

Lao Social Indicator Survey LSIS (MICS/DHS) Surveyor Manual

Manual (II)
Women & Men
Questionnaire

LSIS Technical Task Force &
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INTRODUCTION

A major national household survey, Lao Social Indicator (LSIS) is being undertaken to provide a comprehensive data on key indicators to support the monitoring of the Millennium Development Goals (MDGs) and the 7th National Socio-Economic Development Plan (NSEDPlan).

In Lao PDR, data against key social development indicators have been collected through two national surveys: **Multiple Indicator Cluster Survey (MICS)** (1996, 2000, 2006) and **Lao Reproductive Health Survey (LRHS)** (1995, 2000, 2005) respectively.

To avoid the duplicated efforts and effective utilization of the resources, the LSIS combines and applies the technical framework of the MICS and DHS. Therefore, this manual is substantially based on the MICS and DHS manuals.

The surveyor manual II, Individual Women and Men Questionnaire, is especially meant for the LSIS surveyors to use as a reference when they conduct interviews with women and men at age 15 - 49. It is mainly focused on how to conduct an interviews and how to fill the individual women questionnaire as well individual men questionnaire.

If a further clarification is needed, please contact the respective LSIS Field Directors.

HOW TO FILL IN THE QUESTIONNAIRE FOR INDIVIDUAL WOMEN

The purpose of the Questionnaire for Individual Women is to provide information on a wide range of LSIS 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 who are age 15 through 49 (see column HL7 of the Household Listing).

WOMEN'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.

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 women'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 DEPARTMENT OF STATISTICS AND MINISTRY OF HEALTH. WE ARE WORKING ON A PROJECT CONCERNED WITH FAMILY HEALTH AND EDUCATION. I WOULD LIKE TO TALK TO YOU ABOUT THESE SUBJECTS. THE INTERVIEW WILL TAKE ABOUT 60 MINUTES. ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND YOUR ANSWERS WILL NEVER BE SHARED WITH ANYONE OTHER THAN OUR PROJECT TEAM”**.

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, 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 women questionnaires.

WM9. DATA ENTRY CLERK (NAME AND NUMBER)

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

WM10. RECORD THE HOUR AND MINUTES

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

WOMAN'S BACKGROUND MODULE

It is a module to collect the background information of the woman including age, education level, and literacy status.

Age and date of birth: Age (WB1 or WB2) is one of the most important questions in the interview, since almost all analysis of the data depends on the respondent's age. This question 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 WERE 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. Check consistency between WB1 and WB2.

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 HL5 and HL6 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 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. Ensure that the woman understands what is meant by 'non-standard curriculum'. 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 Year 1 of upper secondary school for only 2 weeks, record 'Upper Secondary'.

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

For this question, enter the number of years that the respondent successfully completed at that level recorded in WB4. For example, if a woman was attending grade 3 of lower secondary school and left school before completing that year, enter '22'. Although grade 3 was the highest year she attended, she completed 2 years of lower secondary school. If less than 1 year, enter '00' for completed years. For example, if she attended only 2 weeks of grade 1 of lower secondary school, enter '00' for completed grade for her.

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.

ACCESS TO MASS MEDIA AND USE OF INFORMATION/COMMUNICATION TECHNOLOGY

The purpose of this module is to collect information on the exposure of respondents to mass media, and the use of computers and the internet. The module includes 3 questions on mass media (WT2-WT4) and 6 questions on information/communication technologies (WT6-WT11). The questions are straightforward, and will help to understand:

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

WT1. Check WB7

Before starting to ask the questions in this module, check WB7. WT1 is intended to filter out those respondents who are unable to read, so that WT2 (on reading newspapers) is not asked to these respondents.

If WB7 was left blank, which means that respondent has secondary or more education, you should continue with WT2. If WB7 is '2', '3', or '4', continue with WT2. If WB7 is '1' or '5' this means that either the respondent cannot read at all or is blind or mute; skip to WT3.

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

WT2. HOW OFTEN DO YOU READ A NEWSPAPER OR MAGAZINE: ALMOST EVERY DAY, AT LEAST ONCE A WEEK, LESS THAN ONCE A WEEK OR NOT AT ALL?

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

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

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

WT3. DO YOU LISTEN TO THE RADIO ALMOST EVERY DAY, AT LEAST ONCE A WEEK, LESS THAN ONCE A WEEK OR NOT AT ALL?

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

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

WT4. HOW OFTEN DO YOU WATCH TELEVISION: WOULD YOU SAY THAT YOU WATCH ALMOST EVERY DAY, AT LEAST ONCE A WEEK, LESS THAN ONCE A WEEK OR NOT AT ALL?

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

Circle the code corresponding to the response given. As with WT2 and WT3, the purpose is to get an idea of how much exposure the respondent has to influences outside her place of residence, this time through television broadcasts. It does not matter who owns the television or what program she watches. Read the entire question. If the respondent watches television on a computer, for instance, this would still count as watching television, since the intention is to capture exposure to television broadcasts.

The remaining questions of the module, on use of information/communication technology, are only for those respondents who are 15-24 years of age. Therefore, we begin with the skip instruction WT5, to filter out those respondents who are above age 24.

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

WT5. Check WB2: Age of respondent 15-24 years?

Check WB2. If the respondent's age is 25-49, go to the next module, if she is age 15-24, continue with WT6.

WT6. HAVE YOU EVER USED A COMPUTER?

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

Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to WT9. It does not matter who owns the computer and if the computer that the respondent may be using is in the household or elsewhere.

WT7. HAVE YOU USED A COMPUTER FROM ANY LOCATION IN THE LAST 12 MONTHS?

Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to WT9. Again, it does not matter who owns the computer and if the computer is in the household or elsewhere.

WT8. DURING THE LAST ONE MONTH, HOW OFTEN DID YOU USE A COMPUTER: ALMOST EVERY DAY, AT LEAST ONCE A WEEK, LESS THAN ONCE A WEEK OR NOT AT ALL?

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

Note that a respondent who has used a computer during the last 12 months (WT7 = 1) may respond as "Not at all" to this question, when the use of a computer was prior to the last one month, but within the last 12 months.

WT9. HAVE YOU EVER USED THE INTERNET?

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

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

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

WT10. IN THE LAST 12 MONTHS, HAVE YOU USED THE INTERNET?

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

WT11. DURING THE LAST ONE MONTH, HOW OFTEN DID YOU USE THE INTERNET: ALMOST EVERY DAY, AT LEAST ONCE A WEEK, LESS THAN ONCE A WEEK OR NOT AT ALL?

Circle the code corresponding to the response given.

Note that a respondent who has used the internet during the last 12 months (WT10 = 1) may respond as "Not at all" to this question, when the last use of the internet was prior to the last one month, but within the last 12 months.

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 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, read out the probe to make sure the woman understands the meaning of 'birth', as described during your training. Explain: " **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 her answer is still 'No', circle '2' and skip to CM8.

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

Read the question slowly. The sons and daughters being considered are those who live with her in her household (these children should have been 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, or 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, CRIED OR SHOWED SIGNS OF LIFE – EVEN IF HE OR SHE LIVED ONLY A FEW MINUTES OR HOURS?"** If the answer is still 'No', skip to CM10.

