Malaria Indicator Survey

Interviewer’s Manual

ICF International

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The main objectives of The DHS Program are to: 1) provide improved information through appropriate data collection, analysis, and evaluation; 2) improve coordination and partnerships in data collection at the international and country levels; 3) increase host-country institutionalization of data collection capacity; 4) improve data collection and analysis tools and methodologies; and 5) improve the dissemination and utilization of data.

Information about The DHS Program may be obtained from ICF International, 530 Gaither Road, Suite 500, Rockville, MD 20850, USA; Telephone: +1.301-407-6500, Fax: +1.301-407-6501, E-mail: info@dhsprogram.com, Internet: http://www.dhsprogram.com.

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NOTE FOR SURVEY ORGANIZERS: HOW TO USE THIS MANUAL

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

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

An electronic file for this manual is available on the Roll Back Malaria Partnership’s Malaria Indicator Survey website: <http://www.malariasurveys.org/toolkit.cfm>.

I. INTRODUCTION

The [YEAR AND COUNTRY] Malaria Indicator Survey (MIS) is a national sample survey designed to provide information on malaria prevention, treatment, and prevalence in [COUNTRY]. The MIS will involve interviewing a randomly selected group of women who are between [15 and 49] years of age. These respondents will be asked questions about their background, the children they have given birth to, dwelling conditions, their use of mosquito nets and antimalarial drugs for themselves and their children, and other questions that will be helpful to policy makers and administrators in controlling malaria.

You are being trained as an interviewer for the MIS. After the training course, which will take about four weeks to complete, selected interviewers will be working in teams and going to different parts of the country to interview households and women in these households. This is called fieldwork. Depending on the areas assigned to your team and on how well you perform the tasks given to you, you may be working on the [YEAR AND COUNTRY] MIS for up to [NUMBER OF MONTHS]. However, we have recruited more interviewers to participate in the training course than are needed to do the work, and at the end of the course, we will be selecting the best qualified among you to work as interviewers.

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

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

# A. Survey Objectives

The [COUNTRY] MIS is part of a worldwide survey program. The Demographic and Health Survey (DHS) Program is one organization that conducts MIS. The MIS is designed to:

* Collect information on various aspects of malaria;
* Measure geographic and socioeconomic differences in malaria indicators;
* Collect a blood drop from young children for anemia and parasitemia testing;
* Assist countries in conducting surveys periodically to monitor and evaluate the national malaria control program; and
* Provide an international database that can be used by researchers investigating topics related to malaria.

As part of The DHS Program, surveys are being carried out in countries in malaria endemic countries worldwide. Data from these surveys are used to better understand the malaria situation in the countries surveyed.

# B. MIS Sample

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

Another way to collect information is through a sample survey. When it is not necessary to know exact total numbers, a sample survey can collect information about people much more quickly and at a low-cost. The sampling procedure allows us to collect data on a small number of people and draw conclusions that are valid for the whole country.

The accuracy of a sample survey depends, among other things, on the size of the sample. The exact number to be interviewed for any survey is determined by statistical methods which we will not try to discuss in this training session. What you should know, however, is that the sample size for this survey reflects the number of interviews that are needed to provide an accurate picture of the population, health and nutrition situation in [COUNTRY]. Consequently, it is critical to a survey that fieldworkers try their hardest to complete all assigned interviews to ensure that the correct number of people are included in the survey.

The accuracy of a sample survey also depends on another major factor, the absence of bias that would affect the proportions found through the sample. To control or prevent bias from creeping into the results, the selection of people included in the sample must be absolutely random. This means that every person in the total population to be studied has the same opportunity to be selected in the sample. This is why it is so important to make callbacks to reach those people who are not at home, since they may be different from people who are at home. For example, it may be that healthy children are more likely to be away from the house, and if we don’t call back to test them, we may bias estimates on parasite prevalence and/or anemia.

For the [COUNTRY] MIS, the sample consists of [NUMBER] clusters (small geographically defined areas) throughout the country. The households in each of these clusters have recently been listed or enumerated. A sample of households was then scientifically selected to be included in the [COUNTRY] MIS survey from the list in each of the clusters. Each of these households will be visited and information obtained about the household using the Household Questionnaire. Women age 15-49 years will be interviewed using the individual Woman’s Questionnaire. We expect to interview about [NUMBER] households and [NUMBER] women in this survey. Studying the malaria-related behavior of these women will provide insights into the behavior and attitudes of all women in [COUNTRY].

# C. Survey Organization

The [COUNTRY] MIS is being conducted at the request of the [SPONSORING ORGANIZATION] which has a primary role in the planning for the survey and in the analysis and dissemination of the survey results.

The [IMPLEMENTING AGENCY (IA)] will serve as the implementing agency for the [COUNTRY] MIS. The [IA] will take responsibility for operational matters including planning and conducting fieldwork, processing of collected data and organizing the writing and distribution of reports. The [IA] will furnish the necessary central office space for survey personnel and will undertake to secure transport for the data collection activities. Staff from the [IA] will be responsible for overseeing the day-to-day technical operations including recruitment and training of field and data processing staff and the supervision of the office and field operations.

Financial support for the [COUNTRY] MIS will be provided by [GOVERNMENT OF COUNTRY], USAID and [OTHER DONORS]. Staff of [ORGANIZATION PROVIDING TECHNICAL ASSISTANCE] will provide technical assistance during all phases of the survey.

During the [COUNTRY] MIS fieldwork, you will work in a team consisting of [NUMBER] interviewers, a supervisor, and a field editor. Each team will be accompanied by a driver. Each supervisor will be responsible for a team of interviewers. The supervisor will be assisted by the field editor, who will be in charge of the team in the absence of the supervisor. The specific duties of the supervisor and the field editor are described in detail in the Supervisor’s and Editor’s Manual.

In addition, the team will include [NUMBER] [biomarker technicians].[[1]](#footnote-1) These individuals will be responsible for drawing blood from eligible persons for malaria parasitemia and anemia testing. The supervisor and the field editor will have also received biomarker training so that they may supervise the technicians and assist them as needed.

In the central office there will be a team of regional coordinators responsible for supervising fieldwork teams. These coordinators will ensure regular progress of data collection in the clusters. They will monitor data quality and provide for the regular transfer of completed questionnaires and blood samples to the central office. Data entry staff and computer programmers also will be assigned to the project.

# D. Survey Questionnaires

The households that have been scientifically selected to be included in the [COUNTRY] MIS sample will be visited and enumerated using a Household Questionnaire. The Household Questionnaire includes a cover page to identify the household and a form on which all members of the household and visitors are listed. This form is used to record some information about each household member, such as name, sex, and age. The Household Questionnaire also collects information on housing characteristics such as type of water source, sanitation facilities, quality of flooring, ownership of durable goods, and ownership and use of mosquito nets.

The Household Questionnaire permits the interviewer to identify women who are eligible to be interviewed with the Individual Questionnaire. Women age 15-49 years who are members of the household (those that usually live in the household) or visitors (those who do not usually live in the household but who stayed there the previous night) are eligible to be interviewed.

The Household Questionnaire also permits the interviewer to identify children who are eligible for anemia and malaria testing. Children age 0-5 are eligible to be recorded on the biomarker questionnaire.

