning activities. You must ensure that the mother or primary caretaker understands the meaning of 'Early Childhood Education Programme', explaining it as instructed.

Circle the appropriate code. Skip to EC7 if the answer to this question is 'No' or 'DK'.

**EC6. WITHIN THE LAST SEVEN DAYS, ABOUT HOW MANY HOURS DID (name) ATTEND?**

This question is asked if the child is attending an early childhood education programme. Record the estimated number of hours the child attended any organized learning or early childhood education programme in the last 7 days (excluding the day of interview). Use a leading zero if necessary.

**EC7. IN THE PAST 3 DAYS, DID YOU OR ANY HOUSEHOLD MEMBER OVER 15 YEARS OF AGE ENGAGE IN ANY OF THE FOLLOWING ACTIVITIES WITH *(name)*:**

Read each item shown below. If 'No', circle 'Y' and move to the next item on the list.

If 'Yes', ask: **WHO ENGAGED IN THIS ACTIVITY WITH *(name)*?**

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

**[A] READ BOOKS OR LOOKED AT PICTURE BOOKS WITH *(name)*?**

**[B] TOLD STORIES TO *(name)*?**

**[C] SANG SONGS TO *(name)* OR WITH *(name)*, INCLUDING LULLABIES?**

**[D] TOOK *(name)* OUTSIDE THE HOME, COMPOUND, YARD OR ENCLOSURE?**

**[E] PLAYED WITH *(name)*?**

**[F] NAMED, COUNTED, OR DREW THINGS TO OR WITH *(name)* ?**

**EC8. I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT THE HEALTH AND DEVELOPMENT OF YOUR CHILD. CHILDREN DO NOT ALL DEVELOP AND LEARN AT THE SAME RATE. FOR EXAMPLE, SOME WALK EARLIER THAN OTHERS. THESE QUESTIONS ARE RELATED TO SEVERAL ASPECTS OF YOUR CHILD'S DEVELOPMENT.**

**CAN (*name*) IDENTIFY OR NAME AT LEAST TEN LETTERS OF THE ALPHABET?**

Circle the code corresponding to the response. A 'Yes' answer means that the child can name ten or more letters of the alphabet while a 'No' answer means that the child can name less than ten or none at all.

**EC9. CAN (*name*) READ AT LEAST FOUR SIMPLE, POPULAR WORDS?**

Circle the code corresponding to the response. A 'Yes' response means that the child can read at four or more simple, popular words while a 'No' response means that the child can only read one, two, three or none at all.

**EC10. DOES (*name*) KNOW THE NAME AND RECOGNIZE THE SYMBOL OF ALL NUMBERS FROM 1 TO 10?**

Circle the code corresponding to the response. If parent seems hesitant, prompt with "does the child know '1'? Does the child know '2'?" etc. A 'Yes' answer means that the child can recognize the symbol of all numbers from 1 to 10 while a 'No' answer means that the child can recognize less than ten or none at all.

**EC11. CAN (*name*) PICK UP A SMALL OBJECT WITH TWO FINGERS, LIKE A STICK OR ROCK FROM THE GROUND?**

Circle the code corresponding to the response. If necessary, use the pen you are holding to demonstrate the grip. Consider the small objects mentioned before when asking about the items children play with (sticks, rocks, animal shells or leaves). A 'Yes' answer means that the child is able to pick up small objects without difficulty while a 'No' answer means that the child seems to have difficulty with small items.

**EC12. IS (*name*) SOMETIMES TOO SICK TO PLAY?**

Circle the code corresponding to the response. A 'Yes' answer means that the child often gets sick and cannot play or do many physical activities, while a 'No' answer is in cases when the child is consistently ready to be active and play and only appears tired when it is appropriate



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for him/her to be so (e.g., in the evening; at the usual nap time) (Being consistently tired can be equated as being sick).

**EC13. DOES (*name*) FOLLOW SIMPLE DIRECTIONS ON HOW TO DO SOMETHING CORRECTLY?**

Circle the code corresponding to the response. A 'Yes' answer means that the child can do things easily and correctly when asked to do so while a 'No' answer means that the child usually does not accomplish the simple tasks she/he is given successfully. Do not concern yourself with the reasons why not.

**EC14. WHEN GIVEN SOMETHING TO DO, IS (*name*) ABLE TO DO IT INDEPENDENTLY?**

Circle the code corresponding to the response. A 'Yes' answer means that the child is able to occupy herself/himself independently for an appropriate length of time, without constant asking for assistance or giving up quickly (e.g., colouring, building structures, etc.) while a 'No' answer means that the child cannot occupy herself/himself independently, asks for help or assistance, or gives up the work/play easily if not provided with help.

**EC15. DOES (*name*) GET ALONG WELL WITH OTHER CHILDREN?**

Circle the code corresponding to the response. A 'Yes' answer means that the child does well playing and interacting with other children while a 'No' answer means that the child is uncomfortable around other children, prefers to be alone, or gets into conflicts.

**EC16. DOES (*name*) KICK, BITE, OR HIT OTHER CHILDREN OR ADULTS?**

Circle the code corresponding to the response. A 'Yes' answer means that the parent has noticed that the child can physically hurt (kick, bite, hit) other children while a 'No' answer means that the child does not do it. Do not concern yourself with what may be the reason of such behaviour (e.g., if parent tries to explain the reasons, or excuse the child).

**EC17. DOES (*name*) GET DISTRACTED EASILY?**

Circle the code corresponding to the response. A 'Yes' answer means that the child has difficulty sticking with/continuing any activity for the necessary length of time, gets easily

distracted by anything happening around her/him, or finds other activities before completing the one started while a 'No' answer means that the child doesn't get easily distracted.

## **5. BREASTFEEDING MODULE:**

### **BF1. HAS (*name*) EVER BEEN BREASTFED?**

This question asks if the child has ever been breastfed. It includes any breastfeeding experience of the child – not necessarily by the mother/primary caretaker.

Circle the code corresponding to the response. Continue to the next question if the child was ever breastfed ('1'). If the child was never breastfed, circle '2' and skip to BF3. Skip to BF3 in the case of a 'DK' response as well.

### **BF2. IS HE/SHE STILL BEING BREASTFED?**

'Being breastfed' is defined as putting the child to the breast at least once a day.

Circle the code corresponding to the response.

The questions BF3-BF18 asks about what the child was fed in the preceding 24 hours. The purpose of these questions is to determine what liquids or foods the child was given. Make sure that the respondent understands the question, particularly what is meant by 'yesterday, during the day or night'.

Circle the code corresponding to the response. If the mother/primary caretaker does not know the answer, repeat the question using other local words for the fluid or food. If the answer is still not known, circle '8' for 'DK'.

Note that for infant formula, milk, yogurt, and solid/semi-solid mushy food, the number of times the child had the food is also asked.

### **BF3. I WOULD LIKE TO ASK YOU ABOUT LIQUIDS THAT (*name*) MAY HAVE HAD YESTERDAY DURING THE DAY OR THE NIGHT. I AM INTERESTED IN WHETHER (*name*) HAD THE ITEM EVEN IF IT WAS COMBINED WITH OTHER FOODS?**

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**DID (*name*) DRINK PLAIN WATER YESTERDAY, DURING THE DAY OR NIGHT?**

Circle the code corresponding to the response.

**BF4. DID (*name*) DRINK INFANT FORMULA YESTERDAY, DURING THE DAY OR NIGHT?**

Circle the code corresponding to the response. If the answer is 'No' or 'DK,' skip to BF6.

**BF5. HOW MANY TIMES DID (*name*) DRINK INFANT FORMULA?**

Record the number of times the child had infant formula.

**BF6. DID (*name*) DRINK MILK, SUCH AS TINNED, POWDERED OR FRESH ANIMAL MILK YESTERDAY, DURING THE DAY OR NIGHT?**

Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to BF8. Note that pumped breast milk is captured by BF6.

**BF7. HOW MANY TIMES DID (*name*) DRINK TINNED, POWDERED OR FRESH ANIMAL MILK?**

Record the number of times the child had tinned, powdered or fresh animal milk.

**BF8. DID (*name*) DRINK JUICE OR JUICE DRINKS YESTERDAY, DURING THE DAY OR NIGHT?**

Circle the code corresponding to the response.

**BF9. DID (*name*) DRINK WATERY SOUP YESTERDAY, DURING THE DAY OR NIGHT?**

Circle the code corresponding to the response.

**BF10. DID (*name*) DRINK OR EAT VITAMIN OR MINERAL SUPPLEMENTS OR ANY MEDICINES YESTERDAY, DURING THE DAY OR NIGHT?**

Circle the code corresponding to the response.

**BF11. DID (*name*) DRINK ORS (ORAL REHYDRATION SOLUTION) YESTERDAY, DURING THE DAY OR NIGHT?**

Circle the code corresponding to the response. An example of an oral rehydration solution is Pedialyte.

**BF12. Did (*name*) DRINK ANY OTHER LIQUIDS YESTERDAY, DURING THE DAY OR NIGHT?**

Circle the code corresponding to the response.

**BF13. Did (*name*) DRINK OR EAT YOGURT YESTERDAY, DURING THE DAY OR NIGHT?**

Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to BF15.

**BF14. HOW MANY TIMES DID (*name*) DRINK OR EAT YOGURT YESTERDAY, DURING THE DAY OR NIGHT?**

Record the number of times the child had yogurt.

**BF15. Did (*name*) EAT PORRIDGE/LAB YESTERDAY, DURING THE DAY OR NIGHT?**

Circle the code corresponding to the response.

**BF16. DID (*name*) EAT SOLID OR SEMI-SOLID (SOFT, MUSHY) FOOD YESTERDAY, DURING THE DAY OR NIGHT?**

Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to BF18.

**BF17. HOW MANY TIMES DID (*name*) EAT SOLID OR SEMI-SOLID (SOFT, MUSHY) FOOD YESTERDAY, DURING THE DAY OR NIGHT?**

Record the number of times the child had solid or semi-solid food.

**BF18. YESTERDAY, DURING THE DAY OR NIGHT, DID (*name*) DRINK ANYTHING FROM A BOTTLE WITH A NIPPLE?**

Circle the code corresponding to the response.

## **6. CARE OF ILLNESS MODULE:**

These questions aim to find out if the child has recently had diarrhoea or any other illness and, if so, what treatments, drinks and foods the child took during the episode.

**CA1. HAS (NAME) HAD DIARRHOEA IN THE LAST TWO WEEKS, THAT IS, SINCE (DAY OF THE WEEK) OF THE WEEK BEFORE LAST?**

Diarrhoea is determined by the perception of the mother or caretaker, or by three or more loose or watery stools per day, or by blood in stool.