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) BIRTHS 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, continue go to ILLNESS SYMPTOMS module. If she has given birth before, continue with BIRTH HISTORY MODULE.

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.

BIRTH HISTORY MODULE

In the birth history module, we want a complete list of all the births the respondent has had in the order in which they occurred starting with her first birth. Begin the section by informing the respondent that we would like to record the names of all of her children, from all marriages and unions, whether or not they are still alive, from the first to the last. The only births we will not include are stillbirths.

If at any time you find that the children are not listed in chronological order, do not erase the information. Instead, correct the birth order Line Numbers and draw arrows to indicate the correct order.

BH1. WHAT NAME WAS GIVEN TO YOUR (FIRST/NEXT) BABY?

Record the name of each child that the respondent mentions on a separate line BH line no., beginning with the first born and continuing until the last born. Write the name that distinguishes that child from the others. If the baby never had a name, either because it is still very young or because it died very young, write "Baby" for the name.

BH2. WERE ANY OF THESE BIRTHS TWINS?

For each and every birth, ask if the birth is single or multiple (twins, triplets, etc.). If the woman reports that she had a multiple birth, record each of the children on a separate line.

Once you have listed the names of all of the respondent's births, record the status of each birth (SINGLE or MULTIPLE) in BH2. After you have completed BH1 and BH2 for all births, you are ready to proceed with BH3 to BH10. Ask all the questions for one child before going on to the next child.

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

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

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

When collecting information on a child's birth date, always look at any documents you collected for the child at the beginning of the interview (e.g., birth certificate or immunization record) to see whether a date of birth was recorded. Before entering a date from these documents, however, check with the respondent to determine whether she believes the date is accurate. In some cases, the information on the document may be the date when the birth was recorded and not the date when the child was born. If the respondent gives you a year of birth but does not know the month of birth, probe to try to estimate the month.

EXAMPLE: if a respondent says her daughter was born in 1987, but she does not know which month, ask her whether she gave birth in the dry or wet season, whether she remembers if she was pregnant at nearly end of the year or beginning of the year, or during some other significant event/season of the year to try to determine the month of birth. Convert months to numbers, as before. If you cannot even estimate a month, write '98' for MONTH.

If the respondent cannot recall the year when the birth occurred, you need to probe carefully. See if the respondent knows a firm birth date for any other child in the household and relate it to that.

EXAMPLE: if she knows the second child was born in 1985 and the first child was just a year old at that time, enter '1984'. You must enter a year for all children, even if it is just your best estimate.

BH5. Is (name) STILL ALIVE?

Circle the code for whether the child is still alive or not. If the child is dead, skip to BH9.

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

The age of all living children should be recorded in completed years.

EXAMPLE: A child who will become three years old next month should be recorded as '02' years today. A child less than one year old will be recorded as age '00' years. Sometimes, a mother will not know the current age of her child. In this case, you may rephrase the question to, "How many years ago was Joy born?" You can also use other available information such as relating Joy's age to the age of a child she does know.

EXAMPLE: The mother may know that her youngest child was born one year ago and that Joy was around two years old at that time, in which case Joy would be three years old now. You MUST record an age for all children who are still alive.

BH7. IS (name) LIVING WITH YOU?

This question is important in determining the extent to which children live away from their natural (biological) mothers. If a child is away at boarding school or lives with other people on a permanent basis, record NO. If the child is away for a short while but usually lives with the mother, record YES.

BH8. RECORD HOUSEHOLD LINE NUMBER OF CHILD (FROM HL1)

Check the household questionnaire. In BH8, record the number from Column (1) of the household listing which corresponds to the line on which the child's name was recorded in that listing. If the child is not living in the household, enter '00' in the boxes. If the child is not listed in the household listing, but the mother says that the child is in fact a usual resident or a visitor in the household, add the child to the household listing.

Be careful in recording the line number from the household listing, since any errors will cause problems during data processing. After completing BH8 for the first-born child, proceed to Question BH3 for the next birth. After recording the line number for any child other than the first-born, skip to BH10.

BH9. (If dead) HOW OLD WAS (name) WHEN HE/SHE DIED? If "1 year", probe: HOW MANY MONTHS OLD WAS (name)?

If you are following the skip pattern correctly, you will be asking this question only for children who have died. For all children who have died, you must record an age at death in BH9, even if it is only a best estimate. Age at death information is recorded in days, months, or years, depending on the child's age at the time of death.

- If the child was less than one month old at death, circle '1' and write the answer in the space provided
- If the child was at least one month old but less than two years old when he or she died, circle '2' and write the answer in the space provided
- If the child was two years old or older when he or she died, circle '3' and write the answer in the space provided

Here are some examples of how to record age at death:

If “she was 3 years old when she died”, (since the age is more than 2 years, the unit should be Years and Number should be 3), the record will be as follows;

Unit	Number
Days..... 1	<u>03</u>
Months 2	
Years.....③	

“He was only 6 months old.” (Since the age is less than 2 years old, the unit should be Months and Number should be 6), the record will be as follows;

Unit	Number
Days..... 1	<u>06</u>
Months②	
Years..... 3	

“She died when she was 5 days old.” (Since the age is less than 1 month, the unit should be Days and the Number should be 5), the record will be as follows;

Unit	Number
Days.....①	<u>05</u>
Months 2	
Years..... 3	

“He was 4 and half months old.” (Since the age is less than 2 years old, the unit should be Months and the Number should be 4 – only for completed number), the record will be as follows;

Unit	Number
Days..... 1	<u>04</u>
Months②	
Years..... 3	

“He was 2 weeks old when he passed away.” After probing (need to convert from weeks to days), you learn that the baby was actually 12 days old when he died. (Since it is less than 1 month, so the Unit should be Days and Number should be 12), the record will be as follows;

Unit	Number
Days.....①	<u>12</u>
Months 2	
Years..... 3	

“She died on the same day she was born.” (Since it is less than 1 month, the unit should be Days and the number should be 00) The record will be as follows;

Unit	Number
------	--------

Unit	Number
Days..... 1	<u>00</u>
Months 2	
Years..... 3	

Note:

Probe when the answer is “one year”. We know that often mothers will round off their answer if a child died close to the first birthday, i.e., the mother is likely to respond “one year old” even if the child really was younger (e.g., 10 months or 11 months) or older (e.g., 13 or 14 months) at the time of death. Therefore, anytime a woman responds “one year” or ‘12 months’ to this question, probe by asking, “How many months old was (NAME)?” or by asking the respondent whether the child had reached his first birthday before he died.

In responding to this question, a respondent may tell you that the baby was not alive when it was born. If she does, probe by saying, “Did the baby cry or show any sign of life when it was born?” If she says the baby was dead when it was born, cross out all entries for this child in the birth history module. Make sure to renumber the birth order numbers in BH line number when this occurs.

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

The purpose of this question is to make sure that we have not missed any of the respondent’s own births. For all births except the woman’s first born, you must ask the respondent whether there were any live births between the previous birth and the birth of that child. If the woman tells you there was no other birth, record “2” in BH10. Then proceed with BH3 for the next birth (or with BH11 if you were asking BH10 for the last birth).