After all of the eligible women in a household have been identified, you will use the individual Woman’s Questionnaire to interview the women you are assigned. The Woman’s Questionnaire collects information on the following topics:

**Background characteristics.** Questions on age, [religion, ethnicity,] and education provide information on characteristics likely to influence behavior.

**Reproduction.** Data are collected on the number of children ever born, including children who are living elsewhere and children who have died. More detailed information is collected on young children, those born in 2010 or later.

**Intermittent preventive treatment of malaria during pregnancy (IPTp).** Data are collected to determine whether women received IPTp (antimalarial pills taken to prevent malaria during the last pregnancy that produced a live birth).

**Prompt and effective treatment of children with fever.** Data are collected to determine whether children born in the five years before the survey sought care promptly for recent fevers, whether they received recommended antimalarial treatment, and where the treatment was received.

The Biomarkers Questionnaire will be completed by the [health technicians] on the team; it collects information on the following topics:

**Anemia testing**. Children ages 6 to 59 months are eligible to have their blood tested for anemia, and the results of the test are given to the parent or responsible adult for each child tested. Children with severe anemia are referred for treatment, and the parents/responsible adults for children with moderate or mild anemia are given counseling about anemia.

**Parasitemia testing.** Children ages 6 to 59 months are eligible to have their blood tested for parasitemia using rapid diagnostic testing (RDT) in the field and possibly by microscopy in a laboratory. The results of the RDT are given to the parent or responsible adult for each child tested. Children testing positive for malaria by RDT are either treated in the field or are referred for treatment in case of severe malaria, and the parents/responsible adults for children with malaria are given counseling about malaria.

# E. Field Staff’s Role

**Responsibilities of the Field Supervisor**

The field supervisor is the senior member of the field team. She/He is responsible for the well-being and safety of team members, as well as the completion of the assigned workload and the maintenance of data quality. The supervisor receives her/his assignments from and reports to the regional coordinator assigned to them. The specific responsibilities of the supervisor are to:

• Make the necessary preparations for the fieldwork

• Organize and direct the fieldwork

• Conduct periodic spot-check re-interviews

• Ensure field staff complete their responsibilities

• Ensure all data collection tasks are completed daily and at the close of each cluster

In addition, the field supervisor will monitor interviewer performance with the aim of improving and maintaining the quality of the data collected. Because the collection of high-quality data is crucial to the success of the survey, it is important that supervisors are mature, responsible women/men who execute their duties with care and precision. This is especially important during the initial phases of fieldwork, when it is possible to eliminate interviewer errors before they become habits.

**Responsibilities of the Interviewer**

The interviewer occupies the central position in the MIS because he/she collects information from respondents. Therefore, the success of the MIS depends on the quality of each interviewer’s work.

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

• Locating the structures and households in the sample, and completing the Household Questionnaire

• Identifying all eligible respondents in those households

• Interviewing all eligible respondents in the households using the Woman’s Questionnaire

• Checking completed interviews to be sure that all questions were asked and the responses neatly and legibly recorded

• Returning to households to interview respondents who could not be interviewed during the initial visit.

These tasks will be described in detail throughout this manual.

**Responsibilities of the Health Technicians**

Similarly, the health technicians occupy a central position in the MIS because she/he collects information from respondents. Therefore, the success of the MIS depends on the quality of the health technician’s work.

• Confirm children’s eligibility for biomarker sample collection

• Complete the Biomarker Questionnaire and return it to the interviewer.

• Administer consent to parents/guardians and to eligible children, according to the survey protocol, before collecting biomarkers

• Collect biomarker specimens for:

• Malaria using Rapid Diagnostic Tests (RDTs)

• Malaria using thick [and thin smears]

• Anemia using the HemoCue [301]

• Prepare the thick [and thin] smears for transport to the reference laboratory according to the protocol, including fixing the thin smears

• Give treatment to positive malaria RDT cases as per the study protocol

• Refer severe malaria and anemia cases to health care facilities

• Ensure that the biomarker supplies are well-stocked and appropriately stored

• Follow bio-safety standard operating procedures per the protocol, including the safe disposal of biohazardous material

The Biomarker Field Manual discusses in detail the responsibilities and the procedures the health technicians will follow for anemia and malaria testing.

# F. Training of Interviewers

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

Each of you will receive a package with the following materials.

• Household Questionnaire

• Biomarker Questionnaire

• Individual Questionnaire

• Interviewer’s Manual

• Supervisor’s Manual (for those selected for these activities)

• Biomarker Field Manual (for those selected for these activities)

Please ensure that you bring these materials each day during the training and to the field during fieldwork.

During the training, the questionnaire sections, questions, and instructions will be discussed in detail. You will see and hear demonstration interviews conducted in front of the class as examples of the interviewing process. You will practice reading the questionnaire aloud to another person several times so that you may become comfortable with reading the questions aloud. You will also be asked to take part in role playing in which you practice by interviewing another trainee. You may also have homework assignments for the evenings.

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

You will be given tests to see how well you are progressing during your formal training period. At the end of the training course, the interviewers will be selected based on their test results and performance during the field practice.

The training you receive as an interviewer does not end when the formal training period is completed. Each time a supervisor meets with you to discuss your work, your training is being continued. This is particularly important during the first few days of fieldwork. As you run into situations you did not cover in training, it will be helpful to discuss them with your team. Other interviewers may be running into similar problems, so you can all benefit from each other’s experiences.

# G. Supervision of Interviewers

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

• Spot-check some of the addresses selected for interviewing to be sure that you interviewed the correct households and the correct respondents

• Review each questionnaire to be sure it is complete and consistent

• Observe some of your interviews to ensure that you are asking the questions in the right manner and recording the answers correctly

• Meet with you on a daily basis to discuss performance and give out future work assignments

• Help you resolve any problems that you might have with finding the assigned households, understanding the questionnaire, or dealing with difficult respondents.

# H. MIS Regulations

**The survey director may terminate the service of any interviewer who is not performing at the level necessary to produce the high-quality data required to make the [COUNTRY] MIS a success.**

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

1. Except for illnesses, or a death in the family, any person who is absent from duty during any part of the training or any part of the fieldwork (whether it is a whole day or part of a day) without prior approval from his/her supervisor may be dismissed from the survey.

2. The selection of the survey team members is competitive; it is based on performance, ability, and testing results during the training. Therefore, any person found offering assistance to or receiving assistance from another person during tests will be dismissed from the survey.

3. Throughout the survey training and the fieldwork period, you are representing [IA], an organization of the Government of [COUNTRY]. Your conduct must be professional and your behavior must be congenial in dealing with the public. We must always be aware of the fact that we are only able to do our work with the good will and cooperation of the people we interview. Therefore, any team member who is consistently overly aggressive, abrupt, or disrespectful to the people in the field may be dismissed from the survey team.

4. For the survey to succeed, each team must work closely together, sharing in the difficulties and cooperating and supporting each other. We will attempt to make team assignments in a way that enhances the cooperation and good will of the team. However, any team member who in the judgment of the survey director creates a disruptive influence on the team may be asked to transfer to another team or may be dismissed from the survey.