Record the mother's/primary caretaker's answer by circling the corresponding code. If a respondent is not sure what is meant by diarrhoea, tell her/him it means **"THREE OR MORE LOOSE OR WATERY STOOLS PER DAY, OR BLOOD IN THE STOOL."** Make sure the respondent understands what is meant by 'in the last 2 weeks'. If the child has not had diarrhoea in the last 2 weeks or the caretaker doesn't know, skip to CA7.

**CA2. I WOULD LIKE TO KNOW HOW MUCH (NAME) WAS GIVEN TO DRINK DURING THE DIARRHOEA (INCLUDING BREAST MILK). DURING THE TIME (NAME) HAD DIARRHOEA, WAS HE/SHE GIVEN LESS THAN USUAL TO DRINK, ABOUT THE SAME AMOUNT, MORE THAN USUAL, OR NOTHING TO DRINK?**

If dehydrated, a child may take more fluids than usual. We want to know if the pattern of fluid consumption changed during diarrhoea. The focus in this question is on how much fluid was actually consumed by the child.

Ask the question just as it is worded here. Read out the entire question and circle the appropriate code for the mother's/caretaker's response. Get the respondent's best judgement of the relative amount of total fluids actually consumed by the child. All fluids are included, not just special ones given during diarrhoea. For example, water, tea, fruit juice, breast milk and formula are included as well as special fluids such as ORS.

If the child was given less to drink than usual during the diarrhoea, probe: **"WAS HE/SHE GIVEN MUCH LESS THAN USUAL TO DRINK, OR SOMEWHAT LESS?"**

Try to find out what actually happened, not what the respondent thinks ought to have happened. An answer such as, "A child with diarrhoea (or 'a child who is ill') needs more fluids"

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is not satisfactory. You would need to ask, **“BUT HOW MUCH DID YOUR CHILD ACTUALLY DRINK DURING THIS DIARRHOEA?”**

It may be difficult to estimate the relative amount of breast milk taken by the child. The respondent may make an estimate based on whether the child nursed longer or more frequently.

**CA3. DURING THE TIME (*name*) HAD DIARRHOEA, WAS HE/SHE GIVEN LESS THAN USUAL TO EAT, ABOUT THE SAME AMOUNT, MORE THAN USUAL, OR NOTHING TO EAT?**

During an episode of diarrhoea or other illness, a child may change the amount usually eaten. The focus in this question is on how much food was actually consumed by the child.

Ask the question just as it is worded here. Read out the entire question and circle the code corresponding to the caretaker’s response. Get the caretaker’s best judgement of the relative amount of total food actually consumed by the child. Try to find out what actually happened, not what the caretaker thinks ought to have happened. An answer such as, “A child with diarrhoea (or ‘a child who is ill’) needs more food” is not satisfactory. You would need to ask, **“BUT HOW MUCH DID YOUR CHILD ACTUALLY EAT DURING THIS DIARRHOEA?”**

If the mother/caretaker replies that the child took only fluids (that is, the child did not ‘eat’), circle ‘5’ for ‘Stopped food’. If the child was given less than usual to eat during the diarrhoea, probe: **“WAS HE/SHE GIVEN MUCH LESS THAN USUAL TO EAT, OR SOMEWHAT LESS?”**. Then circle the appropriate code. If the mother/primary caretaker offered more food than usual, but the child ate much less, the answer is ‘much less’; circle ‘1’.

Make sure that the respondent understands that this includes breast milk, if the child is still being breastfed. If the child is very young and the mother/caretaker replies that he/she takes only fluids or breastmilk (that is, has not started ‘eating’ yet), there is no need to probe, since ‘drinking’ and ‘eating’ count as the same for this child. Circle the answer for this question (eating) that comes closest to the answer you circle for CA4 (drinking).

**CA4. DURING THE EPISODE OF DIARRHOEA, WAS (*name*) GIVEN TO DRINK ANY OF THE FOLLOWING:**

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea.

Read each item aloud and circle the code corresponding to the response before proceeding to the next item.

**[A] A FLUID MADE FROM ORAL REHYDRATION SALT?**

**[B] A PRE-PACKAGED ORS FLUID FOR DIARRHOEA?**

**[C] PEDIALYTE?**

**CA5. WAS ANYTHING (ELSE) GIVEN TO TREAT THE DIARRHOEA?**

This question asks the mother or caretaker whether the child received any (other) treatment for diarrhoea other than those mentioned in CA4 for this episode of diarrhoea. If in CA4 you learned that the child was given fluid from an ORS packet, sugar and salt solution, or pre-packaged ORS fluid, then phrase CA5 by saying, "Was anything else given to treat the diarrhoea?" If none of the liquids was given, ask CA5 by saying, "Was anything given to treat the diarrhoea?"

Circle the code corresponding to the answer given. If the response is 'Yes', continue to CA6 to learn the type of treatment given. If the child was not given anything (else) for the diarrhoea or the respondent doesn't know, skip to CA7.

**CA6. WHAT (ELSE) WAS GIVEN TO TREAT THE DIARRHOEA?**

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "**ANYTHING ELSE**" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

**CA7. AT ANY TIME IN THE LAST TWO WEEKS, HAS (*name*) HAD AN ILLNESS WITH A COUGH?**

Illness with a cough means a cold or other acute respiratory illness with a cough.

Circle the code corresponding to the response given.

- If the respondent says “He coughs all the time,” or “She’s been coughing for months,” do not count this as an ‘illness with a cough’ since it is a chronic problem.
- If the answer is ‘No’ or ‘DK’, circle the appropriate code and go to CA14.
- If the symptoms started before but continued into the 2-week period, this counts as ‘Yes’.

**CA8. WHEN (*name*) HAD AN ILLNESS WITH A COUGH, DID HE/SHE BREATHE FASTER THAN USUAL WITH SHORT, RAPID BREATHS OR HAVE DIFFICULTY BREATHING?**

The question aims to find out if the child has or had an illness needing assessment by a health professional.

If the respondent asks “What do you mean by ‘fast breathing?’” you may say “**NOTICEABLY FASTER THAN NORMAL WHEN THE CHILD IS RESTED.**” If the respondent asks “What do you mean by ‘difficulty breathing?’” you may say “**THE CHILD SOUNDED/LOOKED AS IF HE/SHE WAS HAVING TROUBLE BREATHING.**”

You may give other explanations that were developed and tested during the adaptation and pre-testing of the questionnaire. Circle the code corresponding to the response. If the answer is ‘Yes’, continue to the next question. Otherwise, skip to CA14.

**CA9. WAS THE FAST OR DIFFICULT BREATHING DUE TO A PROBLEM IN THE CHEST OR A BLOCKED OR RUNNY NOSE?**

This question aims to find out if the problem needs assessment by a health professional, which does not include a simple cold.

Circle the code corresponding to the mother’s/caretaker’s response. If the symptoms were from a ‘Blocked or runny nose only’, skip to CA14. If the symptoms were due to ‘Other’ reasons, write the respondent’s description in the line provided, circle ‘6’ and skip to CA14. Otherwise, continue to the next question.

**CA10. DID YOU SEEK ANY ADVICE OR TREATMENT FOR THE ILLNESS FROM ANY SOURCE?**



Seeking care could include anything from asking a household member or a neighbour for advice, to holding a religious ceremony on the child's behalf, to going to a hospital. If a physician or other provider visits the household to give care, this counts as seeking care outside the home. The child may or may not have accompanied the respondent when he/she sought care. For example, going to buy medicine without the child counts as seeking care.

Circle the code corresponding to the response given. If the answer is 'Yes', continue to the next question. Otherwise, skip to CA12.

**CA11. FROM WHERE DID YOU SEEK ADVICE OR TREATMENT?**

After the first reply, probe by asking: "**ANYWHERE ELSE?**" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

If the source of care is a hospital, health centre or clinic, write the name of the place in the space provided on the questionnaire. Ask whether the source is in the public (run by the government) or private sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Then write the name of the place in the space provided on the questionnaire (*Name of place*) and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

**CA12. Was (name) GIVEN ANY MEDICINE TO TREAT THIS ILLNESS?**

Circle the appropriate code. If the answer is 'Yes', continue to the next question. Otherwise, go to CA14. If the respondent indicated that medication was used as a treatment in CA10 then use CA12 as confirmation.

**CA13. WHAT MEDICINE WAS (*name*) GIVEN?**

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: “**ANY OTHER MEDICINE?**” until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicine. If he/she cannot show the packaged medicine, circle ‘Z’ for ‘DK’ (don’t know).

If the respondent names a medicine that is not listed, circle ‘X’ for ‘Other’ medicine and fill in the name of the medicine in the space provided.

**CA14. Check AG2: Child aged under 3?**

CA14 is used to filter out children aged 3 and 4 years, since the next question is to be asked only of children under age three. Check AG2; if the child is under three (he/she is 0, 1 or 2 years old), mark the box corresponding to ‘Yes’ and continue with the next question. If the child is not under three (she/he is 3 or 4), mark the box corresponding to ‘No’ and go to next module.

**CA15. THE LAST TIME (*name*) PASSED STOOLS, WHAT WAS DONE TO DISPOSE OF THE STOOLS?**

The purpose of this question is to know what was done with the most recent stools passed by the child in the household. The safe disposal of children's stools is of particular importance because children's stools are the most likely cause of faecal contamination to the immediate household environment. Correct disposal of stools is linked with lower risks of diarrhoea.

Respondents are asked where they usually dispose of their children’s stools. Circle the most appropriate code.

If the respondent states that diapers are used, then probe to establish how the diapers are disposed of.

## 7. IMMUNIZATION MODULE:

This module is used to obtain information for children under five who have received immunizations from both public and private medical facilities.

### **IM1. DO YOU HAVE A CARD WHERE *(name)*'S VACCINATIONS ARE WRITTEN DOWN? (If yes) MAY I SEE IT PLEASE?**

If the respondent reports that there is a vaccination card for the child, ask to see it. You should have obtained vaccination cards at the beginning of the interview. If you did not already obtain the card for the child, now is the time to ask for it again.

In some cases, the respondent may not be willing to take time to look for the vaccination card, thinking that you are in a hurry. Encourage the respondent to look for the vaccination card for the child. It is critical to obtain written documentation of the child's immunization history. Therefore, be patient if the respondent needs to search for the card.

If the respondent does not have a vaccination card but the vaccine doses are registered in another document (for example, a booklet with records of clinic visits), ask to see it. If the card or other document is seen, circle '1' and skip to IM3. If the child has a vaccination card or other document but the respondent is unable to show you, circle '2' and skip to IM6 – you will be asking the respondent to recall the child's vaccinations. If the respondent does not have a vaccination card or any other document where the vaccine doses are registered for the child, circle '3' and continue to next question.

### **IM2. DID YOU EVER HAVE A VACCINATION CARD FOR *(name)*?**

Circle the code corresponding to the answer given and skip to IM6.