If the woman tells you that there was another birth, record “1” in BH10. Then draw an arrow showing the birth’s proper location in the history, correct the birth order numbers in BH line number for that child and for all subsequent births in the history.

EXAMPLE

Initially a respondent tells you that she has had three births, Michael, David, and Mary. After recording all of the information for BH1 to BH9 for David as appropriate, you ask BH10 “Were there any other live births between the birth of Michael and David?” The woman tells you there was a birth after Michael and before David. Record “1” in BH10 and add that birth to the end of the birth history. Draw an arrow to show the location of the birth between Michael and David. Correct the birth order number in BH line number for all births following Michael, i.e., the birth order number for the baby entered at the end of the table should be changed to ‘02’, the birth order number for David will become ‘03’ and for Mary ‘04’. Finally, before GOING ON TO MARY, ASK BH1 – BH9 FOR THE BIRTH BETWEEN MICHAEL AND DAVID.

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

This question is similar to BH10, but is specifically designed to probe the time that has passed since the last birth.

EXAMPLE:

If Mary is a respondent’s last birth, and she was born in 1994, ask, “Have you had any live births since the birth of Mary?” If there was no birth after Mary, record NO in BH11. If the woman tells

you there was a birth since Mary, record YES in BH11 and add that birth to the end of the birth history. Then ask BH1 to BH9 for that birth.

CM12. COMPARE NUMBER IN CM10 WITH NUMBER OF BIRTHS IN THE BIRTH HISTORY ABOVE AND CHECK:

If the number in CM10 and the total birth in birth history are same, then continue to CM13. If the number in CM10 and the total birth are different, need to make necessary correction and reconciliation.

CM13. LAST BIRTH OCCURRED WITHIN THE LAST 2 YEARS, THAT IS, SINCE (DAY AND MONTH OF INTERVIEW) IN 2009

If there are no live births within the last two years, check the first box and go to the illness symptoms module.

If there are some live births during the last two years, check the second box and ask the name of the (last) child. If child has died, take special care when referring to this child by name in the following modules.

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 Child Mortality module CM13 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.

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

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

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

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

DB3. HOW MUCH LONGER DID YOU WANT TO WAIT?

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

MATERNAL AND NEWBORN HEALTH MODULE

This module is to be administered to all women who have had a live birth in the 2 years preceding the date of the interview. Check Child Mortality module CM13 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 illness symptoms 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 ANTENATAL CARE DURING YOUR PREGNANCY WITH (NAME)?

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

If the respondent give a response “Yes”, code ‘1’ and proceed to the next question MN2. If she says “No”, code ‘2’ and skip to MN5.

MN2. WHOM DID YOU SEE?

Circle the code for the person seen for antenatal care. Probe: “Anyone else?” and circle the codes for any other persons seen for antenatal care during this pregnancy.

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 are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. ‘Traditional birth attendants’ may be trained or untrained.

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

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

Ask the respondent how many months into her pregnancy she was when she received her first antenatal care. If she does not remember, ask her how many periods she had missed at the time. Record the months if she can provide you. Otherwise, record the DK, circle ‘98’. But do not leave as a blank.

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

Ask her how many times in total she saw someone for antenatal care during her pregnancy. This refers to care related to her pregnancy and should not include seeing a doctor or nurse for other reasons.

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

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

A. WAS YOUR BLOOD PRESSURE MEASURED?

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

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

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

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

First, ask whether she has a vaccination card or other documentary evidence of vaccination. Ask to see this evidence and record that you have seen it by circling '1'. If a card is presented, use it to assist with answers to the following 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?


Neonatal tetanus is a disease that kills many babies. This disease can be prevented by transfer of immunity to the baby while still in the womb from a mother who has been adequately immunized against tetanus. If a woman receives at least two tetanus injections during any pregnancy, she is considered to be adequately immunized to protect her baby against neonatal tetanus. A child also is considered to be adequately protected if the mother received at least five tetanus injections during her lifetime and the last booster was received within a ten-year period prior to the pregnancy.

Ask tetanus questions, even if the most recent baby is no longer alive. This immunization is usually given to the pregnant woman as an injection in the arm or the shoulder.

Ask about whether the respondent received any tetanus injection during the pregnancy with (name) and circle the code corresponding to the response given. If the respondent gives "No" or "DK", skip to the MN 9.

ບັນທຶກການສັກຢາກັນບາດເພຍຍັກ TT		ໃຫ້ຢາວິຕາມິນ ອາ (Vit. A) ຫຼັງເກີດລູກ ໃນໄລຍະໃນ 6 ອາທິດ	ວັນທີໂຕກວດ ແລະ ສັກຢາ ຄັ້ງຕໍ່ໄປ	TT ຕາຕະລາງການສັກຢາກັນພະຍາດ ບາດເພຍຍັກສຳຫຼັບແມ່ຍິງ
1	ວັນທີ: 31.7.08 ຊື່ ແລະ ລາຍເຊັນແມ່ຕູ້ສັກ	ວັນທີ:	ວັນທີ:	1 ແມ່ຍິງທຸກຄົນໃນເດກນອາຍຸ 15-45 ປີ ຫຼື ແມ່ຍິງໃນໄລຍະຖືພາໃຫ້ ສັກໄວເທົ່າໃດຍິງດີ.
2	ວັນທີ: 31.7.08 ຊື່ ແລະ ລາຍເຊັນແມ່ຕູ້ສັກ	ວັນທີ:	ວັນທີ:	1 ເດືອນ ພາຍຫຼັງຈາກສັກຢາເວັນທີ 1 (ຢ່າງໜ້ອຍ 4 ອາທິດ, ຫຼັງຈາກສັກເວັນທີ 1)
3	ວັນທີ: 25.12.08 ຊື່ ແລະ ລາຍເຊັນແມ່ຕູ້ສັກ	ວັນທີ:	ວັນທີ:	ຕາມມັດສັກຢາຄັ້ງຕໍ່ໄປ ຫຼື ຖ້າຫາກຖືພາ (ຢ່າງໜ້ອຍ 6 ເດືອນ, ຫຼັງຈາກສັກເວັນທີ 2)
4	ວັນທີ: 6/12/08 ຊື່ ແລະ ລາຍເຊັນແມ່ຕູ້ສັກ	ວັນທີ:	ວັນທີ:	ຕາມມັດສັກຢາຄັ້ງຕໍ່ໄປ ຫຼື ຖ້າຫາກຖືພາ (ຢ່າງໜ້ອຍ 1 ປີ, ຫຼັງຈາກສັກເວັນທີ 3)
5	ວັນທີ: ຊື່ ແລະ ລາຍເຊັນແມ່ຕູ້ສັກ	ວັນທີ:	ວັນທີ:	ຕາມມັດສັກຢາຄັ້ງຕໍ່ໄປ ຫຼື ຖ້າຫາກຖືພາ (ຢ່າງໜ້ອຍ 1 ປີ, ຫຼັງຈາກສັກເວັນທີ 4)

ເມື່ອສັກຄັ້ງ 5 ເຂັ້ມແລ້ວທ່ານຈະມີພູມຄູ່ມືກັນຢ່າງຍາວນານ
ຕໍ່ເຊື້ອພະຍາດບາດເພຍຍັກ ແລະ ປ່ຽນເປັນຕ້ອງສັກຕົວອີກ.