5. It is critical that the data gathered during the fieldwork be both accurate and valid. To control for inaccurate or invalid data, spot checks will be conducted. Interviewers may be dismissed at any time during the fieldwork if their performance is not considered adequate for the high quality this survey demands.

6. Vehicles and gasoline are provided for the survey for official use only. Any person using the vehicle for an unauthorized personal reason will be dismissed from the survey.

7. [COUNTRY] MIS data are confidential. **They should not be discussed with anyone other than members of your survey team.** Under no circumstances should confidential information be passed on to third parties. In keeping with this policy, it is also important that you never interview anyone you may know in the survey.

Persons breaking these rules, and therefore the confidence placed in them, will be dismissed.

# I. Sexual Harassment

Sexual harassment will not be tolerated during the process of conducting an MIS Survey. By sexual harassment, we mean unwelcome sexual advances, requests for sexual favors, and other sexual comments or actions that make the receiver feel offended or intimidated. Sexual harassment may hurt work performance, and in some cases, an individual may feel that they must comply with the unwelcome advances or requests in order to keep their job. Sexual harassment can be committed by a man towards a woman, by a woman towards a man, or between two individuals of the same gender.

To avoid any appearance of sexual harassment, individuals should be careful to avoid unnecessary physical contact and suggestive language and should maintain a professional work climate at all times.

Anyone who feels that he or she has been the target of sexual harassment or who has witnessed an apparent incident of harassment should immediately report the incident to his or her supervisor, or to the survey manager. The implementing agency is required to investigate the claim and keep reports confidential to the extent possible. The implementing agency must take actions to prevent and correct harassing behavior. These actions can include changing workspace, reassigning interviewers or supervisors to different teams and other disciplinary actions. Retaliation against individuals filing complaints of sexual harassment will also trigger disciplinary action.

II. CONDUCTING AN INTERVIEW

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

# A. Building Rapport with the Respondent

The supervisor will assign an interviewer to make the first contact with each of the households selected for the [COUNTRY] MIS. Any member of the household age 15 years or older capable of answering the questions is a suitable respondent for the household interview. If at least one eligible person is identified in the Household Questionnaire, the interviewer will go on to complete an Individual Questionnaire or pass the interview along to a colleague if they are not the same gender as the respondent.

As an interviewer, your first responsibility is to establish a good rapport with a respondent. At the beginning of an interview, you and the respondent are strangers to each other. The respondent’s first impression of you will influence their willingness to cooperate with the survey. Be sure that your manner is friendly as you introduce yourself. Before you start to work in an area, your supervisor will have informed the local leaders, who will in turn inform selected households in the area that you will be coming to interview them. You will also be given a letter and an identification badge that states that you are working with [IA].

**1. Make a good first impression.**

When you arrive at the household, do your best to make the respondent feel at ease. With a few well-chosen words, you can put the respondent in the right frame of mind for the interview. Open the interview with a smile and greeting such as “good afternoon” and then proceed with your introduction.

**2. Obtain respondent(s) consent to be interviewed.**

You must obtain a respondent’s informed consent for participation in the survey before you begin an interview. Special statements are included at the beginning of the Household Questionnaire and the Individual Questionnaires. The statements explain the purpose of the survey. They assure a respondent that participation in the survey is completely voluntary and that it is their right to refuse to answer any questions or stop the interview at any point. Be sure to read the informed consent statement exactly as it is written before asking a respondent to participate in a household or individual interview.

**3. Always have a positive approach.**

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

**4. Assure confidentiality of responses.**

If the respondent is hesitant about responding to the interview or asks what the data will be used for, explain that the information you collect will remain confidential, no individual names will be used for any purpose, and all information will be grouped together to write a report.

Also, you should never mention other interviews or show completed questionnaires to the supervisor or field editor in front of a respondent or any other person.

**5. Answer any questions from the respondent frankly.**

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

The respondent may also be concerned about the length of the interview. If they ask, tell female respondents that the interview usually takes about 30-60. If the respondent for the Household Questionnaire is a man or woman age 50 or older, you can tell the respondent that the interview usually takes about 15 to 20 minutes, since that person will answer only the Household Questionnaire. Indicate your willingness to return at another time if it is inconvenient for the respondent to answer questions then.

Respondents may ask questions or want to talk further about the topics you bring up during the interview, e.g., about how to use a mosquito net. It is important not to interrupt the flow of the interview so tell them that you will be happy to answer their questions or to talk further after the interview. The idea here is that you should do what any good neighbor would do, answer basic health or other questions to the best of your ability while informing the person that you are not a nurse, doctor or expert on the topic.

**6. Interview the respondent alone.**

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

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

If it is impossible to get privacy, you may have to carry out the interview with the other people present. However, in such circumstances, it is important that you remember that:

• If there is more than one eligible respondent in the household, you must not interview one in the presence of the other

• Extra effort should be made to gain privacy if the other person is of the opposite sex, particularly the husband or wife.

In all cases where other individuals are present, try to separate yourself and the respondent from the others as much as possible.

# B. Tips for Conducting the Interview

**1. Be neutral throughout the interview.**

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

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

“Can you explain a little more?”

“I did not quite hear you; could you please tell me again?”

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

**2. Never suggest answers to the respondent.**

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

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

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

**4. Handle hesitant respondents tactfully.**

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

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

If the respondent is reluctant or unwilling to answer a question, explain once again that the same question is being asked of respondents all over [COUNTRY] and that the answers will all be merged together. If the respondent is still reluctant, simply write REFUSED next to the question and proceed as if nothing had happened. Remember, the respondent cannot be forced to give an answer.

**5. Do not form expectations.**

You must not form expectations of the ability and knowledge of the respondent. For example, do not assume women and men from rural areas or those who are less educated or illiterate do not know about different types of mosquito nets or antimalarial medications.

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

Respondents may ask for things, like mosquito nets, never promise anything that you cannot provide as they may leave a negative impression of surveys with the respondent.

**6. Do not hurry the interview.**

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

**7. Be Humble**

Sometimes respondents and community members are intimidated by well-educated, well-dressed, well-spoken people from other communities and humility is key to helping respondents to feel comfortable.

# C. Language of the Interview

The questionnaires for the [COUNTRY] MIS have been translated into [COUNTRY LANGUAGE(S) in which interviewing will take place]. One of the first things you will do when you approach a household to do an interview is to establish the language or languages that are spoken there. We will be arranging the field teams in such a way that you will be working in an area in which your language is spoken, so there should be few cases in which respondents do not speak your language. In such cases you might be able to find another language that both of you speak and you will be able to conduct the interview in that language.

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

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

We will be practicing interviews in the local languages during training. However, there may be times when you will have to modify the wording of the questions to fit local dialects and culture. It is very important not to change the meaning of the question when you rephrase it or interpret it into another language.

III. FIELDWORK PROCEDURES

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

# A. Preparatory Activities and Assignment Sheets

**1. Interviewer’s Assignment Sheets**

Each morning, your supervisor or field editor will brief you on your day’s work and explain how to locate the households assigned to you. When they assign households to you, you should write the identification information on the Interviewer’s Assignment Sheet (see Figure 1). The identifying information such as the household number, structure number or address, and name of the head of the household will be written in Columns (1) through (3).