### **IM3.**

You will complete question IM3 when respondents show you the vaccination card for the child:

- Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

- If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.
- If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.
- However, if a date is given for a DPT vaccination and there is simply a check mark to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

**IM4. Check IM3: Are all vaccines (BCG to Measles) recorded?**

If all vaccines are recorded check the box marked 'Yes' and go to IM18. If 'No', check the corresponding box and continue with the next question.

**IM5. IN ADDITION TO WHAT IS RECORDED ON THIS CARD, DID (*name*) RECEIVE ANY OTHER VACCINATIONS – INCLUDING VACCINATIONS RECEIVED IN CAMPAIGNS OR IMMUNIZATION DAYS?**

It is possible that some of the vaccinations received by the child were not recorded. For example, the respondent may have forgotten to bring the card to the health facility or the respondent may have taken the child to a National Immunization Day.

If the answer is 'Yes', circle '1' only if the respondent mentions vaccines included in the questionnaire. You can refer to the information already obtained from the vaccination card to make sure that the mother/primary caretaker is referring only to these vaccines. Write '66' in the corresponding 'Day' column for IM3, and leave the month and year columns blank. For example, if two doses of DPT were recorded on the card, and another dose was given but not recorded, there should be '66' in the 'Day' column.

- Do not ask the respondent to supply dates from memory. Enter a date only if the card or other document is available and lists a date for the immunization dose.

Once you have probed for any other vaccination, skip to IM18.

Questions IM6 through IM17 are asked only to mothers/primary caretakers of children who do not have vaccination cards, or those children for whom vaccination cards were not shown.

**IM6. HAS (*name*) EVER RECEIVED ANY VACCINATIONS TO PREVENT HIM/HER FROM GETTING DISEASES, INCLUDING VACCINATIONS RECEIVED IN A CAMPAIGN OR IMMUNIZATION DAY?**

Only ask IM6-IM16A to obtain the child's vaccination status if a vaccination card or other document is not available (that is, if the answer to IM1 was '2' for 'Yes, not seen' or '3' for 'No card'). Describe the vaccination techniques in detail to the mother/caretaker and provide further explanations if needed. When mentioning the vaccines or the specific diseases, use local synonyms if needed. We are not interested in injections for treating a disease – antibiotics, anti-malarials, etc. – but only in vaccines.

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question, to start asking about each of the vaccines. If the answer is 'No' or 'DK', skip to IM18.

**IM7. HAS (*name*) EVER RECEIVED A BCG VACCINATION AGAINST TUBERCULOSIS – THAT IS, AN INJECTION IN THE ARM OR SHOULDER THAT USUALLY CAUSES A SCAR?**

Circle the code corresponding to the response.

**IM8. HAS (*name*) EVER RECEIVED ANY ‘VACCINATION DROPS IN THE MOUTH’ TO PROTECT HIM/HER FROM GETTING DISEASES – THAT IS, POLIO?**

Circle the code corresponding to the response. If the answer is ‘Yes’, continue to the next question. If the answer is ‘No’ or ‘DK’, skip to IM11A.

**IM10. HOW MANY TIMES WAS HE/SHE GIVEN THESE DROPS?**

Fill in the number in the space provided.

**IM11A. HAS (*name*) EVER RECEIVED A PENTAVALENT VACCINATION – THAT IS, AN INJECTION TO PREVENT HIM/HER FROM GETTING DIPHTERIA, WHOOPING COUGH, TETANUS, HEPATITIS B, INFLUENZAE B?**

Probe by indicating that Pentavalent vaccination is sometimes given at the same time as Polio

Circle the code corresponding to the response. If the answer is ‘Yes’, continue to the next question. If the answer is ‘No’ or ‘DK’, skip to IM12A.

**IM11B. HOW MANY TIMES WAS A PENTAVALENT VACCINE RECEIVED?**

Fill in the number in the space provided.

**IM11. HAS (*name*) RECEIVED A DPT VACCINATION – THAT IS, AN INJECTION IN THE THIGH OR BUTTOCKS – TO PREVENT HIM/HER FROM GETTING TETANUS, WHOOPING COUGH, DIPHTHERIA?**

Circle the code corresponding to the response. If the answer is ‘Yes’, skip to IM16. If ‘No’ or ‘DK’, continue to IM12A.

Probe by indicating that DPT vaccination is sometimes given at the same time as Polio

**IM12A. HAS (*NAME*) EVER RECEIVED A DTAP-P1 VACCINATION – THAT IS, AN INJECTION TO PREVENT HIM/HER FROM GETTING DIPHTERIA, WHOOPING COUGH, TETANUS, POLIO?**

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If 'No' or 'DK', skip to IM12C.

**IM12B. HOW MANY TIMES WAS A DTaP-P1 VACCINE RECEIVED?**

Fill in the number in the space provided.

**IM12C. HAS (NAME) EVER RECEIVED A Hib1 VACCINATION – THAT IS, AN INJECTION TO PREVENT HIM/HER FROM GETTING HAEMOPHILUS INFLUENZAE TYPE B (FLU)?**

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If 'No' or 'DK', skip to IM13.

**IM12D. HOW MANY TIMES WAS A Hib1 VACCINE RECEIVED?**

Fill in the number in the space provided.

**IM13. HAS (name) EVER BEEN GIVEN A HEPATITIS B VACCINATION – THAT IS, AN INJECTION IN THE THIGH OR BUTTOCKS – TO PREVENT HIM/HER FROM GETTING HEPATITIS B?**

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If 'No' or 'DK', skip to IM16.

Probe by indicating that the Hepatitis B vaccine is sometimes given at the same time as Polio and DPT vaccines

**IM14. WAS THE FIRST HEPATITIS B VACCINE RECEIVED WITHIN 24 HOURS AFTER BIRTH, OR LATER?**

Circle the code corresponding to the response.

**IM15. HOW MANY TIMES WAS A HEPATITIS B VACCINE RECEIVED?**

Fill in the number in the space provided.

**IM16. HAS (name) EVER RECEIVED A MEASLES INJECTION OR AN MMR INJECTION – THAT IS, A SHOT IN THE ARM AT THE AGE OF 9 MONTHS OR OLDER – TO PREVENT HIM/HER FROM GETTING MEASLES?**

Circle the code corresponding to the response. If the mother/caretaker specifically mentions measles vaccine but refers to an injection in the thigh, accept the answer as valid and circle '1' for 'Yes' and continue to the next question. If 'No' or 'DK', skip to IM18.

**IM16A. HOW MANY TIMES WAS A MEASLES INJECTION OR AN MMR INJECTION VACCINE RECEIVED?**

Fill in the number in the space provided.

**IM18. HAS (*name*) RECEIVED A VITAMIN A DOSE WITHIN THE LAST 6 MONTHS?**

This question asks if the child has received a vitamin A supplement.

Circle the code corresponding to the response. If the child has never received a vitamin A supplement or the mother/caretaker does not know if he/she has ever received one, skip to the next module.

**UF13. Record the time**

Record the time of the day you finish the under-five interview using the am/pm system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

**UF14. Is the respondent the mother or caretaker of another child age 0-4 living in this household?**

If the respondent is the mother or caretaker of another child age 0-4 living in this household, mark the box marked 'Yes' and indicate to the respondent that you will need to measure the weight and height of the child later. Go to the next QUESTIONNAIRE FOR CHILDREN UNDER FIVE to be administered to the same respondent.

If the respondent is not the mother or caretaker of another child age 0-4 living in this household then ask:

**UF15. Does any child age of 2- 9 years reside in the household?**

*Check Household Listing Form, column HL9A for any eligible child age 2- 9 years.*



If the respondent is the mother or caretaker of another child age 2-9 living in this household, mark the box marked 'Yes' and indicate to the respondent that you will need to measure the weight and height of the child later. Go to the next QUESTIONNAIRE FOR CHILDREN WITH DISABILITIES to be administered to the same respondent.

If the respondent is not the mother or caretaker of another child age 2-9 living in this household then mark the appropriate box and end the interview with this respondent by thanking him/her for his/her cooperation and tell her/him that you will need to measure the weight and height of the child.

Check to see if there are other woman's or under-5 questionnaires to be administered in this household.

Move to another woman's or under-5 questionnaire, or start making arrangements for anthropometric measurements of all eligible children in the household.

## **8. ANTHROPOMETRY MODULE:**

- Weights and heights of all eligible children under five in the household may be measured at any time after the Household questionnaire has been completed. It is best to complete the measurements on those children who are present in the household. The most important thing is not to miss measuring those children who are eligible.
- Measurement of heights and weights will be the responsibility of the field supervisor assisted by the interviewer. Each fieldwork team will have one set of measuring boards and weighing scales. Therefore, once you have completed the household questionnaire and are ready to start anthropometric measurements, you should call upon the field supervisor to join you in the household, together with the equipment.
- Although the field supervisor will be the main team member responsible for anthropometric measurements, other fieldwork staff will also receive training on how to weigh and measure children. In some cases, the entrance of measurers to the household

may not be possible; in such cases, interviewers may perform the measurements inside the household, with the assistance of the mother. If it is not possible to measure the child inside then measurements may be done outside.

- Each eligible child will be weighed and measured, and the results will be recorded in his/her questionnaire. Be sure the weight for each child is recorded on the correct questionnaire. Procedures for weight and height measurements are discussed in detail in Annex V. This section is confined to explaining how the results will be coded.

***AN1. Measurer's name and number***

You should enter the name and two-digit identification number of the person who performed the measurements in the space provided. This would normally be the field supervisor.

***AN2. Result of height/length and weight measurement***

Circle the appropriate code corresponding to the result of the measurement. If the reason is 'Other', write a description in the line provided and circle '6'.

***AN3. Child's weight***

The child should be weighed according to the instructions given during training. Record exactly as is shown on the scale, in kilograms with one decimal point. Use a leading zero if the number of kilograms is one digit. If the weight is not measured circle '99.9'.

***AN4. Child's length or height***

Check the age of the child in AG2. If the child is under 2 years old, check the appropriate box, circle '1' and then measure and record recumbent length (that is, lying down), to the nearest tenth of a centimetre. If the child is age two or older, check the corresponding box, circle '2', and then measure and record standing height. Write a zero first if the number of centimetres is two digits.

***AN6. Is there another child in the household who is eligible for measurement?***

If there is another child in the household who is eligible for measurement, check the box marked 'Yes' and record measurements for the next child on that child's questionnaire. If 'No', check the appropriate box and end the interview with this household by thanking all participants for their cooperation.

- After you have completed all anthropometric measurements in the household, you should record the results of the interviews in UF9 of the Under-Five Child Information Panel on each child's questionnaire.

**OBSERVATIONS** : The last page of the under-5 questionnaire has been reserved for the interviewers, supervisors, or editors to write any notes or observations regarding this particular under-5 interview.

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**SECTION VI Child Disability**

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## **1. INTRODUCTION:**

The purpose of the Questionnaire for Child Disability is to determine those children who potentially have some form of disability. This module is to be administered to the mother or primary caretaker of each child resident in the household age 2 through 9 years (this includes those age 2 and age 9). For household members below age 2 or above age 9, rows should be left blank.