ກະລຸນາເກັບຮັກສາບັດນີ້ໄວ້ຕະຫຼອດໄປ.
ຈັດພິມໂດຍ ອົງການ ຈຸນນິເຊບ: 

(TT Card)

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

Ask how many times she was given the tetanus injection during her pregnancy with (name). If it is more than 7 times, please record 7 in the space provided. If the respondent gives "DK", then skip to MN9.

MN8. HOW MANY TETANUS INJECTIONS DURING LAST PREGNANCY WERE REPORTED IN MN8?

Check the box corresponding to the number of tetanus injections during last pregnancy. If she reported at least two tetanus injections during her last pregnancy, go to MN12. If she reported 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 MN11A. 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. Enter her response in the space provided, If it is more than 7 times, please record 7 in the space provided. If the respondent gives "DK", then skip to MN11A.

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.

If she cannot remember at least the year when she received her most recent tetanus injection, she will be asked how many years before the survey the most recent tetanus injection was received.

MN11A. DURING THIS PREGNANCY, WERE YOU GIVEN OR DID YOU BUY ANY IRON TABLETS OR IRON SYRUP?

Anemia is a common problem during pregnancy that can be overcome by additional intake of iron. MN11A asks whether the woman was given or bought any iron tablets or syrup during her pregnancy. Since some women may not know that they were given iron tablets, show the woman the sample tablets as you ask this question. Note that we are not asking whether or not she consumed the tablets/syrup she was given or bought; rather, we want to know whether she had the tablets/syrup in her possession during the pregnancy.

If the respondent gives a response “Yes”, then continue MN11B. Otherwise, circle the corresponding codes (No or DK) and skip to MN17.

MN11B. DURING THE WHOLE PREGNANCY, FOR HOW MANY DAYS DID YOU TAKE THE TABLETS OR SYRUP?

If the respondent was given or bought iron tablets/syrup (YES in MN11A), ask her for how many days during her pregnancy she took the tablets/syrup. Record the response in the boxes.

Remember to put a leading zero in front; 30 days would be ‘030’. If she was given or bought iron tablets but never took one, record ‘000’. If she does not remember, probe for the approximate number of days, e.g., by asking how many months pregnant she was when she began taking the tablets and whether she took the tablets everyday after that.

MN17. WHO ASSISTED WITH THE DELIVERY OF (NAME)?

This question is to explore the information of who assisted during her delivery of (name). It is a multiple choice question so that need to probe for the type of person assisting and circle all answers given. If the respondent is not sure of the status of the person who assisted with the delivery, for example, if she does not know whether the person 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, 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 she delivered in another place not listed, write the description of the place in the space provided for ‘Other’ and circle ‘96’.

If unable to determine whether public or private, 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? THAT IS, DID THEY CUT YOUR BELLY OPEN TO TAKE THE BABY OUT?

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. Circle the code corresponding to the response given.

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

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

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

MN21. WAS (name) WEIGHED AT BIRTH?

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

MN22. HOW MUCH DID (name) WEIGH?

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

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

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

After a woman has given birth, there is a length of time when she will not have her monthly menstrual periods. MN23 asks about whether a woman's period has resumed 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 the 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. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

POST - NATAL HEALTH CHECKS MODULE

Getting post-natal health checks soon after the baby is born is crucial for the health of the mother. We are interested in knowing whether the respondent saw anyone for a post-natal checks and if so how many days or weeks after the birth the first checkup took place, the person who performed the checkup, and where the checkup took place.

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

If the child was delivered in a health facility (meaning is that code number 21 to 26 or 31 to 36 is circled), continue with PN2. If not, skip to PN6.

PN2. YOU HAVE SAID THAT YOU GAVE BIRTH IN (NAME OR TYPE OF FACILITY IN MN18). HOW LONG DID YOU STAY THERE AFTER THE DELIVERY?

Circle the corresponding code, and fill the number of (hours, days, and weeks) in a space provided. If less than one day, record hours. If less than one week, record days. Otherwise, record weeks. If she does not remember or doesn't know, circle "998".

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 corresponding code as response.

PN4. AND WHAT ABOUT CHECKS ON YOUR HEALTH – I MEAN, SOMEONE ASSESSING YOUR HEALTH, FOR EXAMPLE ASKING QUESTIONS ABOUT YOUR HEALTH OR EXAMINING YOU. DID ANYONE CHECK ON YOUR HEALTH BEFORE YOU LEFT (NAME OR TYPE OF FACILITY IN MN18)?

Circle the corresponding code as response.

PN5. NOW I WOULD LIKE TO TALK TO YOU ABOUT WHAT HAPPENED AFTER YOU LEFT (NAME OR TYPE OF FACILITY IN MN18). DID ANYONE CHECK ON (NAME)'S HEALTH AFTER YOU LEFT (NAME OR TYPE OF FACILITY IN MN18)?

Circle the corresponding code as response. If "Yes", skip to PN11. Otherwise circle "2" and skip to PN16.

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

If the delivery was assisted by a health professional or other health worker (Coded A to G in MN17), then continue with PN7. Otherwise skip to PN10.

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

Circle the corresponding code as response.

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 corresponding code as response.

PN9. AFTER THE (PERSON OR PERSONS IN MN17) LEFT YOU, DID ANYONE CHECK ON THE HEALTH OF (NAME)?

Circle the corresponding code as response. If response is "Yes", skip to PN11 and if "No", skip to PN18.

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 corresponding code as response. If response is "Yes", continue with PN11 and if "No", skip to PN19.

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

Circle the corresponding code as response. If the code "1" is circled, skip to PN12A, and otherwise, skip to PN12B.

PN12A. HOW LONG AFTER DELIVERY DID THAT CHECK HAPPEN?

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

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

If the mother received the check within 24 hours of the birth, circle '1' and record the number of hours.

If she received the check 24 hours or more after the delivery, circle '2' and record the number of days. Record in completed number of days. For example, if the check was undertaken 30 hours after delivery, circle '2' and record '01' day.

If the woman does not know or does not remember how long after delivery she received the check, circle '998'. Circle the codes corresponding

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

Circle the codes corresponding to all persons who checked at that time. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'.

PN14. WHERE DID THIS CHECK TAKE PLACE?

This question explores to identify post natal check in a health facility. If the woman received the checked in a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the place is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other 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 received the check in another place not listed, write the description of the place in the space provided for 'Other' and circle '96'.

If unable to determine whether public or private, 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?

If the child was delivered in a health facility (meaning is that code number 21 to 26 or 31 to 36 is circled), continue with PN16. If not, skip to PN17.

PN16. AFTER YOU LEFT (NAME OR TYPE OF FACILITY IN MN18), DID ANYONE CHECK ON YOUR HEALTH?

Circle the code corresponding to the response. If the answer is "Yes", skip to PN20 and if "No", go to next module.