Columns (4) through (11) of the Interviewer’s Assignment Sheet serve as a summary of the results of your work in the field for each household. At the end of the day, you will be responsible for recording in these columns the final outcome for all household visits and individual interviews you conducted.

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

• Columns (1) through (3) of your Interviewer’s Assignment Sheet are complete and that they contain all the information you will need to identify the selected households

• You have a Household Questionnaire for each household you are assigned

• You fill in the identification information on the cover page of each Household Questionnaire

• You know the location of the selected households you are to interview, and have sufficient materials (maps, written directions, etc.) to find them

• You understand any special instructions from your supervisor about contacting the households you are assigned

• You have several blank Individual and Biomarker questionnaires.

After completing a household interview, the next step is to fill in the identification information on the cover sheet of the Woman’s Questionnaire for each eligible woman identified in the Household Schedule. You will also record the following information in the appropriate columns in the Assignment Sheet:

• Column (4): final result of the household interview (from the cover page)

• Columns (5) and (6): number of eligible children and their line numbers

• Column (7): whether each child was tested for anemia and malaria

• Columns (8) and (9): number of eligible women and their line numbers

• Column (10): result of woman’s interview

• Column (11): to record any notes on the respondent

## [YEAR] [COUNTRY] MIS INTERVIEWER’S ASSIGNMENT SHEET

## PAGE \_\_\_\_\_\_\_ OF \_\_\_\_\_\_\_ PAGES

|  |  |  |  |
| --- | --- | --- | --- |
| CLUSTER  NUMBER | INTERVIEWER NAME  ----------------------------------------------------------------------- | INTERVIEWER  NUMBER | COUNT OF      BLOOD  SLIDES |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **HOUSEHOLD** | | | | **CHILDREN** | | | | **WOMEN** | | | NOTES |
| LMIS  HOUSE-HOLD  NUMBER | STRUC-TURE NUMBER OR  ADDRESS | NAME OF HOUSEHOLD HEAD | INTER-VIEW FINAL RESULT | TOTAL ELIGIBLE CHILDREN 6-59 MOS | LINE NUMBER OF ELIGIBLE CHILD | TESTED FOR MALARIA  AND ANEMIA | | TOTAL ELIGIBLE WOMEN | LINE NUMBER OF ELIG. WOMAN | INTER-VIEW  FINAL  RESULT |
| (1) | (2) | (3) | (4)\* | (5) | (6) | (7) | | (8) | (9) | (10)\* | (11) |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
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|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |
|  |  |  |  |  |  | Y | N |  |  |  |  |

CODES FOR COLUMN (4)\* CODES FOR COLUMN (10)\*

|  |  |  |
| --- | --- | --- |
| 1 COMPLETED  2 NO HH MEMBER AT HOME  3 ENTIRE HH ABSENT FOR EXTENDED PERIOD  4 POSTPONED  5 REFUSED | 6 DWELLING VACANT/ADDRESS NOT A DWELLING  7 DWELLING DESTROYED  8 DWELLING NOT FOUND  9 OTHER | 1 COMPLETED  2 NOT AT HOME  3 POSTPONED  4 REFUSED  5 PARTLY COMPLETED  6 INCAPACITATED  7 OTHER |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| TOTAL NUMBER OF HOUSEHOLD QUESTIONNAIRES |  | TOTAL NUMBER OF WOMAN’S QUESTIONNAIRES |  | NUMBER OF CHILDREN ELIGIBLE FOR ANEMIA AND MALARIA TESTING |  | NUMBER OF CHILDREN TESTED FOR ANEMIA AND MALARIA |  |

During the fieldwork in a cluster, it is important that, for each household you are assigned, you keep the Household and all Individual Questionnaires together. Always place the Woman’s Questionnaire(s) inside the Household Questionnaire in ascending order by line number.

**2. Making callbacks**

Because each household has been carefully selected, you must make every effort to conduct interviews with the individuals who are identified as eligible in that household. Sometimes a household member will not be available at the time you first visit. You need to make at least 3 visits on three separate times of the day or days when trying to obtain an individual interview to maximize the possibility of successfully completing the individual interview.

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

You will return the household questionnaire and any questionnaires for eligible respondents to your team supervisor or editor as soon as you have completed work in a household. Before returning the questionnaires, be sure to record information on the result of the interviewing processing in the household on the Interviewer’s Assignment Sheet:

• Column (10): final result of the interview with an eligible woman (from the cover page of the Woman’s Questionnaire)

• Column (11): any observation about the effort to interview a household or respondent that may be helpful to your team supervisor or editor, e.g., the reason the interview could not be completed or the time you expect to callback to get an interview.

There are several boxes on the Interviewer’s Assignment Sheet to record totals. After completing work in the cluster, fill in the boxes on the first page with the totals for the whole cluster. Leave these boxes blank on the subsequent sheets for that cluster.

It is important that you fill in the visit record on the Interviewer’s Assignment Sheet accurately since this form provides a summary of all eligible respondents in the [COUNTRY] MIS sample. These forms will be returned to the central office for review after completion of interviewing and will be used to check that there are questionnaires for all eligible respondents.

**3. Keeping questionnaires confidential**

You are responsible for seeing that the questionnaires are kept confidential. Do not share the results with other interviewers. You should never interview a household in which you know one or more of the members, even if they are only casual acquaintances. If you are assigned to a household in which you know a person even if that person is not eligible for interview, you should notify your supervisor so he can assign that household to another interviewer. You should not attempt to see the completed questionnaires for that household nor discuss the interview results with your colleagues.

**4. Supplies and documents needed for fieldwork**

Before starting fieldwork each morning, verify that you have everything you need for the day’s work. Some necessary supplies include [INSERT DETAILED SUPPLY LIST WHERE AVAILABLE]:

• Interviewer’s Assignment Sheet

• A sufficient number of questionnaires

• Interviewer’s Manual

• Identification badge

• Something hard to write on

• Blue ink pens

• A bag to carry questionnaires and materials

# B. Contacting Households and Eligible Respondents

**1. Locating sample households**

In recent months, household listing teams visited each of the selected sample clusters to:

1) prepare up-to-date maps to indicate the location of structures;

2) record address information for each structure or describe their location (for areas lacking street names or numbers on structures);

3) write numbers on structures; and

4) make a list of the names of the heads of households in all of the structures.

A structure is a freestanding building, for a residential or commercial purpose. It may have one or more rooms in which people live; it may be an apartment building, a house, or a thatched hut, for instance.

Within a structure, there may be one or more dwelling (or housing) units. A *dwelling unit* is a room or group of rooms occupied by one or more households. It may be distinguished from the next dwelling unit by a separate entrance. For instance, there would be one dwelling unit in a thatched hut, but there may be 50 dwelling units in an apartment building or five dwelling units in a compound.

Within a dwelling unit, there may be one or more households. By definition, a *household* consists of a person or group of persons, related or unrelated, who live together in the same dwelling unit, who acknowledge one adult male or female as the head of household, who share the same living arrangements, and are considered as one unit. In some cases one may find a group of people living together in the same house, but each person has separate eating arrangements; they should be counted as separate one-person households. Collective living arrangements such as hostels, army camps, boarding schools, or prisons are not considered as households in the MIS.