You will have identified children age 2 - 9 years, eligible for this questionnaire, after you have completed the Household Listing Form in the Household Questionnaire.

To collect information on children age 2 – 9 years by using this questionnaire, we have to identify a respondent who can answer questions on the well-being of these children. If the mother is living in the same household as the eligible child (in other words, if she is listed in the Household Listing, together with the child), then she is obviously the person who should be interviewed for that child. If the mother of the eligible child is not listed in the Household Listing (she may be deceased or living elsewhere), you should have identified a person in the Household Listing who takes primary responsibility for raising and caring for the child. This person can be a man or a woman.

Note:

- The primary caretaker is not simply someone looking after the child when the mother is away (for example, people who may care for the child during the day when the mother is at work).
- Only interview a respondent other than the mother if the mother is not listed in the household.

*This questionnaire is to be administered to all mothers or primary caretakers (see the Household Listing, column HL8 and HL9A) who care for a child that lives with them and is age 2 – 9 years (see the Household Listing, column HL6).*

A separate form should be filled in for each eligible child listed in the Household Questionnaire – check column HL9A on the Household Listing.

## **2. CHILD DISABILITY INFORMATION PANEL:**

DA1-DA8 should be filled in before you start the interview.

### **DA1. Cluster number**

Enter the ED number from the Household Questionnaire, question HH1.

### **DA2. Household number**

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

### **DA3. Child's name**

Enter the child's name from the Household Questionnaire, column HL2 of the Household Listing. The child's name should be used throughout the interview. In order to prevent confusion during the interview, his/her name is recorded here.

### **DA4. Child's line number**

Enter the child's line number from the Household Questionnaire, column HL1 of the Household Listing.

### **DA5. Mother's / Caretaker's name**

Enter the mother's/primary caretaker's name from the Household Questionnaire, column HL2 of the Household Listing.

### **DA6. Mother's / Caretaker's line number**

Enter the mother's/primary caretaker's line number from the Household Questionnaire, column HL1 of the Household Listing.

**DA7. Interviewer name and number**

Enter your own name and identifying number. You will be provided with these identification numbers during training.

**DA8. Day / Month / Year of interview**

Enter the date of the interview: day/month/year. If the interview is not completed on your first visit and you visit the household to interview the mother/caretaker again, revise and enter the final date of the interview. In other words, the date here should be the date when you have either completed the Questionnaire for Child Disability, or when the interview was not conducted but when it was decided that there will be no more attempts to interview the mother or primary caretaker of the child age 2 - 9.

Repeat greeting if not already read to this mother/primary caretaker:

**WE ARE FROM STATISTICAL INSTITUTE OF BELIZE. WE ARE WORKING ON A PROJECT CONCERNED WITH FAMILY HEALTH AND EDUCATION WITH UNICEF. I WOULD LIKE TO TALK TO YOU ABOUT *(name)*'S HEALTH CONDITION. THIS WILL TAKE ONLY A FEW MINUTES. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE SHARED WITH ANYONE OUTSIDE THE TEAM WITHOUT YOUR WRITTEN PERMISSION. MAY I START NOW?"**

If you are starting to interview the same person that you have completed the household questionnaire with, you need to read a revised version of the greeting (see below) as the time to complete the questionnaire for children age 2 – 9 years will be different than the household questionnaire and normally a separate consent is required to do this interview.

**NOW I WOULD LIKE TO TALK TO YOU MORE ABOUT *(child's name from DA3)*'S HEALTH CONDITION. THIS WILL TAKE ONLY A FEW MINUTES. AGAIN, ALL THE INFORMATION YOU GIVE ME WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE SHARED WITH ANYONE OUTSIDE THE TEAM WITHOUT YOUR WRITTEN PERMISSION. MAY I START NOW?"**

If permission is given, go to DA12 to begin the interview. If the respondent does not agree to continue, complete DA9, thank her/him and go to the next interview. Later, discuss the refusal with your supervisor; you or another person from the team may attempt to interview the

respondent for a second time. This will depend on your description of the refusal. However, remember that the respondent's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

### **3. CHILD DISABILITY:**

**DA12. Copy child's name and age from HL2 and HL6, from Household Listing Form**

For each child in the household 2-9 years of age, insert the child's name and age from Household Listing HL2 and HL6. This is included to prevent confusion during the interview.

Next, ask the following questions DA13 through DA25 about each child, in turn. Ask the entire set of questions about the first child, and then go on to ask about the next child in the list, asking the entire set of questions about the next child, until you have recorded answers for each child listed. In cases when there is more than one mother/primary caretaker for children listed in the module, complete asking questions on the children of the first mother/primary caretaker, then move to the next mother/primary caretaker.

Circle '1' for 'Yes' and '2' for 'No' in all questions in this module. Insert the child's name in the question. Read out the entire question as it is written.

**DA13. COMPARED WITH OTHER CHILDREN, DOES OR DID (NAME) HAVE ANY SERIOUS DELAY IN SITTING, STANDING, OR WALKING?**

**DA14. COMPARED WITH OTHER CHILDREN, DOES (NAME) HAVE DIFFICULTY SEEING, EITHER IN THE DAYTIME OR AT NIGHT?**

**DA15. DOES (name) APPEAR TO HAVE ANY DIFFICULTY HEARING? (USES HEARING AID, HEARS WITH DIFFICULTY, COMPLETELY DEAF?)**

Do not mention the probing questions unless the respondent cannot answer the first question.

**DA16. WHEN YOU TELL (name) TO DO SOMETHING, DOES HE/SHE SEEM TO UNDERSTAND WHAT YOU ARE SAYING?**

**DA17. DOES (name) HAVE DIFFICULTY IN WALKING OR MOVING HIS/HER ARMS OR DOES HE/SHE HAVE WEAKNESS AND/OR STIFFNESS IN THE ARMS OR LEGS?**

**DA18. DOES (name) SOMETIMES HAVE FITS, BECOME RIGID, OR LOSE CONSCIOUSNESS?**

**DA19. DOES (name) LEARN TO DO THINGS LIKE OTHER CHILDREN HIS/HER AGE?**



**DA20. DOES (name) SPEAK AT ALL (CAN HE/SHE MAKE HIM OR HERSELF UNDERSTOOD IN WORDS; CAN HE/SHE SAY ANY RECOGNIZABLE WORDS)?**

If needed, use the additional probing questions in parentheses, replacing his/her with the appropriate pronoun.

**DA21. Check DA12: Age of child.**

If child is 3 – 9 years old answer DA22 and then skip to DA24. If child is 2 years old answer DA23 and continue.

**DA22. For 3-9 year olds: Is (name)'s SPEECH IN ANY WAY DIFFERENT FROM NORMAL (NOT CLEAR ENOUGH TO BE UNDERSTOOD BY PEOPLE OTHER THAN THE IMMEDIATE FAMILY)?**

This question should be asked only for children age 3-9 (children age 2 should not be asked this question). Check Household Listing, HL6, for the child's age. If the child is age 2, leave the question blank.

If needed, use the additional probing questions in parentheses, replacing his/her with the appropriate pronoun.

**DA23. FOR 2-YEAR-OLDS: CAN (name) NAME AT LEAST ONE OBJECT (FOR EXAMPLE, AN ANIMAL, A TOY, A CUP, A SPOON)?**

This question should be asked only for children age 2. Check Household Listing, HL6, for the child's age. If the child is age 3-9, leave the question blank.

If needed, use the additional probing questions in parentheses.

**DA24. COMPARED WITH OTHER CHILDREN OF THE SAME AGE, DOES [name] APPEAR IN ANY WAY SLOW?**

**This question (DA24) should be asked about each child listed in this module (that is, each child age 2 through 9).**

**DA25. AS PART OF THIS SURVEY, OTHERS IN OUR TEAM MAY VISIT YOU AGAIN TO COLLECT MORE INFORMATION ON SOME OF THE TOPICS WE HAVE JUST TALKED ABOUT, CONCERNING (name). MAY I PROCEED AND NOTE THAT YOU WOULD BE FINE WITH SUCH A VISIT, IF IT OCCURS AT ALL? AGAIN, YOU MAY CHANGE YOUR MIND AND DECLINE TO SPEAK TO OUR TEAM IF AND WHEN THE VISIT HAPPENS.**

This question is necessary to obtain consent from the mother or primary caregiver for follow up visits from the Ministry of Health.

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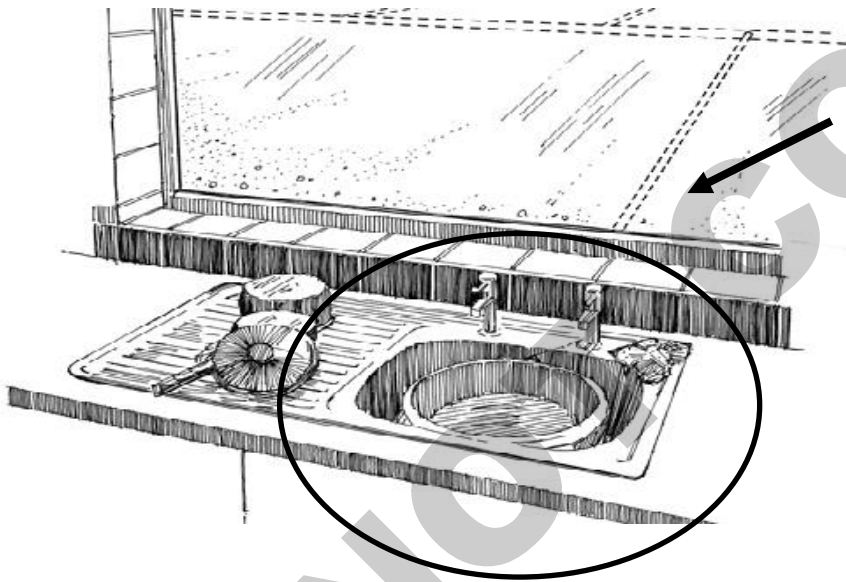
**ANNEX I: SAMPLE LIST**

<b>Region:</b>	Belize			
<b>City/Town/Village:</b>	Belize City			
<b>ED Number:</b>	0103			
<b>Cluster Number</b>	078			
<b>HH Num</b>	<b>Full Address</b>	<b>Surname of Head</b>	<b>First name of Head</b>	<b>Comments</b>
4	#21 Albert St.	King	Shanta	White two storey house
15	#42 Berkeley St.	Guerra	Jorge	
26	#2 Berkeley St.	Baptist	Jason	Downstairs old yellow house
37	#30Albert St.	Williams	Maud	Upstairs brown wood house
48	#12Albert St.	Villanueva	Karen	White & green, wood and cement
59	#18 East Canal	Wattson	Danny	Upstairs green wood house
70	East Canal	Faber		Upstairs blue wood house
81	#168 East Canal	Mckoy	Consy	Upstairs wood house, unpainted
92	#52 East Canal	Smith	Candy	Upstairs white wood house
103	#37 Race Course St.	Lambey	Jose	Downstairs, plywood & plastic