PN17. CHECK MN17: DID A HEALTH PROFESSIONAL, TRADITIONAL BIRTH ATTENDANT, OR COMMUNITY HEALTH WORKER ASSIST WITH THE DELIVERY?

If the delivery was assisted by a health professional or other health worker (Coded A to G in MN17), then continue with PN18. Otherwise skip to PN19.

PN18. AFTER THE DELIVERY WAS OVER AND (PERSON OR PERSONS IN MN17) LEFT, DID ANYONE CHECK ON YOUR HEALTH?

Circle the code corresponding to the response. If the answer is "Yes", skip to PN20 and if "No", go to next module.

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

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

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

Circle the code corresponding to the response. If it is circled "1", skip to PN21A and if "2", skip to PN21B.

PN21A. HOW LONG AFTER DELIVERY DID THAT CHECK HAPPEN?**PN21B. HOW LONG AFTER DELIVERY DID THE FIRST OF THESE CHECKS HAPPEN?**

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

PN22. WHO CHECKED ON YOUR HEALTH AT THAT TIME?

Circle the codes corresponding to all persons who checked at that time. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'.

PN23. WHERE DID THIS CHECK TAKE PLACE?

Same as PN14.

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).

CONTRACEPTION MODULE

This section collects information relating to the knowledge and use of various contraceptive methods which a couple can use to avoid or delay pregnancy. The topic of contraception and family planning may be considered a personal matter by a respondent, and she may feel embarrassed to talk about it. To overcome her embarrassment, you must show that you do not feel embarrassed or uncomfortable in any way. Ask these questions as if they were no different from any other questions in the questionnaire. If she is hesitant to answer any of these questions, reassure her that everything she says will be treated confidentially and that the same questions are being asked of women all over the country.

CP0. NOW I WOULD LIKE TO TALK ABOUT FAMILY PLANNING - THE VARIOUS WAYS OR METHODS THAT A COUPLE CAN USE TO DELAY OR AVOID A PREGNANCY.

This question is to explore the information that the respondent provides about her knowledge on contraceptive methods.

Read the introductory sentence then ask the following question one after one and wait for the respondent to mention the contraceptive methods she knows about.

Start at the top of the list, ask "Have you ever heard of (Method)?" Circle code '1' if she knows the method and '2' if she does not know the method.

The respondent may not always understand what you are talking about when you describe a particular method. In such cases, repeat the description. If she still does not understand, you may need to explain the method in different words or in slightly greater detail.

Description of Contraceptive Methods

In order to complete the contraceptive table accurately and completely, it is important that you have some knowledge of contraceptive methods yourself and that you are familiar with the names that people use to refer to each method. The following provides additional information on selected methods that are included in the contraceptive table that may be useful in completing the table:

FEMALE STERILIZATION

There are several types of operations a woman can have that will make her sterile, including a "tube tie" or the removal of the uterus (i.e., a hysterectomy) or ovaries. Operations to remove the womb or uterus may be performed for reasons other than to provide contraceptive protection, e.g., because the woman experienced a problem during delivery, the woman had recurrent spells of heavy bleeding, or cancer was found. Only when the operation was performed to enable the woman to stop having children should you record it as a sterilization.

MALE STERILIZATION

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

INTRAUTERINE DEVICE (IUD)

The intrauterine device (IUD) is a form of birth control; it is an object, placed in the uterus, to prevent pregnancy.

INJECTABLES

An injection of hormone that is released slowly into the blood stream can be given regularly to women to prevent pregnancy. The most common type of injectable contraceptive is given every three months. This is known as depomedroxyprogesterone acetate (DMPA), Depo-Provera, Depo, or MegestronR. Another injectable contraceptive, NET EN (also called NoristeratR) is given every two months.

IMPLANTS

Also called Norplant, these are small rods surgically implanted in a woman's upper arm. They usually protect a woman against pregnancy for five or more years.

FEMALE CONDOM

A thin, transparent rubber can be placed in the vagina before sex to avoid pregnancy.

RHYTHM METHOD

This is also called the safe period, periodic abstinence, or the calendar method. This method is based on the principle that by not having sexual relations on certain days of her monthly cycle, a woman can avoid becoming pregnant. Note that this is not the same as prolonged abstinence where the couple stops having sexual relations for months at a time to avoid pregnancy without regard to the woman's monthly cycle. To ensure that the respondent understands, stress the phrase "on the days of the month she is most likely to get pregnant." Also, if a woman does not feel like having sex on particular days of her cycle, that does not mean that she is using the rhythm method.

WITHDRAWAL METHOD

It is also a possible preventive method of having a pregnancy. Men are usually be careful and pull out before climax.

CP0K. HAVE YOU HEARD OF ANY OTHER WAYS OR METHODS THAT WOMEN OR MEN CAN USE TO AVOID PREGNANCY?

If she mentions any method not listed in the table (e.g., a folk method such as herbs), circle '1' for CP0K and write the name(s) of the method(s) in the space provided. If she mentions more than two other methods for CP0K, record only the first two methods mentioned.

CP1. 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. 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 CP5.

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

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

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

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

If the respondent mentions more than one method, follow the skip instruction for the method highest on the list.

CP4. WHERE DID YOU OBTAIN (CURRENT METHOD) THE LAST TIME?

Question CP4 asks about where the respondent obtained the method the last time. For some methods, the respondent regularly needs resupply for example pill, condoms. If the respondent does not know whether the place is public or private, record the name of the place, and inform your supervisor. Your supervisor will find out and record the type of source the facility is.

CP5. DO YOU KNOW OF A PLACE WHERE YOU CAN OBTAIN A METHOD OF FAMILY PLANNING?

CP5 is asked of women who are not currently using contraception in order to find out if they know of a place where they can obtain a family planning method. Circle the code corresponding to the response given. If "No", go to next module.

CP6. WHERE IS THAT?

Nonusers who report they are aware of place where they can get a family planning are asked in CP5 to name the place or places that they know. It is important to find out all of the sources that a woman may know. So be sure you use the probe ("Any other place?") after recording any source the woman mentions spontaneously.

UNMET NEED MODULE

UN1. *Check CP1. Currently pregnant?*

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

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

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

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

Circle the code corresponding to the answer given.

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

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

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

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.

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 days or weeks or 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'.

ATTITUDES TOWARD DOMESTIC VIOLENCE MODULE

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:

DV1A. IF SHE GOES OUT WITHOUT TELLING HIM?

DV1B. IF SHE NEGLECTS THE CHILDREN?

DV1C. IF SHE ARGUES WITH HIM?

DV1D. IF SHE REFUSES SEX WITH HIM?

DV1E. IF SHE BURNS THE FOOD?

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.

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 WAS YOUR HUSBAND/PARTNER ON HIS LAST BIRTHDAY?

If she knows the age of her current partner on his last birthday, enter his age in the space provided. If she does not know his age, circle ‘98’. After the response go to MA7.

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

For women who are not currently married or living with a man, ask whether they have ever been married or lived with a man. 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 married and whose marriage formally ended. 'Separated' should be used (a) for women who were married, but are no longer continuing the marriage with their husband, and (b) for women who were in an informal union and are no longer continuing the union with their partner.