There are three important questions used to identify a household:

1) Do the persons reside in the same compound? (i.e. the persons in the household may reside under same roof or several roofs in the same compound)

2) Are they answerable to the same head? (i.e. persons in a household are answerable to a person they recognize to have authority)

3) Do they have the same cooking arrangement? (i.e. members of a household cook together)

If the answer to each of the above criteria is “YES”, then you have adequately identified a household. If the answer to one or more of these criteria is “NO”, then there are more than one household.

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

**2. Problems in contacting a household**

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

a) The household has moved away and a new one is now living in the same dwelling. In this case, interview the new household.

b) The structure number and the name of the household head do not match with what you find in the field. If you have located the correct dwelling, you should consider the household that is living in the dwelling as the selected household.

*Example:* You are assigned a household headed by [COMMON LOCAL NAME 1] that is listed as living in structure number MIS-004. But when you go to MIS-004, the household living there is headed by [COMMON LOCAL NAME 2]. After checking that you have not made a mistake about the structure or dwelling unit, you would interview the household headed by [COMMON LOCAL NAME 2].

c) The household selected does not live in the structure that was listed. If there is a discrepancy between the structure number and the name of the household head, interview whoever is living in the structure assigned to you.

*Example*: You are assigned a household headed by [COMMON LOCAL NAME 3] located in MIS-007, and you find that the [NAME 3 FAMILY’S] household actually lives in structure MIS-028, interview the household living in MIS-007.

d) The listing shows only one household in the dwelling, but two or more households are living there now. When the listing shows only one household and you find two households, interview both households. Make a note on the cover page of the household that was not on the listing. Your supervisor will assign this household a number, which you should enter on the questionnaire. If the listing shows two households, only one of which was selected, and you find three households there now, only interview the one that had been selected and ignore the other two.

e) The head of the household has changed. In some cases, the person listed as the household head may have moved away or died since the listing. Interview the household that is living there.

f) The house is all closed up and the neighbors say the people are on the farm (or away visiting, etc.) and will be back in several days or weeks. Enter Code ‘3’ (ENTIRE HOUSEHOLD ABSENT FOR EXTENDED PERIOD). The house should be revisited at least two more times to make sure that the household members have not returned.

g) The house is all closed up and the neighbors say that no one lives there; the household has moved away permanently. Enter Code ‘6’ (DWELLING VACANT OR ADDRESS NOT A DWELLING).

h) A household is supposed to live in a structure that when visited is found to be a shop and no one lives there. Check very carefully to see whether anyone is living there. If not, enter Code ‘6’ (DWELLING VACANT OR ADDRESS NOT A DWELLING).

i) A selected structure is not found in the cluster, and residents tell you it was destroyed in a recent fire. Enter Code ‘7’ (DWELLING DESTROYED).

j) No one is home and neighbors tell you the family has gone to the market. Enter Code ‘2’ (NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT HOME AT TIME OF VISIT), and return to the household at a time when the family will be back.

Discuss with your supervisor any problems you have in locating the households that you are assigned to interview. Remember that the usefulness of the MIS sample in representing the entire country depends on the interviewers locating and visiting all the households they are assigned.

**3. Identifying eligible respondents**

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

All women age 15-49 in selected households who are either members of the household or visitors who stayed in the household the night before the day you are conducting the interview are considered eligible in the [COUNTRY] MIS. It is very important that you do not miss an eligible respondent when you fill in the Household Schedule.

In certain cases, you may find it difficult to decide whether or not a respondent is eligible. Use these examples as a guide:

*Example(s):* A visitor who spent the previous night in the house but is away at the market when you arrive is eligible. You must make callbacks to interview him.

A woman is a usual resident but she spent the previous night away at her sister’s house. She should be counted as a member of the household on the Household Schedule and is eligible to be interviewed.

A young woman is away at the university and only returns for very short visits. She is not a usual resident of the household.

You must complete the cover page of an Individual Questionnaire for each eligible respondent that you identify in the household before starting the interview. If you cannot finish the interview for whatever reason, write the reason on the cover page. Take care to note any information that may be useful when you contact the person later.

In some households, there will be no eligible respondents (i.e., there will be no usual household members or visitors of eligible age). For these households, you will have a completed Household Questionnaire, with no accompanying Individual Questionnaire.

**4. Problems in obtaining individual interviews**

You may experience the following types of problems in obtaining an interview with an eligible respondent:

a) Eligible respondent not available. If the eligible respondent is not at home when you visit, enter Code ‘2’ (NOT AT HOME) as the result for the visit on the cover page and ask a neighbor or family member when the respondent will return. You should contact the household at least three times, trying to make each visit at a different time of day. Under no circumstances is it acceptable to conduct all three visits on the same day and then stop attempting to contact the respondent.

b) Respondent refuses to be interviewed. The respondent’s availability and willingness to be interviewed will depend in large part on the initial impression you make when you meet them. Introduce yourself and explain the purpose of the visit. Read the introduction printed on the Individual Questionnaire. You may emphasize the confidentiality of the information the respondent provides, and/or the short duration of the interview. If the respondent is unwilling to be interviewed, it may be that the present time is inconvenient. Ask whether another time would be more convenient and make an appointment. If the individual still refuses to be interviewed, enter Code ‘4’ (REFUSED) as the result for the visit on the cover page and report it to your supervisor.

c) Interview not completed. A respondent may be called away during the interview or they may not want to answer all the questions at the time you visit them. If an interview is incomplete for any reason, you should arrange an appointment to see the respondent again as soon as possible to obtain the missing information. Be sure that you record on the cover page of the questionnaire that the interview is incomplete by entering Code ‘5’ (PARTLY COMPLETED) and indicate the time you agreed on for a revisit; you should also report the problem to your supervisor.

d) Respondent incapacitated. There may be cases in which you cannot interview a person because they are too sick, because they are mentally unable to understand your questions, or because they are deaf, etc. In these cases, record Code ‘6’ (INCAPACITATED) on the cover page of the questionnaire and on your Assignment Sheet.

# C. Checking Completed Questionnaires

It is the responsibility of the interviewer to review each questionnaire when the interview is finished. This review should be done before you leave the household so that you can be sure every appropriate question was asked, that all answers are clear and reasonable, and that your handwriting is legible. Also check that you have followed the skip instructions correctly. You may be able to make minor corrections yourself, but in many cases you will need to talk further with the respondent. Simply explain to the respondent that you made an error and ask the question(s) again.

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

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

# D. Returning Work Assignments

At the end of fieldwork each day, check that you have filled out the cover page of a Household Questionnaire for each household assigned to you, whether or not you managed to complete an interview. Check also that you have completed the cover page of the Individual Questionnaire for each respondent identified, whether you were able to interview them or not. For all of the interviews that you have completed write the final result on the Interviewer Assignment Sheet and make any notes in Column (11) that may be of help to the Supervisor and Editor, such as any problems you experienced in locating a household or completing a Household Questionnaire or in conducting an interview with an eligible respondent. For difficult cases, at least three visits will be made to a household during the MIS in an effort to obtain a completed interview.