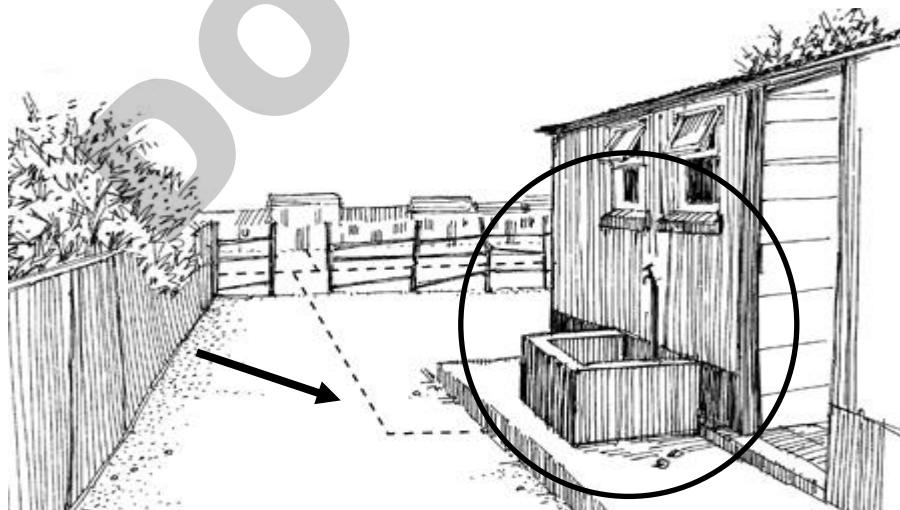
## ANNEX II: PICTORIAL ILLUSTRATION OF SOURCES OF WATER

### PIPED WATER

Water piped into dwelling

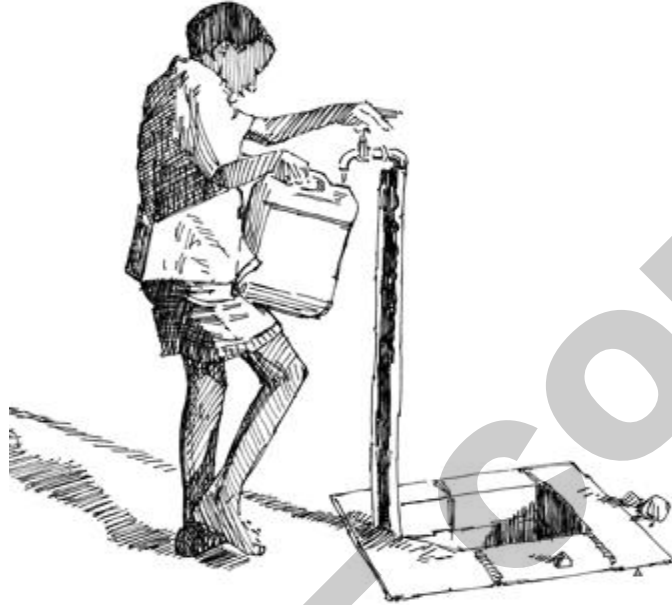


Piped into yard or plot



Public tap or standpipe

Boy at standpipe



Woman filling jerry can at standpipe



## HAND PUMP

### Hand Pump

Woman filling bucket at hand-pump



## DUG WELL

### Protected well

Covered well



Drawing water from a protected well



Unprotected well

Open well



Open well

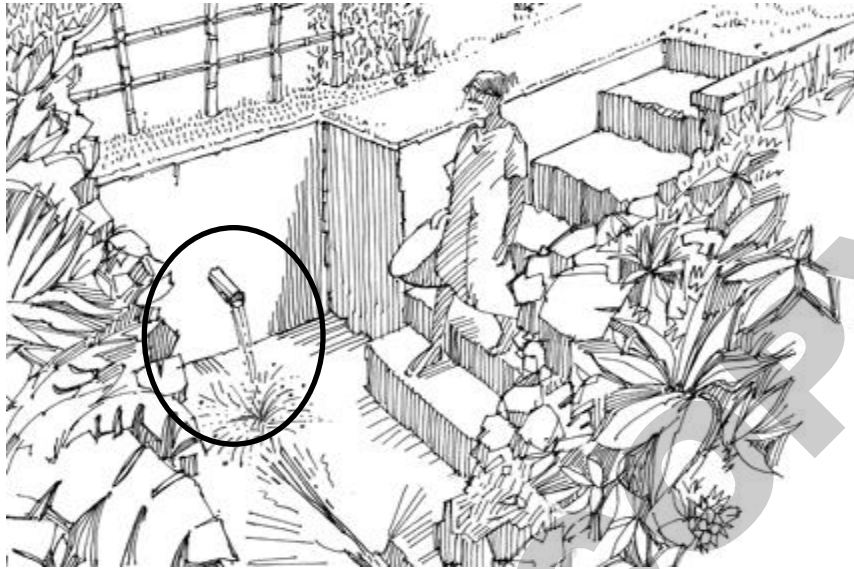


## WATER FROM SPRING

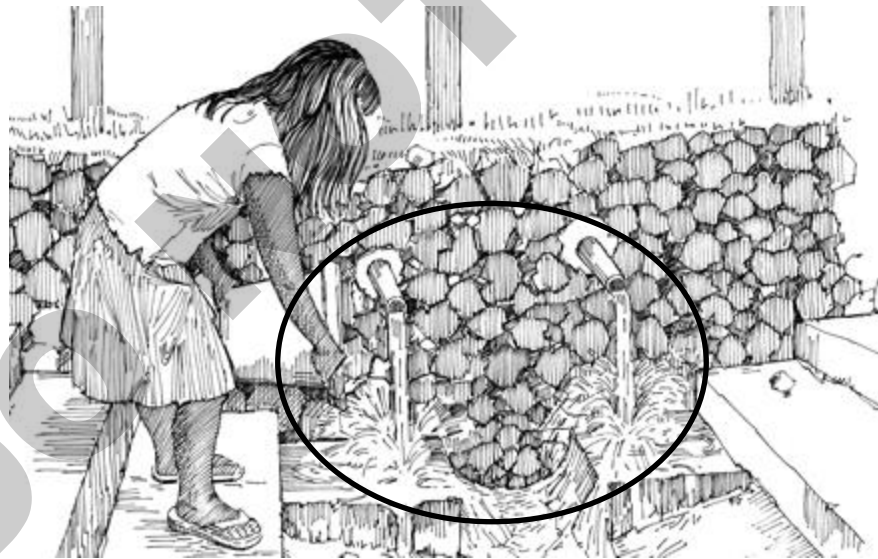
### Protected spring

Protected spring with access steps



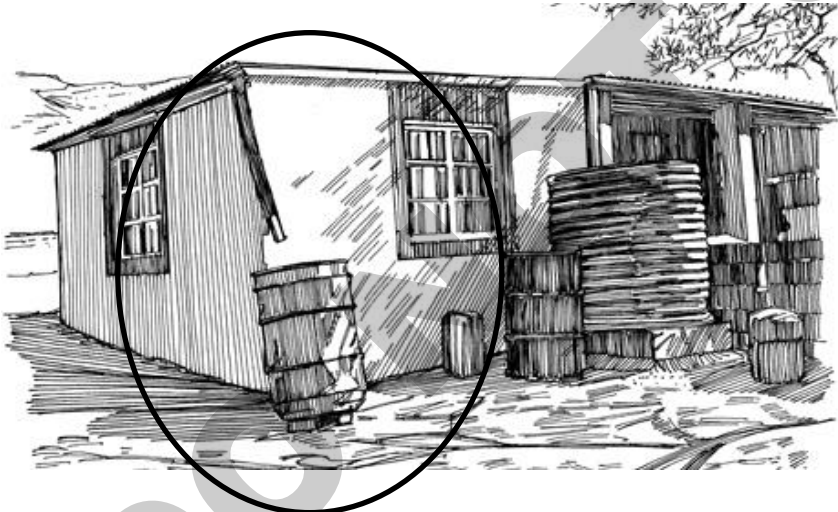
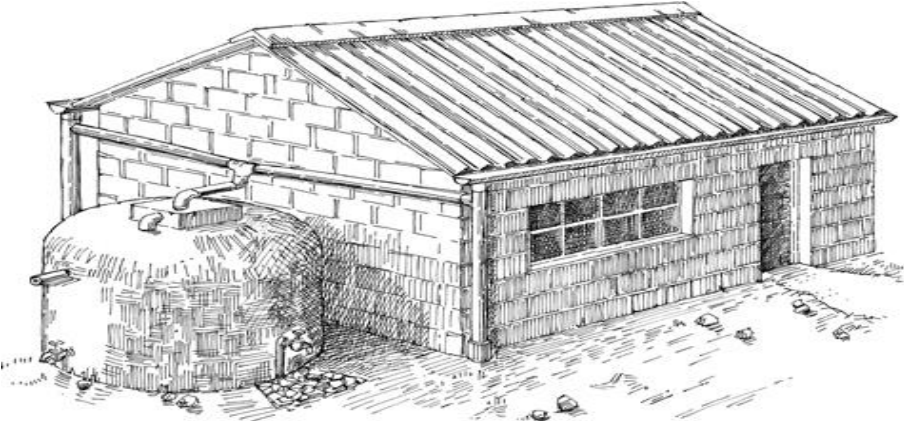