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

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

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. 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 FAMILY LIFE ISSUES. THE INFORMATION YOU SUPPLY WILL REMAIN STRICTLY CONFIDENTIAL. HOW OLD WERE YOU WHEN YOU HAD SEXUAL INTERCOURSE FOR THE VERY FIRST TIME?

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

The age we are asking about is the age of the respondent the very first time she had sexual intercourse. It does not matter whether the woman continued to have a relationship with this person. We are not asking about the first time with her current partner, but rather, the first experience of sexual intercourse in her entire life.

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

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

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

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

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

Circle the code for the response given.

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

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

In most cases you will record the respondent's answer by using the same units of measure she used in her response. For example, if she says '3 weeks ago', circle '2' and write '03' 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 next module.

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

If a woman has not yet resumed intercourse since she had her last child, check BH4 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 or fiancé?', 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 'Spouse/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,

If the respondent is currently married (Coded 1 or 2 in MA1), go to next module. If not, continue with SB7.

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 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 module.

HIV/AIDS Module

This module is to be administered to all women aged 15-49 years (including woman age 15 and age 49). 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 THE VIRUS HIV OR AN ILLNESS CALLED AIDS?

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

If a respondent has never heard of the HIV virus or AIDS, go to HA27A.

The following questions 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 INFECTED WITH THE AIDS VIRUS BECAUSE OF WITCHCRAFT OR OTHER SUPERNATURAL MEANS?

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

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

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

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

HA8. CAN THE AIDS VIRUS BE TRANSMITTED FROM A MOTHER TO A 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 six questions (HA9, HA10, HA11, HA12, HA12A, and HA12B) 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. IF A FEMALE TEACHER HAS THE AIDS VIRUS BUT IS NOT SICK, SHOULD SHE BE ALLOWED TO CONTINUE TEACHING IN SCHOOL?

If a school learns that a female teacher has the AIDS virus, but she is not sick, how should the school handle this information? Should the 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 BECAME INFECTED WITH THE AIDS VIRUS, WOULD YOU WANT IT TO REMAIN A SECRET?

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

HA12A. IF A WIFE KNOWS HER HUSBAND HAS A DISEASE THAT SHE CAN GET DURING SEXUAL INTERCOURSE, IS SHE JUSTIFIED IN ASKING THAT THEY USE A CONDOM WHEN THEY HAVE SEX?

HA12B. IS A WIFE JUSTIFIED IN REFUSING TO HAVE SEX WITH HER HUSBAND WHEN SHE KNOWS HE HAS SEX WITH OTHER WOMEN?

HA12C. Check MA1: Currently married or living together with a man as if married

If the respondent is not in union, go to HA13. Otherwise, continue with HA12D.

HA12D. CAN YOU SAY NO TO YOUR (HUSBAND/PARTNER) IF YOU DO NOT WANT TO HAVE SEXUAL INTERCOURSE?

Circle the code corresponding to the response given.

HA12E. COULD YOU ASK YOUR (HUSBAND/PARTNER) TO USE A CONDOM IF YOU WANTED HIM TO?

Circle the code corresponding to the response given.

HA13. CHECK CM13: ANY LIVE BIRTH IN LAST 2 YEARS?

Check the respondent's answer to CM13 in the Child Mortality module regarding any live birth in last 2 years. If not, tick the first check box and go to HA24. Otherwise, tick the second check box and continue with HA14.

HA14. CHECK MN1: RECEIVED ANTENATAL CARE?

Check the respondent's answer to MN1 in the Maternal and Newborn Health module if she received AN care.

If yes, tick the first check box and continue with HA15. Otherwise, tick the second check box and go to HA24.

HA15. DURING ANY OF THE ANTENATAL VISITS FOR YOUR PREGNANCY WITH (name),

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

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

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

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

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

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

Circle the code corresponding to the response.

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

Circle the code corresponding to the response.

All answers should skip to HA22.

HA19. Check MN17: Birth delivered by health professional (A, B, 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 DO NOT WANT TO KNOW THE RESULTS, BUT WERE YOU TESTED FOR THE AIDS VIRUS BETWEEN THE TIME YOU WENT FOR DELIVERY BUT BEFORE THE BABY WAS BORN?

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

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

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

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she knows the results of the test. Circle the code corresponding to the response.

HA22. HAVE YOU BEEN TESTED FOR THE AIDS VIRUS SINCE THAT TIME YOU WERE TESTED DURING YOUR PREGNANCY?

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'Yes', skip to HA25. If the answer is 'No', continue with HA23.

HA23. WHEN WAS THE MOST RECENT TIME YOU WERE TESTED FOR THE AIDS VIRUS?

Ask her most recent test for the AIDS whether it is less than 12 months ago, or 12 to 23 months or 2 or more years. You need to probe to get the approximate months ago and circle the code corresponding to the response given. After this question, you must go to HA27A.

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 the HIV. Be clear to the respondent that you are not asking to know the results of the test. Circle the code for the response given. If her answer is 'No', skip to HA27.

HA25. WHEN WAS THE MOST RECENT TIME YOU WERE TESTED?

Circle the code corresponding to the response.

HA26. I DO NOT WANT TO KNOW THE RESULTS, BUT DID YOU GET THE RESULTS OF THE TEST?

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

It is important that you do not attempt to find out the HIV status of any respondent who has been tested, or simply that you have any interest in knowing her HIV status. Ask the question, ensuring that the respondent knows that you are not interested in learning the results of any test she may have undergone. Circle the code corresponding to her response.

All answers should skip to HA27A.

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 given.

HA27A. HAVE YOU HEARD ABOUT OTHER INFECTIONS THAT CAN BE TRANSMITTED THROUGH SEXUAL CONTACT?

Ask the respondent whether she knows other diseases that can be transmitted through sexual contact. She is not being asked to actually tell you what specific sexually transmitted infections she knows about, but only that she has heard about diseases other than AIDS that are transmitted through sexual contact.

Circle the code corresponding to the response given. If the response is "No", skip to HA27D.

HA27B. Check SB1: Has had sexual intercourse (SB1)?

If the respondent never had sexual intercourse, go to next module. If she had sexual intercourse continue with HA27C.

HA27C. Check HA 27A: Heard about sexually transmitted infection (HA27A)?

If "Yes", go to 27D. Otherwise, go to 27D.

HA27D. NOW I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR HEALTH IN THE LAST 12 MONTHS. DURING THE LAST 12 MONTHS, HAVE YOU HAD A DISEASE WHICH YOU GOT THROUGH SEXUAL CONTACT?

Circle the code corresponding to the response given.

HA27E. SOMETIMES WOMEN EXPERIENCE A BAD-SMELLING ABNORMAL GENITAL DISCHARGE. DURING THE LAST 12 MONTHS, HAVE YOU HAD A BAD-SMELLING ABNORMAL GENITAL DISCHARGE?

Circle the code corresponding to the response given.

HA27F. SOMETIMES WOMEN HAVE A GENITAL SORE OR ULCER. DURING THE LAST 12 MONTHS, HAVE YOU HAD A GENITAL SORE OR ULCER?

Circle the code corresponding to the response given.