# 

# E. Data Quality

It is the responsibility of the field editor to review both the Household Questionnaires and the Individual Questionnaires from a sample cluster while the interviewing team is still in the cluster. The editing rules are explained in detail in the Supervisor’s/Editor’s Manual. It is especially important for the field editor to conduct thorough edits of questionnaires at the initial stages of fieldwork. The supervisor should assist in editing questionnaires during the first few weeks of fieldwork. The field editor will discuss with each interviewer the errors found in the collection of data. It may sometimes be necessary to send an interviewer back to a respondent in order to correct some errors.

IV. GENERAL PROCEDURES FOR COMPLETING THE QUESTIONNAIRE

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

# A. Asking Questions

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

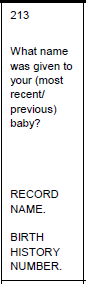
If, after you have repeated a question, the respondent still does not understand it, you may have to restate the question. Be very careful when you change the wording, however, that you do not alter the meaning of the original question.

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

You will notice that some questions contain one or more words in parentheses ( ). As shown below, the presence of parentheses indicates that a sentence needs to be adapted to fit the respondent’s specific situation.

**1. Parentheses that indicate a choice must be made:**

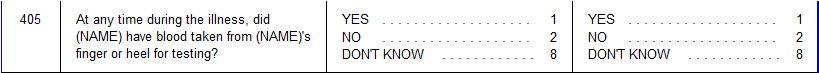
*Example: Question 213 in the Woman’s Questionnaire*



The question above is asked to female respondents. How you phrase the question – that is, which word in parentheses you choose to insert into the sentence – will depend on the birth order of the child. If you are asking the woman about her most recent birth, that is her youngest child, you would ask, “What is the name of your most recent baby?” If you are asking the woman about her second-to-last child, for example, you would ask, “What is the name of your previous baby?”

**2. Parentheses that indicate a substitution must be made:**

*Example:* *Question 405 in the Woman’s Questionnaire*



Notice that the word in parentheses is in all in capital letters. As you will learn about later (see Section D below), words in all-caps are instructions to interviewers that are not meant to be read out loud. Instead, in this example, substitute the name of the individual that the question is being asked about. For instance, if you are asking whether woman’s son named [Barack] has had blood taken, ask “At any time during the illness, did [Barack] have a drop of blood taken from [Barack’s] finger or heel for testing?”

# B. Recording Responses

In the [COUNTRY] MIS, all interviewers will use pens with blue ink to complete all questionnaires. Supervisors and field editors will do all their work using pens with red ink. Never use a pencil to complete the survey questionnaire.

There are three types of questions in the [COUNTRY] MIS questionnaires: 1) questions that have precoded responses; 2) questions that do not have precoded responses, i.e., that are “open-ended”; and 3) filters.

**1. Questions with precoded responses**

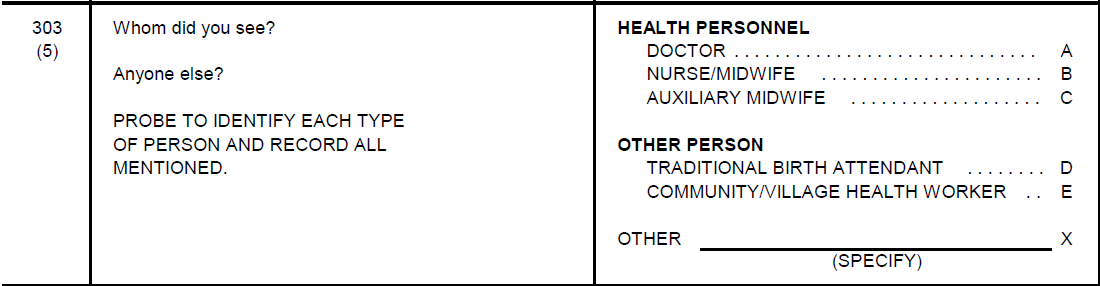
For some questions, we can predict the types of answers a respondent will give. The responses to these questions are listed in the questionnaire. To record a respondent’s answer, you merely circle the number (code) that corresponds to the reply. Make sure that each circle surrounds only a single number.

*Example: Question 104 in the Woman’s Questionnaire*



In some cases, precoded responses will include ‘OTHER’. The OTHER code should be circled only when the respondent’s answer is different from any of the precoded responses listed for the question. Before using the OTHER code, you should make sure the answer does not fit in any of the specified categories. When you circle the OTHER code for a particular question you must always write the respondent’s answer in the space provided. If you need more room, use the margins or the comments section at the end. If you use the comments section, write, “see note in comments section” next to that question.

*Example: Question 303 in the Woman’s Questionnaire*



**Pharmacist**

**2. Recording responses that are not precoded**

The answers to some questions are not precoded but require that you write the respondent’s answer in the space provided.

**Recording numbers or dates in boxes**. In some questions, you will record a number or date in the boxes provided.



Whenever boxes are present without codes in front of them, you must enter information in all of the boxes.

*Example: Question 216 in the Woman’s Questionnaire*

For a child born on February 15, 2014, you must record the day, month, and year

When a response has fewer digits than the number of boxes provided, you should fill in leading zeroes. For example, a response of ‘2’ is recorded ‘02’ in two boxes, or if three boxes had been provided, you would record ‘002’.

**1 5**

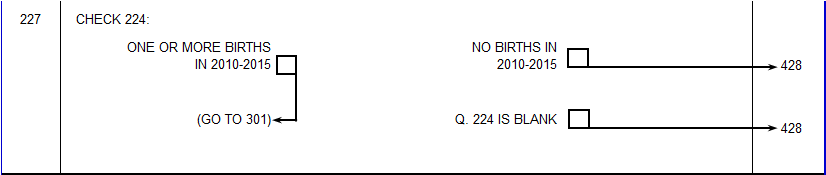
**0 2**

**2 0 1 4**

**3. Marking filters**

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

*Example: Question 227 in the Woman’s Questionnaire*



# C. Correcting Mistakes

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

Here is how to correct a mistake:

*Example: Question 111 in the Woman’s Questionnaire*



Remember that if you are not careful to cross out mistakes neatly, it may not be possible to determine the correct answer when the data are entered later into the computer.

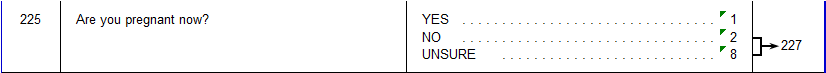
# D. Following Instructions

Throughout the [COUNTRY] MIS questionnaire, instructions for the interviewer are printed in all CAPITAL LETTERS, whereas questions to be asked of the respondent are printed in small letters. You should pay particular attention to the skip and filter instructions that appear throughout the questionnaire.

**1. Skip instructions**

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

*Example:* In Q. 225, notice that if you circled Code ‘2’ or Code ‘8’ you would skip to Q. 227. Q. 226 is about the number of months the woman has been pregnant and is only asked to women who respond ‘YES’ to Q. 225.