Collecting water from protected spring

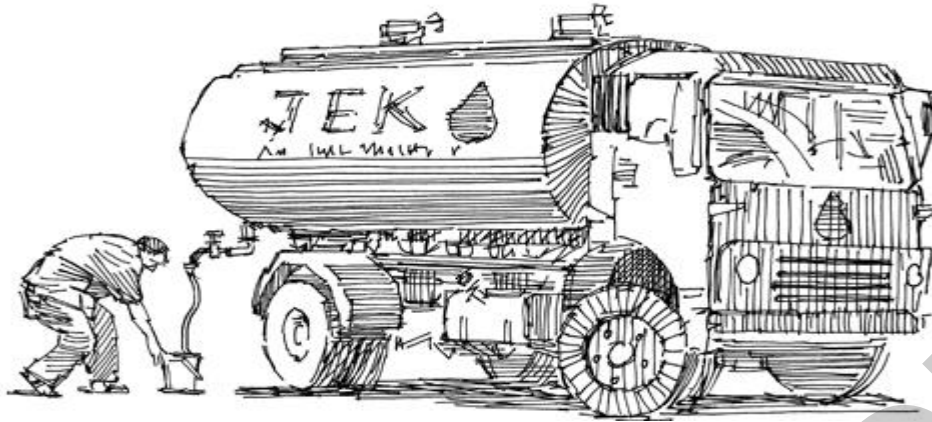


## RAINWATER COLLECTION

### Rainwater Collection



**TANKER-TRUCK**



**SURFACE WATER**

Collecting water from river



Collecting water from lake



**BOTTLED WATER**



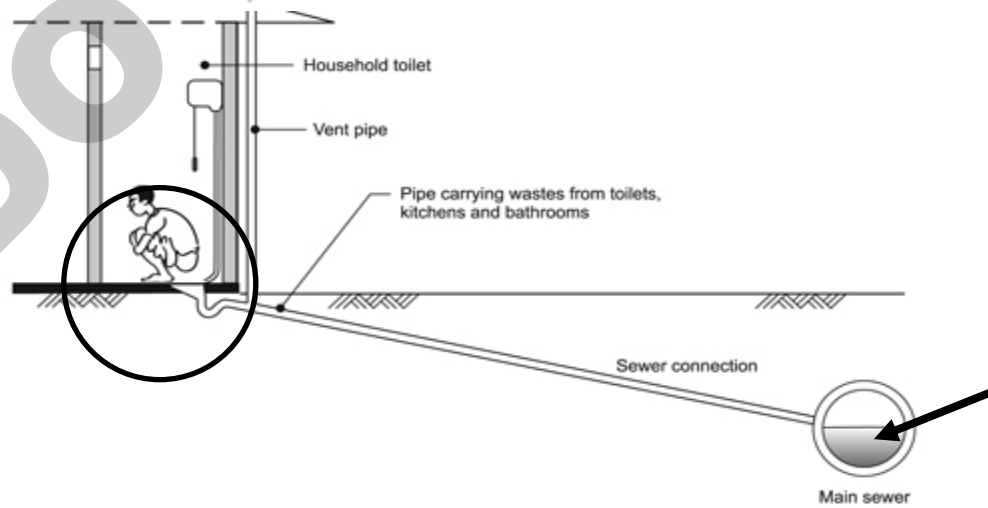
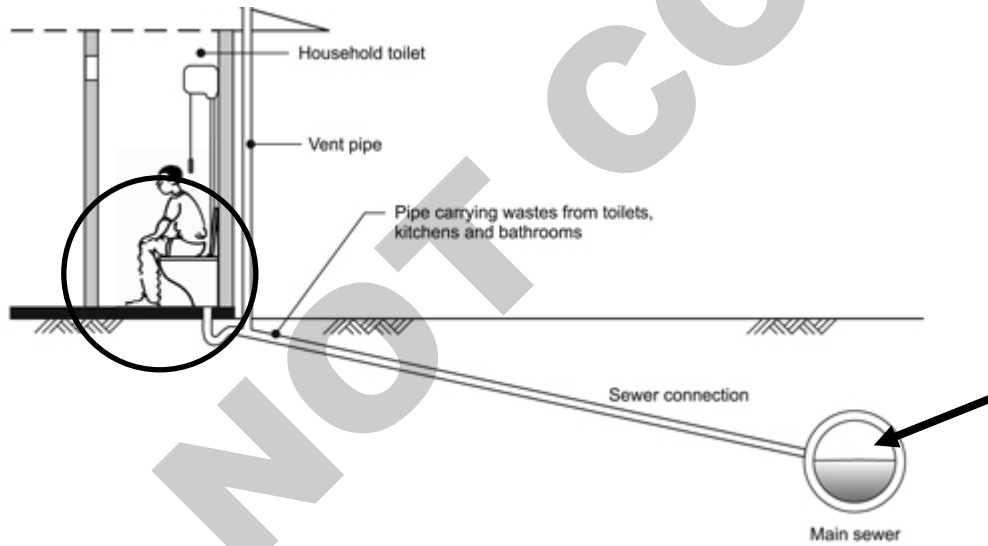
Based on Rod Shaw's Preparation of pictorial illustrations on access to water supply and sanitation facilities for use in national household surveys available at [www-staff.lboro.ac.uk/~cvrjs2/JMP-Final-Report.htm](http://www-staff.lboro.ac.uk/~cvrjs2/JMP-Final-Report.htm).

DO NOT COPY

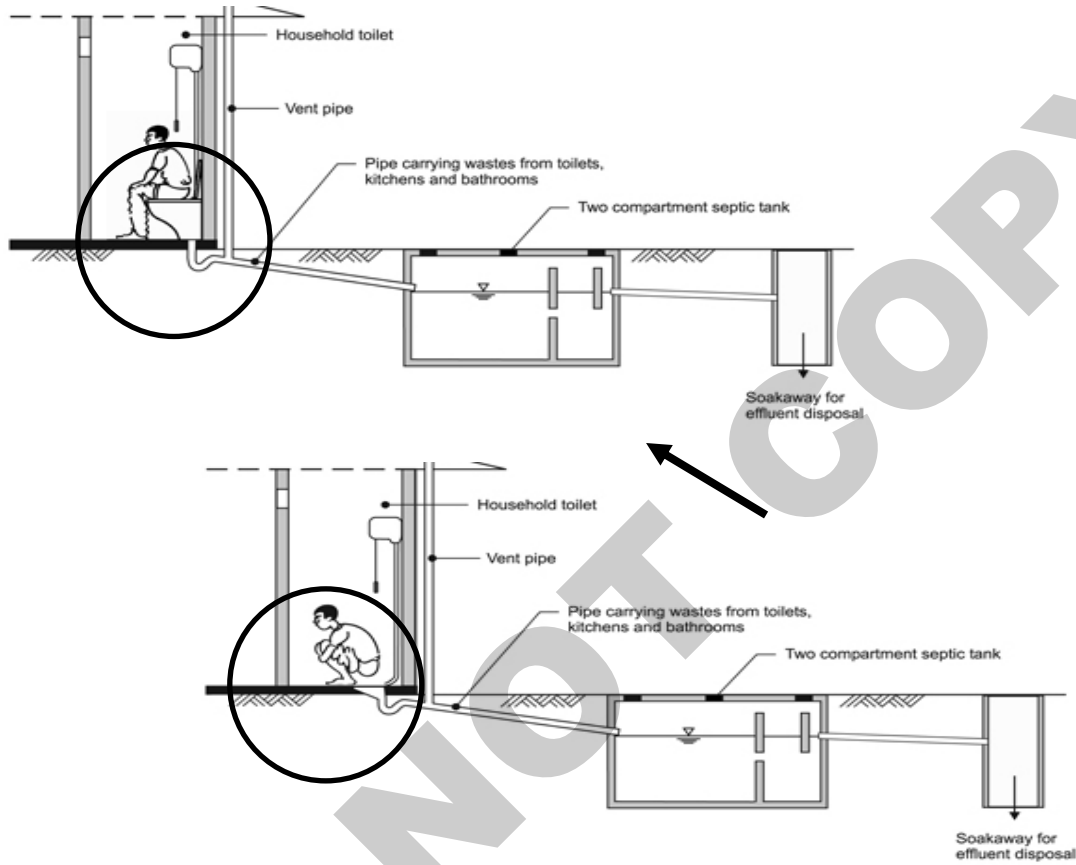
# ANNEX III: PICTORIAL ILLUSTRATION OF TOILET FACILITIES

## FLUSH / POUR-FLUSH

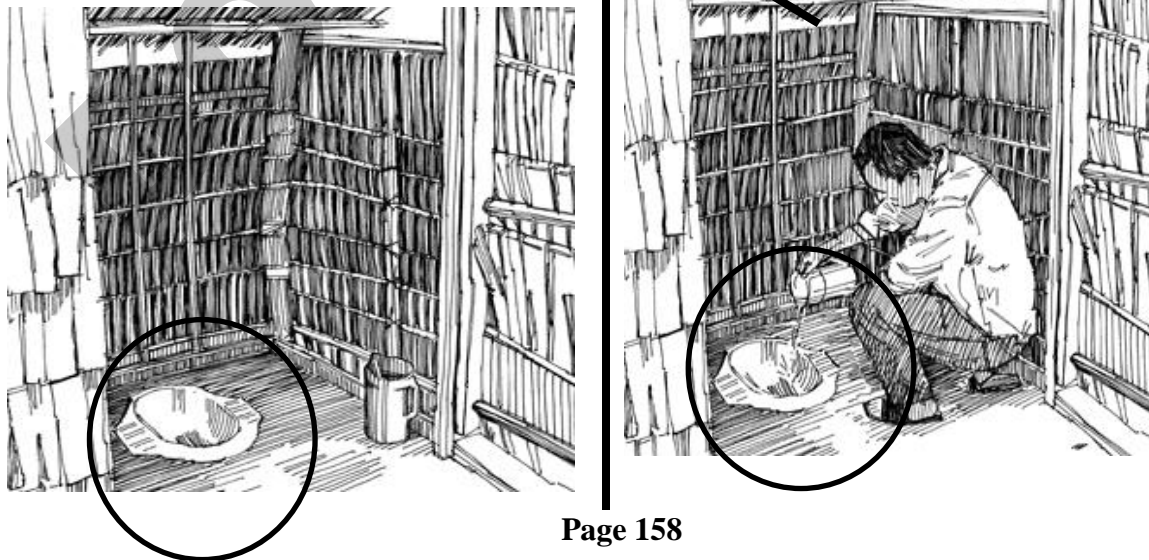
Flush toilet to piped sewer system



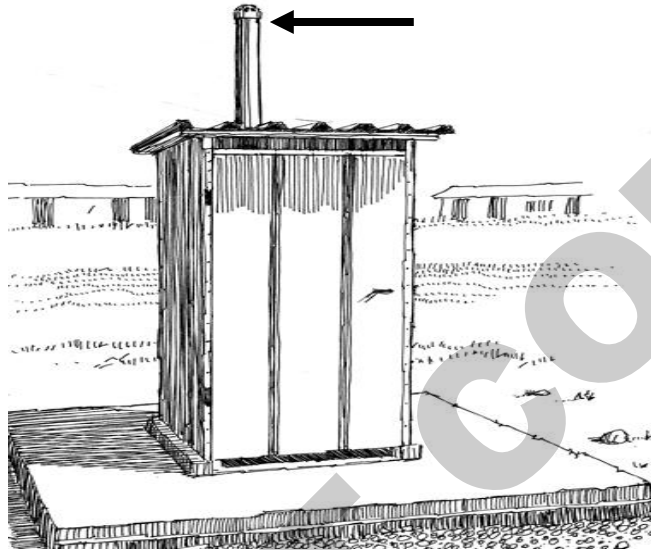
Flush to septic tank



Flush to pit (latrine) (13)