HA27G. Check HA27D, HA27E, and HA27F:

The respondent has not had any infection or do not know in all the previous questions (HA27D, HA27E, and HA27F), then go to next module. If any of them is with "Yes" response, continue with HA27H.

HA27H. THE LAST TIME YOU HAD (PROBLEM FROM HA27D/HA27E/HA27F), DID YOU SEEK ANY KIND OF ADVICE OR TREATMENT?

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

HA27I. WHERE DID YOU GO?

Circle the code corresponding the response given. If the respondent does not know whether the place is public or private, record the name of the place, and inform your supervisor. Your supervisor will find out and record the type of source the facility is.

MATERNAL MORTALITY MODULE

MM1. HOW MANY CHILDREN DID YOUR MOTHER GIVE BIRTH TO, INCLUDING YOURSELF?

Read the question slowly so the respondent will understand that you are asking her questions on ALL her brothers and sisters, that is, all children born of her *biological* mother. This includes brothers and sisters of the respondent who may have died. The response recorded in MM1 must include the respondent herself.

MM2. CHECK MM1.

If 2 or more births in MM1, continue with MM3 and otherwise go to WM11.

MM3. HOW MANY OF THESE BIRTHS DID YOUR MOTHER HAVE BEFORE YOU WERE BORN?

Enter the number of preceding births. In other words, enter the number of births that the respondent's biological mother had before the respondent was born.

MM4. WHAT NAME WAS GIVEN TO YOUR OLDEST (NEXT OLDEST) BROTHER OR SISTER?

Ask and record at the top of the columns the name of each brother or sister of the respondent beginning with the eldest or first-born. Do not include the respondent in a column. When the list is complete, you will ask the questions in this section for one sibling before asking about the brother or sister in the next column.

Reference the brother or sister by mentioning his/her name.

If the respondent has more than 10 brothers or sisters born of the same mother, take a second Woman Questionnaire, fill in the information on the cover page, and write CONTINUATION on the top. In this second questionnaire, re-number the column numbers in MM4 to (11), (12), etc. and record the additional information about the other siblings.

Questions MM8 to MM13 will only be asked about brothers and sisters who have died..

MM5. Is (name) MALE OR FEMALE?

Circle the code corresponding to the response given.

MM6. Is (name) STILL ALIVE?

Circle the code corresponding to the response given. If a brother/sister died, circle code "2", then skip to MM8. If the respondent does not know if the brother or sister is still alive, circle "8" and go to the next column for the next sibling. (if there are other brothers and sisters).

MM7. HOW OLD IS (name)?

If the brother or sister is alive, you must record their age at their last birthday. If the respondent doesn't know, persist by asking by how many years the brother or sister is younger or older than the respondent.

The ages of sisters who are still alive are used for calculating the years of exposure for estimating maternal mortality rates. After recording the response, go to the next column (if there are other brothers or sisters).

MM8. HOW MANY YEARS AGO DID (name) DIE?

This question and others that follow refer only to brothers and sisters who have died. Ask how many years ago the brother / sister died. If the respondent does not know, ask her the year of death and calculate to determine the number of years. You must at least get an estimate.

MM9. HOW OLD WAS (NAME) WHEN HE/SHE DIED?

Age at the time of death is very important information. Make a maximum effort to obtain the response. The age will determine which skip instruction you follow; whether to ask questions MM10 to MM13, or whether to go to the next column. If male or died before age 12, go to the next sibling in the next column. If female and died age 12 or older than age 12, continue with MM10.

MM10. WAS (name) PREGNANT WHEN SHE DIED?

Questions MM10 - MM13 are asked only for sisters who died at the age of 12 and older. The objective of these questions is to detect cases of maternal mortality. Maternal mortality may happen during pregnancy, during delivery, or during the end of a pregnancy (abortion or still birth) or even during the two months after the end of a pregnancy. Circle the code corresponding to the response given. If the response is "Yes", skip to MM13.

MM11. DID (name) DIE DURING CHILDBIRTH?

Circle the code corresponding to the response given. If the response is "Yes", skip to MM13.

MM12. DID (name) DIE WITHIN TWO MONTHS AFTER THE END OF A PREGNANCY OR CHILDBIRTH?

Circle the code corresponding to the response given.

MM13. HOW MANY LIVE BORN CHILDREN DID (name) GIVE BIRTH TO DURING HER LIFETIME?

Enter the number of live births or live born children in her life time. Include all children who were born alive. Then proceed to ask questions for the sibling in the next column.

MM14. Go to the next column for the next sibling. If no more siblings, go to WM11.**Notes for the Maternal Mortality Section:**

1. The number of columns filled must be equal to the number recorded in MM1 minus 1 (that is the total number of brothers and sisters born to the respondent's mother, minus the respondent herself).
2. Indicate the respondent's position in the table by making a cross in the right place. The number of columns preceding this position must be equal to the number recorded in MM3.
3. If you add MM8 (number of years passed since the death) and MM9 (age at death), this gives the age the brother or sister would have today if he/she were still alive. This calculation can be made to check that the brothers and sisters were recorded in the right order.
4. If in MM9, (Age at death), the respondent tells you she doesn't know, persist to obtain an estimate. It is preferable to obtain an approximate age than no age at all. However, if the brother or sister died when he / she was still very young record 00 for age.
5. Compare the age of the brothers / sisters. Suppose a woman has a first child at the age of 15 and the last at the age of 47, which is an extreme case, the range between the age of the youngest brother or sister and the eldest brother / sister cannot exceed $47-15 = 32$ years.

Cross check to see if the interval between brothers / sisters is not very long (5 years and above). If there is a long interval between births, be sure that the respondent has not forgotten to mention a brother or sister.

END OF INTERVIEW WITH WOMAN'S QUESTIONNAIRE**WM11. RECORD THE TIME**

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

WM12. IS THE RESPONDENT THE MOTHER OR CARETAKER OF ANY CHILD AGE 0-4 LIVING IN THIS HOUSEHOLD?**CHECK HOUSEHOLD LISTING, COLUMN HL9.**

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 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.

OBSERVATIONS

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

INDIVIDUAL MEN'S QUESTIONNAIRE

The Man's Questionnaire consists of a cover page (Man's information panel) and 6 modules as follows:

Module 1: Man's Background

Module 2: Access to mass media and use of information/communication technology

Module 3: Contraception

Module 4: Attitudes toward domestic violence

Module 5: Marriage and Sexual Activity

Module 6: HIV/AIDS

Most of the questions in the Man's Questionnaire are similar to those we have already discussed in the Woman's Questionnaire. However, in most cases, the questions appear in a different order and have different question numbers.

MAN'S BACKGROUND

All of module 1 is the same for male and female respondents. As a reminder, accurate recording of the respondent's age is important.

ACCESS TO MASS MEDIA AND USE OF INFORMATION/COMMUNICATION TECHNOLOGY

All of the module 2 also is the same for male and female respondents. Therefore, for this module, we can apply all the instructions given in the women questionnaire.

CONTRACEPTION

The format of MC0, including the sub-questions of MC0 (MC0A to MC0K) and the order of administering the questions are the same in both the Woman's and Man's Questionnaires.