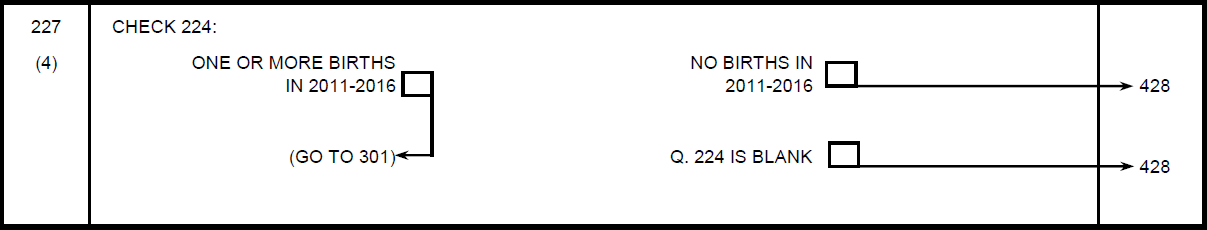


**2. Filters**

To ensure the proper flow of the questionnaire, you will sometimes be directed to check a respondent’s answer to an earlier question, indicate what the response was by marking a box, and then follow various skip instructions. Questions of this type are called “filters”; they are used to prevent a respondent from being asked irrelevant, and perhaps embarrassing or upsetting, questions.

For filter questions, it is important that you follow the instructions that ask you to check back to an earlier question. Do not rely on your memory. Remember that you do not need to ask the respondent the same question a second time. Check back and mark an ‘X’ in the appropriate box in the filter, then follow the skip instructions.

*Example: Question 227 in the Woman’s Questionnaire*



V. HOUSEHOLD QUESTIONNAIRE

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

# A. Identification of Household on the Cover Page

Before you go to a selected household, fill in the identification information in the box at the top of the cover page. The identification information is obtained from the sample household listing and will be given to you by your supervisor.

The following are key points in completing the identification section[[2]](#footnote-2):

* Write the name of the place or locality in which you are working.
* Write the name of the head of the household that you are to interview.
* Record the Cluster number and Household number in the boxes to the right of those lines.

You will fill in the rest of the cover page after you have conducted the interview. See the instructions in Section C (RETURN TO COVER PAGE) below.

# B. Completing the Household Questionnaire

To complete the Household Questionnaire, you will need to find a suitable respondent. Any adult member of the household who is capable of providing information needed to fill in the Household Questionnaire can serve as the respondent. If an adult is not available, do **not** interview a young child; instead, go on to the next household, and call back at the first household later.

Generally you will ask a single individual in the household for the information you will need to complete the household questionnaire. However, as appropriate, you may need to consult other members of the household for specific information.

INFORMED CONSENT

After introducing yourself, you must seek the respondent’s consent for participation in the survey. Read the informed consent statement exactly as it is written. This statement explains the purpose of the survey. It assures the respondent his or her participation in the survey is completely voluntary and that he or she can refuse to answer any questions or stop the interview at any point.

After reading the statement, **you** (not the respondent) must sign in the space provided to affirm that you have read the statement to the respondent.

If the respondent does not agree to be interviewed, circle ‘2’, thank the respondent, and end the interview. Then write ‘5’ (REFUSED) as the result on the cover page.

Q. 100: TIME

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Half past nine in the morning is: | HOUR | |  |  | | --- | --- | | **0** | **9** | | **3** | **0** | |
| MINUTES |
|  |  |  |
| Four-thirty in the afternoon is: | HOUR | |  |  | | --- | --- | | **1** | **6** | | **3** | **0** | |
| MINUTES |

**HOUSEHOLD SCHEDULE (Qs. 1-9)**

Be sure to read the introductory sentence to inform the respondent that you are interested in getting information about all usual household members and any other persons who stayed in the household the night before the interview.

Column 1: LINE NUMBER

In Column 1, each row of the household schedule is assigned a unique number. This number is referred to as the ‘Line Number’. It is used to identify the person listed on that row and to link all information collected later in the household and individual interviews to that person.

Column 2: USUAL RESIDENTS AND VISITORS

The first step in completing the household schedule is to request a list of all persons who usually live in the household and any visitors. To get a correct listing, you will have to know what we mean by a member of the household and what we mean by a visitor:

* Member of the household. A household may be one person or a group of persons who usually live and eat together. This is not the same as a family. A family includes only people who are related, but a household includes any people who live together, whether or not they are related. For example, three unrelated men who live and cook meals together would not be considered one family, but they would be considered to be members of the same household.
* Visitor. A visitor is someone who is not a usual member of the household but who stayed in the household the night before the day you are conducting the interview. If an individual stayed in the household the previous night, he or she should be listed on the Household Schedule.

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

• A woman lists her husband as head of the household, but he lives somewhere else. If he does not usually live in the household you are interviewing, and he did not sleep there the previous night, he should not be included in the listing.

• Sometimes, people eat in one household and sleep in another. Consider the person to be a member of the household where he or she sleeps.

• A person living alone is a household.

• A servant is a member of the household if he or she usually lives in the household.

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

As your respondent lists the names, write them down, one in each row in Column 2 of the table, **beginning with the household head**. The person who is identified as the head of the household has to be someone who usually lives in the household. This person may be acknowledged as the head on the basis of age (older), sex (generally, but not necessarily, male), economic status (main provider), or some other reason. It is up to the respondent to define who heads the household. There generally should not be a problem with this. If the person responding to the household interview is not the head of household then you may record this person on the second line.

If the last name is the same for several people, you can use abbreviations or ditto marks:

*Example:* 01 David Jones [substitute local names]

02 Mary "

03 Peter "

After entering a name, the relationship of that person to the head of the household and the sex should be recorded in Columns 3 and 4 ***before*** going on to record the name of the next person.

Column 3: RELATIONSHIP

Record how the person listed is related to the head of the household. Use the codes at the bottom of the page. **If the respondent is not the head of the household, make sure that you record the relationship of each person to the household head, not the relationship to the respondent.**

*Example*: if the respondent is the wife of the head of the household and she says that Simon is her brother, then Simon should be coded as Code 09 (OTHER RELATIVE) not Code 08 (BROTHER OR SISTER), because Simon is a brother-in-law of the head of the household.

If the head of the household is married to a woman who has a child from a previous marriage, that child’s relationship to the head of the household should be coded as Code 10 (ADOPTED/FOSTER/STEPCHILD).

Column 4: SEX

Always confirm the sex of a person before recording it in Column 4 since there are many names that may be given to either a male or female.

When you have written all the names, you want to be certain you have included everyone who should be listed before continuing with the rest of the questionnaire. **To do this, ask questions 2A-2C at the end of the Household Schedule.** If the answer to any is YES, add those persons’ names to the list.

After completing Columns 2 through 4 for all household residents and any visitors, start with the person listed on Line 01 and move across the page, asking each appropriate question in Columns 5 through 20. When you have completed the information for the person on Line 01, move to the person listed on Line 02, etc.

Columns 5 and 6: RESIDENCE

In Column 5, record information on the person’s usual residence. A usual member of the household may or may not have slept in the household the night before the interview. However, a visitor must always have stayed in the household the night before the interview.