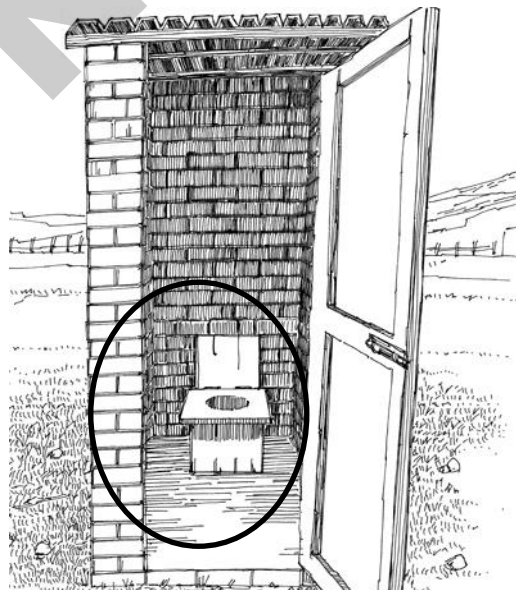


**VENTILATED IMPROVED PIT (VIP) LATRINE**

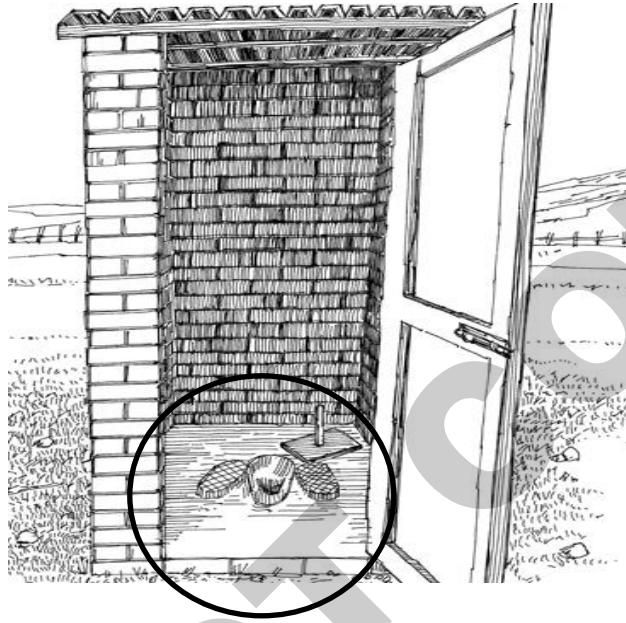


**PIT LATRINE WITH SLAB**

Simple pit latrine with seat and seat cover

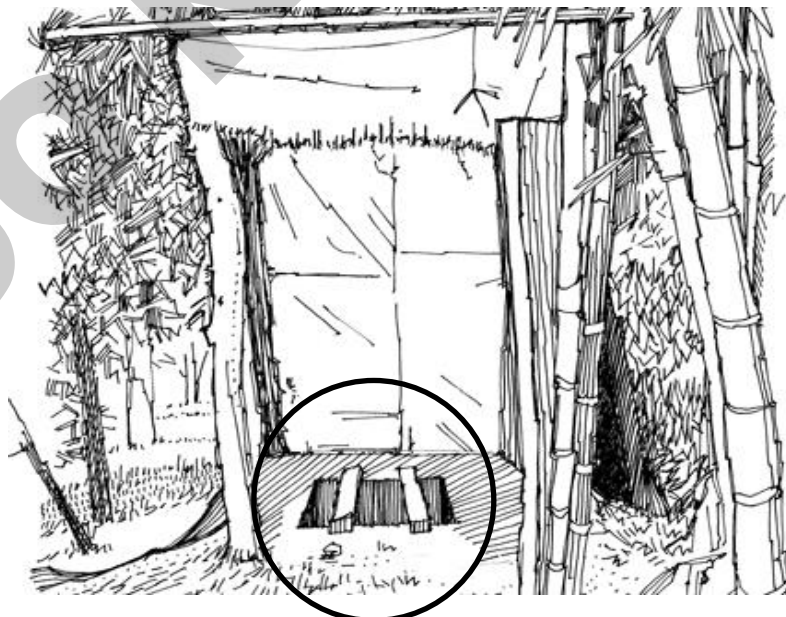


Simple pit latrine with hole cover



PIT LATRINE WITHOUT SLAB / OPEN PIT

Simple pit latrine



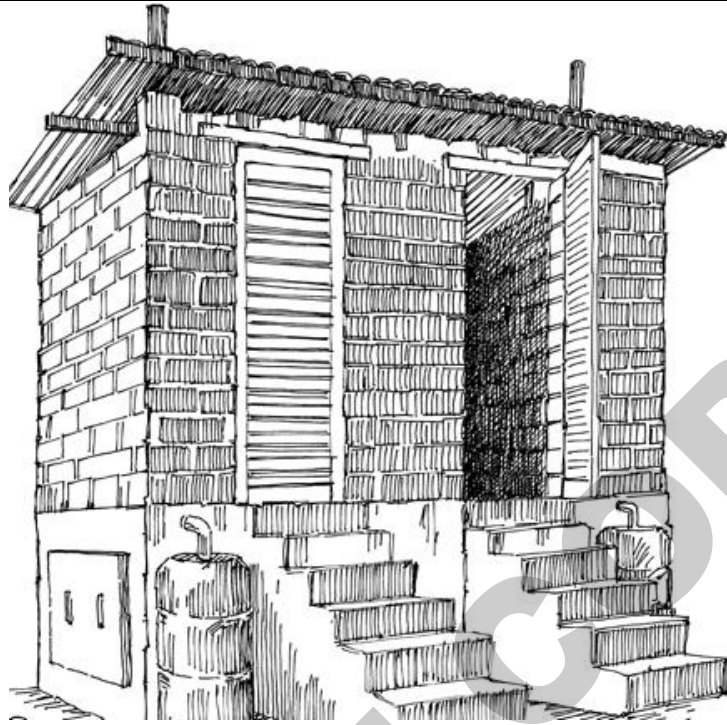


Open pit with logs



**COMPOSTING TOILET**

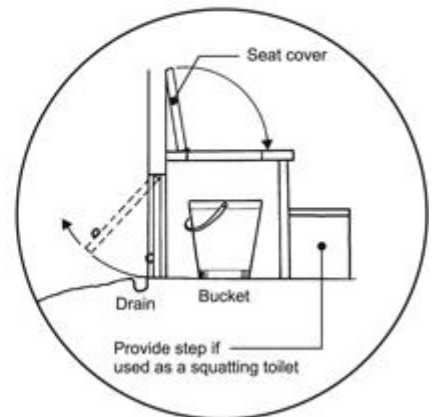
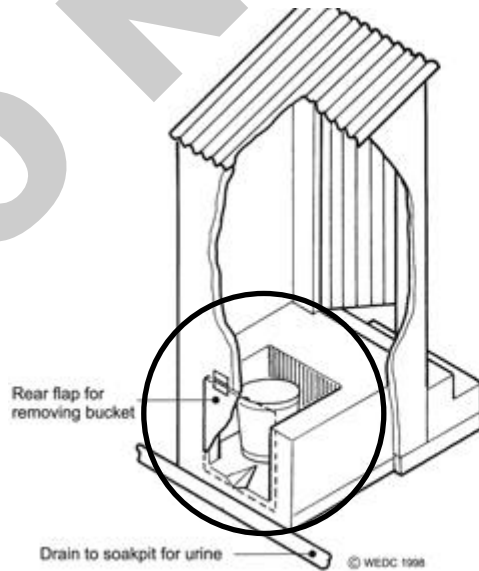
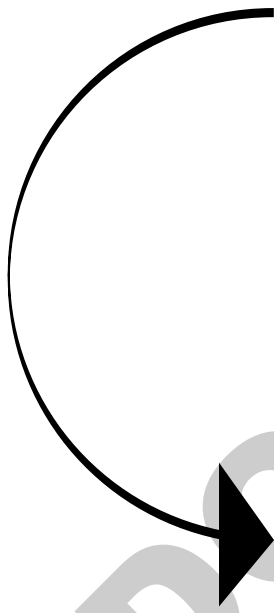
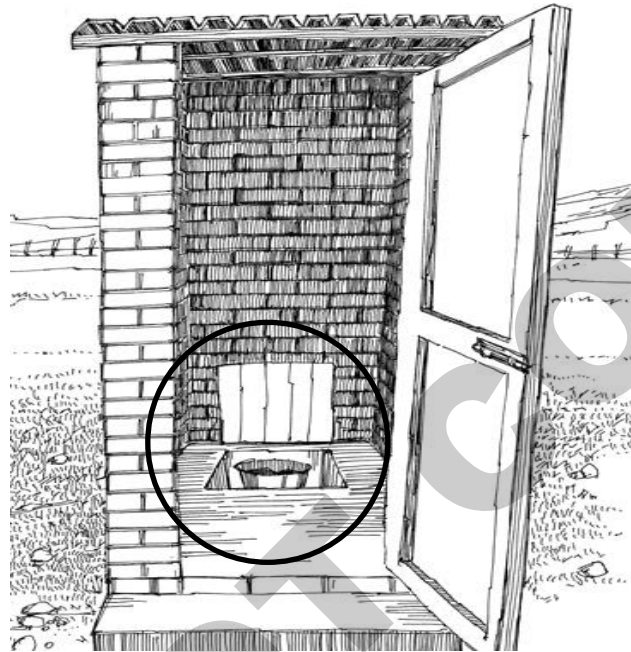
Compost latrine



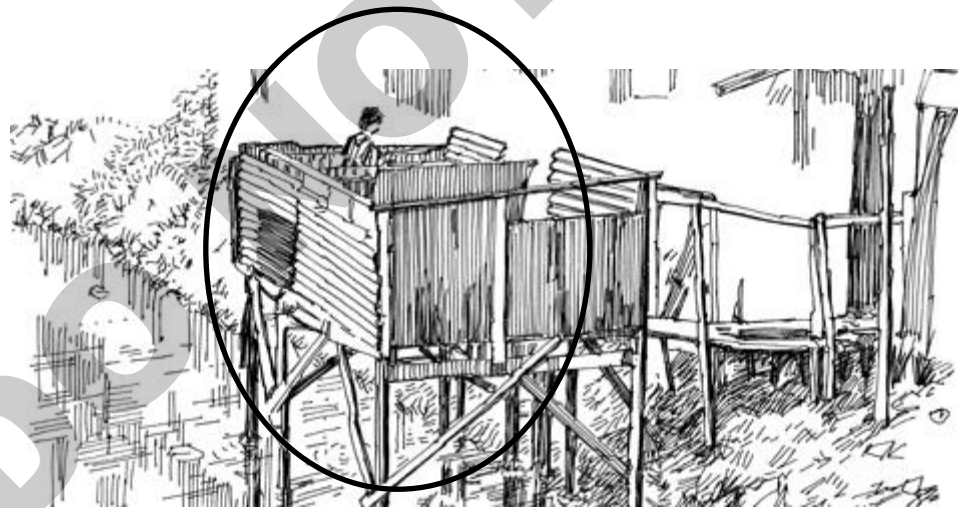
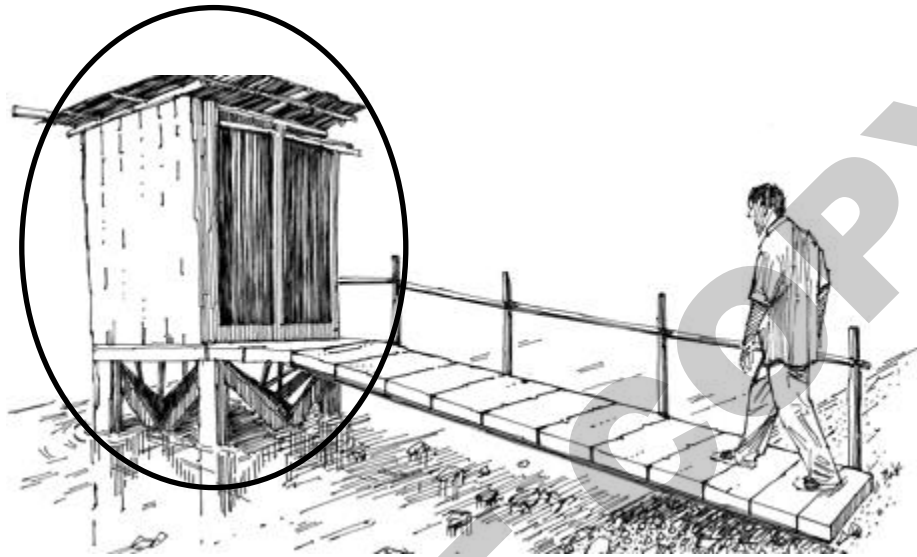
DO NOT COPY