However, men are not asked if they have used every method on the list. Instead, they are asked about their source of information, their perception on contraception and role of a man in the contraception.

MC1. IN THE LAST FEW MONTHS HAVE YOU; HEARD ABOUT FAMILY PLANNING ON THE RADIO, SEEN ANYTHING ABOUT FAMILY PLANNING ON THE TV, READ ABOUT FAMILY PLANNING IN THE NEWSPAPER OR MAGAZINE

Need to ask one after one (on the radio, on the TV, in the newspaper or magazine), then circle the code corresponding to the response given.

MC2. IN THE LAST FEW MONTHS, HAVE YOU DISCUSSED FAMILY PLANNING WITH A HEALTH WORKER OR HEALTH PROFESSIONAL?

This question explores if the respondent had a discussion family planning with a health worker or health professional (Doctor, Nurse or midwife) during the last few months. It is not included any discussion with friends, relatives and others.

MC3. NOW I WOULD LIKE TO ASK YOU ABOUT A WOMAN'S RISK OF PREGNANCY. FROM ONE MENSTRUAL PERIOD TO THE NEXT, ARE THERE CERTAIN DAYS WHEN A WOMAN IS MORE LIKELY TO BECOME PREGNANT WHEN SHE HAS SEXUAL RELATION?

This question and the next one explore the respondent's knowledge on risk of pregnancy. Circle the code corresponding the response given. If the response is "No" or "DK", go to CP5.

MC4. IS THIS TIME JUST BEFORE HER PERIOD BEGINS, RIGHT AFTER HER PERIOD HAS ENDED, OR HALFWAY BETWEEN TWO PERIODS?

It is a single choice answer. Circle the code corresponding to the response given. If the respondent says something else, circle '6' and state the period he mentioned.

MC5. I WILL READ YOU SOME STATEMENTS ABOUT CONTRACEPTION. PLEASE TELL ME IF YOU AGREE OR DISAGREE WITH EACH ONE

This question also explores the perception of the respondent on contraception. Read the item clearly and wait for their response patiently. Then circle the code corresponding to the response given for each item.

MC6. CHECK MC0G,

Check MC0G (knowledge on male condom), if the respondent knows the male condom tick the first check box and continue with next question. If not, go to the next module.

MC7. DO YOU KNOW A PLACE WHERE A PERSON CAN GET CONDOM?

Circle the code corresponding to the response given.

MC8. WHERE IS THAT?

It is a multiple answer question. Probe to identify other types of source.

ATTITUDES TOWARD DOMESTIC VIOLENCE MODULE

The instruction of this module is same with woman's questionnaire.

MARRIAGE AND SEXUAL ACTIVITY

MS1. ARE YOU CURRENTLY MARRIED OR LIVING TOGETHER WITH A WOMAN AS IF MARRIED?

Circle the code corresponding to the respondent's status at the time of the interview. If the man is currently either married or living together with a woman, skip to MS4.

MS2. HAVE YOU EVER BEEN MARRIED OR LIVED TOGETHER WITH A WOMAN AS IF MARRIED?

Circle the code corresponding to the response given. If not skip to MS9.

MS3. WHAT IS YOUR MARITAL STATUS NOW: ARE YOU WIDOWED, DIVORCED, OR SEPARATED?

Circle the code corresponding to the response given. After coding, skip to MS6.

MS4. IS YOUR (WIFE/PARTNER) LIVING WITH YOU NOW OR IS SHE STAYING ELSEWHERE?

Circle the code corresponding to the response given.

MS5. RECORD THE WIFE'S/PARTNER'S NAME AND LINE NUMBER FROM THE HOUSEHOLD LISTING QUESTIONNAIRE. IF SHE IS NOT LISTED IN THE HOUSEHOLD, RECORD '00'.

Record the name of the wife or partner and line number, if she is listed in the household listing form of that house. If not, record "00".

MS6. HAVE YOU BEEN MARRIED OR LIVED WITH A WOMAN ONLY ONCE OR MORE THAN ONCE?

Circle the code corresponding to the response given.

MS7. IN WHAT MONTH AND YEAR DID YOU FIRST MARRY OR START LIVING WITH A WOMAN AS IF MARRIED?

Same as the instruction of MA8 from woman questionnaire.

MS8. HOW OLD WERE YOU WHEN YOU STARTED LIVING WITH YOUR FIRST WIFE/PARTNER?

Record the age of the respondent when he started living with his first wife or partner.

MS10. NOW I WOULD LIKE TO ASK 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?

Same instruction of SB1 of woman's questionnaire.

MS11. THE FIRST TIME YOU HAD SEXUAL INTERCOURSE, WAS A CONDOM USED?

Circle the code corresponding to the response given.

MS12. WHEN WAS THE LAST TIME YOU HAD SEXUAL INTERCOURSE?

Same instruction of SB3 of woman's questionnaire.

MS13. THE LAST TIME YOU HAD SEXUAL INTERCOURSE WAS A CONDOM USED?

Circle the code corresponding to the response given.

MS14. WHAT WAS YOUR RELATIONSHIP TO THIS PERSON WITH WHOM YOU LAST HAD SEXUAL INTERCOURSE?

Circle the code corresponding to the response given. If it is coded for "1" or "2", continue with the next question, otherwise skip to MS16.

MS15. Check MS1

If the respondent is currently married or living with a woman, go to next module. If not in union, continue with MS16.

MS16. HOW OLD IS THIS PERSON?

Record the age of the partner.

HIV/AIDS

This section asks a group of questions on knowledge of and behavior related to AIDS and other diseases that are transmitted through sexual contact. From MH1 to MH12B, the questions are exactly same. The instructions from Individual Women questionnaire can be applied.

Again, MH24, MH25, and MH26 are exactly same with HA24, HA25, and HA26 of Women questionnaire. Therefore, the instructions of the women questionnaire can be applied for the said questions of men questionnaire.

MH26A. WHERE WAS THE TEST DONE?

Question MH26A asks about where the test was done. Circle the code corresponding to the response given. If the respondent does not know whether the place is public or private, record

the name of the place he had been tested, and inform your supervisor. Your supervisor will find out and record the type of source the facility is.

MH27. DO YOU KNOW OF A PLACE WHERE PEOPLE CAN GO TO GET TESTED FOR THE AIDS VIRUS?

This question is exactly same with HA27 of women questionnaire.

MH27A. WHERE IS THAT?

It is a multiple response question so that it is necessary to probe “any other place”. Circle the code corresponding to the response given.

From MH27B to MH27J, all the questions are very similar with HA27A to HA27I of women questionnaire. Only the MH27F vs HA27E and MH27G vs HA27F are the questions from women and men aspects. However, ways of asking and instructions are same for both questions.

MI11. RECORD THE TIME

Record hour and minutes at the end of your interview.

MI12. CHECK HOUSEHOLD LISTING FORM, COLUMN HL7A. IS THERE ANY OTHER MEN AGED 15 - 49 LIVING IN THIS HOUSEHOLD?

Check the HH listing form, column HL7A. If there is another eligible man, tick the first box and conduct another interview with him. If there are no more eligible men to interview, end the interview with the respondent by thanking him for his cooperation.