BUCKET

Bucket latrine



## HANGING TOILET / HANGING LATRINE

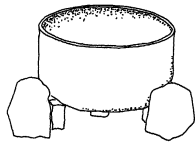


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Based on Rod Shaw's Preparation of pictorial illustrations on access to water supply and sanitation facilities for use in national household surveys available at [www-staff.lboro.ac.uk/~cvrjs2/JMP-Final-Report.htm](http://www-staff.lboro.ac.uk/~cvrjs2/JMP-Final-Report.htm).

## ANNEX IV: PICTORIAL ILLUSTRATION OF OPEN FIRE, OPEN STOVE AND CLOSED STOVE

### 1. Open fire or stove without chimney or hood

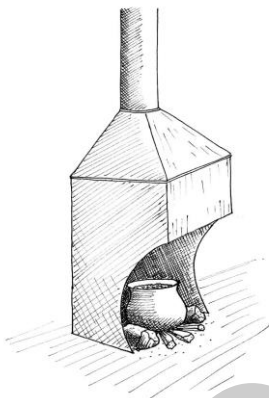


Open fire

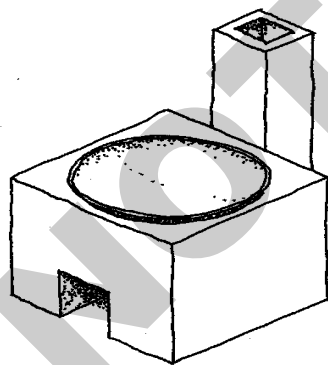


Open fire

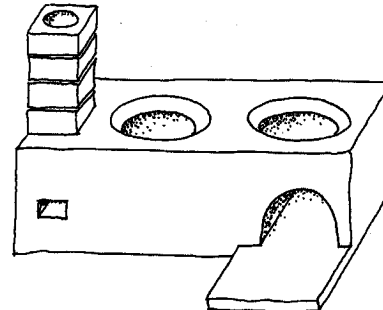
### 2. Open fire or stove with chimney or hood



Open fire with hood

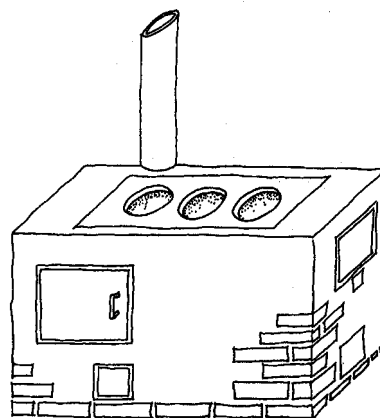


Open stove with chimney



Open stove with chimney

### 3. Closed stove with chimney

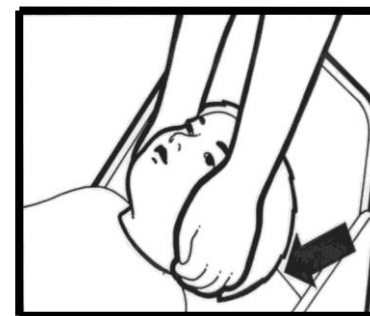
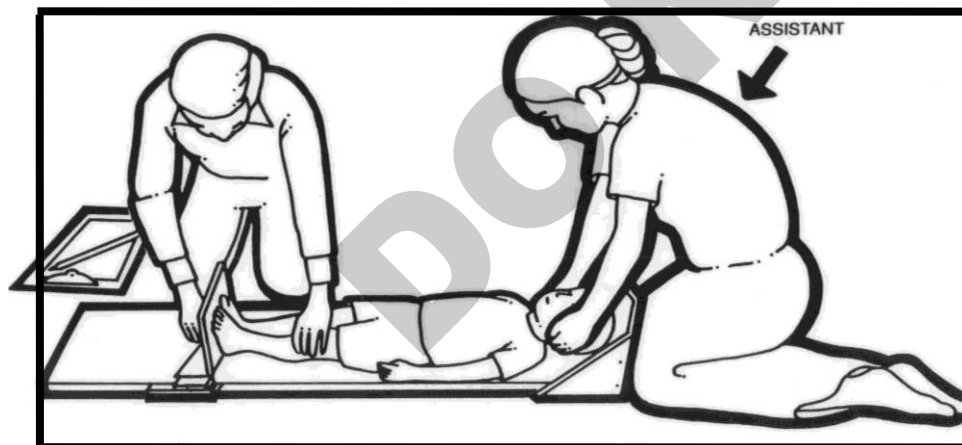


Closed stove with chimney

## ANNEX V: MEASUREMENT OF LENGTH AND HEIGHT

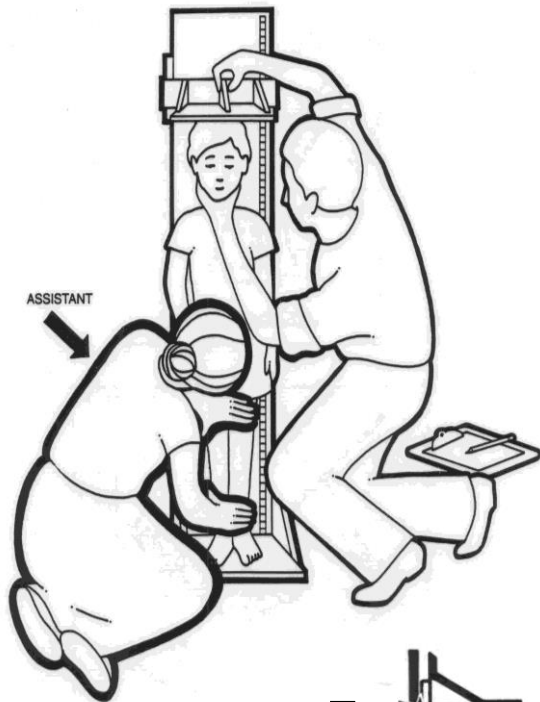
### How to Measure Length

1. Measure length for children less than 24 months of age.
2. Measure infant without shoes and wearing light underclothing or clean diaper.
3. Remove hair accessories that interfere with measurement
4. Lay child on his back in the center of the measuring surface.
5. Assistant cups the ears to hold the infant's head so the infant is looking upward and the crown of the head is against the headpiece.
6. Bring knees together, extend both legs and bring movable foot piece to rest against heels.
5. Read measurement to the nearest 0.1 cm.



Head  
against  
headpiece

# How to Measure Height



1. Measure height for children 24 months and older if they can stand unassisted.

2. Measure child without shoes and wearing light clothing.

3. Remove hair accessories that interfere with measurement.

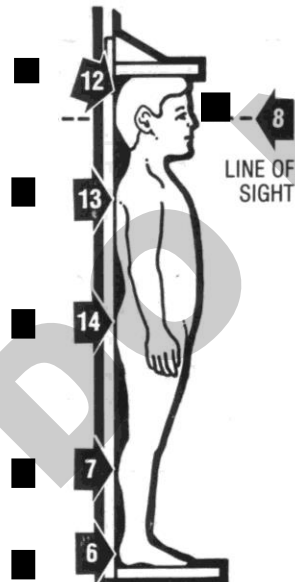
4. Position child with feet flat and together on the base of the board.

5. Heels, back of knees, buttocks, shoulder blades and back of head touch back of board while child is maintaining a normal stance. For some children this is not possible and only the heels and buttocks will touch the board.

6. Shoulders level and eyes looking straight ahead.

7. Headpiece firmly against top of the child's head and firmly against the board.

8. Read measurement to the nearest 0.1 cm.



## ANNEX VI: SUPERVISOR'S/EDITOR'S CONTROL SHEET

### MICS4 Supervisor's/Editor's Control Sheet

Cluster Number: \_\_\_\_\_

i

ED Number: \_\_\_\_\_

Supervisor Number: \_\_\_\_\_

Date: \_\_\_\_\_

HH No. (1)	Name of Head of HH (2)	Interviewer and date assigned (3)	Final Result (4)	Number of Eligible			Interviews Completed			Notes (9)
				Women (5)	Children Under 5	Children Disability	Women (7)	Children under 5	Children Disability (8)	
Total:										



## ANNEX VII: INTERVIEWER'S CONTROL FORM

### Interviewer's Control Sheet

Cluster Number: \_\_\_\_\_

ED NUMBER: \_\_\_\_\_

Interviewer Number: \_\_\_\_\_

Date: \_\_\_\_\_

HH No. (1)	Name of Head of Household (2)	Final Result (3)	Number of Eligible			Interviews Completed			Notes (8)
			Women (4)	Children Under 5	Children Disability (5)	Women (6)	Children Under 5	Children Disability (7)	
Total:									

Notes: (continue on reverse side, as needed)

## **ANNEX VIII:INTERVIEWER’S AUXILIARY FORMS**






**I. Example sentences for literacy test:**

1. The child is reading a book.
2. The rains came late this year.
3. Parents must care for their children.
4. Farming is hard work.

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RESPONSE CARD:

SIDE 1

<b>Very happy</b>	<b>Somewhat happy</b>	<b>Neither happy, nor unhappy</b>	<b>Somewhat unhappy</b>	<b>Very unhappy</b>
				

SIDE 2

<b>Very satisfied</b>	<b>Somewhat satisfied</b>	<b>Neither satisfied, nor unsatisfied</b>	<b>Somewhat unsatisfied</b>	<b>Very unsatisfied</b>