If after asking these residence questions you learn that the person does not usually live in the household—Column 5 is NO—and did not sleep there the night before—Column 6 is also NO—you will have to delete this person from the listing because he/she is neither a member nor a visitor. After deleting the person, you must renumber the line numbers in Column 1 assigned to all of the persons listed in the household schedule after that person. You will also need to modify the line numbers in Columns 9, 10, and 11, and in the columns at the beginning of each page of the household schedule.

*Example*: You had listed Margaret Jones [substitute local name] as Line Number 04 and then learned that she does not usually live in the household and she did not sleep there the night before. You would draw a line through Row 04, canceling Margaret from the listing. Then you would have to **renumber** the subsequent Line Numbers in Column 1. Whenever you change Column 1, you should also make corrections to the Line Numbers in Columns 9, 10 and 11 and in the columns to the left of Column 12.

Column 7: AGE

If you have difficulty obtaining the ages of household members, use the methods described for Qs. 102 and 103 in the Woman’s Questionnaire to probe for the correct age. You are to obtain each person’s age in completed years, that is, the age at the time of the last birthday.

Columns 8 and 9: ELIGIBILITY

Look at Column 7 and circle the Line Number in Column 8 for all women who are between 15 and 49 years of age (including those who are age 15 and those who are age 49). These individuals are “eligible” respondents, and they qualify for an interview using the Individual Questionnaire. Remember, the respondent may be a usual resident of the household or only a visitor.

Next, look at Column 7 again and circle the Line Number in Column 9 of any child who is 0-5 years of age. Children in this age range are eligible for anemia and malaria testing.

CONTINUATION SHEET

If you interview a household that has more than 20 members, mark the box following line 20 on the first page of the schedule. Take a fresh Household Questionnaire, fill in all the information on the cover page, and write “CONTINUATION” on the top. Then on the second Household Questionnaire, change Line Number 01 to 21 and if necessary, change line 02 to 22 and so on in Columns 1, 8, and 9. Then write the information for these household members. Return to the first Household Questionnaire to continue with the next section (Household Characteristics) and complete the interview.

**HOUSEHOLD CHARACTERISTICS (Qs. 101-134)**

After asking the questions about each member of the household, you will ask Questions 101 through 130 about household amenities and possessions.

Q. 101: HOUSEHOLD DRINKING WATER

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

Q. 102: MAIN SOURCE OF WATER FOR OTHER PURPOSES

Households that use bottled water as a source of drinking water are asked for the main source of water for cooking and handwashing to assess the cleanliness of the source of water to which the household has general access.

The table below provides definitions of the water source response categories in Qs. 101 and 102.

|  |  |
| --- | --- |
| **Response Categories** | **Definition** |
| Piped into dwelling | Pipe connected with in-house plumbing to one or more taps, e.g. in the kitchen and bathroom. Sometimes called a house connection. |
| Piped to yard/plot | Pipe connected to a tap outside the house in the yard or plot. Sometimes called a yard connection. |
| Piped to neighbor | Pipe connected to neighbor’s dwelling, yard or plot. |
| Public tap or standpipe | Public water point from which community members may collect water. A standpipe may also be known as a public fountain or public tap. Public standpipes can have one or more taps and are typically made of brickwork, masonry or concrete. |
| Tube well or borehole | A deep hole that has been driven, bored or drilled with the purpose of reaching ground water supplies. Water is delivered from a tubewell or borehole through a pump which may be human, animal, wind, electric, diesel or solar-powered. |
| Protected dug well | A dug well that is (1) protected from runoff water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well and (2) covered so that bird droppings and animals cannot fall down the hole. Both conditions must be observed for a dug well to be considered as protected. |
| Unprotected dug well | A dug well which is (1) unprotected from runoff water; (2) unprotected from bird droppings and animals; or (3) both. |
| Protected spring | A spring protected from runoff, bird droppings, and animals by a “spring box” which is typically constructed of brick, masonry, or concrete and is built around the spring so that water flows directly out of the box into a pipe without being exposed to outside pollution. |
| Unprotected spring | A spring that is subject to runoff and/or bird droppings or animals. Unprotected springs typically do not have a “spring box”. |
| Rainwater | Rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern. |
| Tanker truck | Water is obtained from a provider who uses a truck to transport water into the community. Typically the provider sells the water to households. |
| Cart with small tank | Water is obtained from a provider who transports water into a community using a cart and then sells the water. The means for pulling the cart may be motorized or non-motorized (e.g., a donkey). |
| Surface water | Water located above ground and includes rivers, dams, lakes, ponds, streams, canals, and irrigation channels. |
| Bottled water | Water that is bottled and sold to the household in bottles. Note that this category exists for Q.101 but not for Q.102. |

Q. 103: LOCATION OF WATER SOURCE

IN OWN DWELLING and IN OWN YARD/PLOT means the water is located in the dwelling or in the yard (such as a well that is in the yard). If the household gets their water from a TANKER TRUCK or CART WITH A SMALL TANK (Code 61 or Code 71 in Q.101 or Q.102), you would record ELSEWHERE in Q. 103 (Code 3) because the truck or cart does not reside in the dwelling or yard.

Q. 104: TIME TO GET WATER

This question is not asked if the source of drinking water is located within the dwelling or yard/plot or if the household relies on rainwater.

Include the time it takes to get to the source, wait to get water (if necessary), and get back to the house. Record the time it takes to get water by whatever means of transportation the person generally uses, whether the person walks or rides a bicycle or motor vehicle. If the respondent tells you that the water is delivered to their dwelling (a situation that could arise if the water comes from a tanker truck or a small cart with a tank and the truck or cart delivers right to the dwelling), record ‘000’.

Convert answers given in hours to minutes. Put zeroes in front of the response if necessary; for example, “30 minutes” would be ‘030,’ and “one hour and a half” would be ‘090’.

Q. 105: TOILET FACILITIES

The purpose of this question is to obtain a measure of the sanitation level of the household, since toilet facilities are important for disease control and health improvement. If the respondent answers in general terms such as “flush toilet,” probe to determine where the toilet flushes to; likewise, if the respondent answers “latrine”, probe to determine the type of latrine. The table below provides definitions for the terms used in the codes for Q. 105.

If you are not able to determine the toilet type based on your conversation with the respondent, ask to observe the facility.

|  |  |
| --- | --- |
| **Response Categories** | **Definition** |
| **Flush/pour flush toilet** | A flush toilet uses a cistern or holding tank for flushing water and has a water seal, which is a U-shaped pipe, below the seat or squatting pan that prevents the passage of flies and odors.  A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used). |
| **to piped sewer system** | A system of sewer pipes (also called sewerage) that is designed to collect human excreta (feces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater. |
| **to septic tank** | An excreta collection device consisting of a water-tight settling tank normally located underground, away from the house or toilet. |
| **to pit latrine** | A system that flushes excreta to a hole in the ground. |
| **to somewhere else** | A system in which the excreta is deposited in or nearby the household environment in a location other than a sewer, septic tank, or pit, e.g., excreta may be flushed to the street, yard/plot, drainage ditch or other location. |
| **Pit latrine** | Excreta are deposited without flushing directly into a hole in the ground. |
| **ventilated improved pit latrine (VIP)** | A latrine ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark. |
| **pit latrine with slab** | A latrine with a squatting slab, platform or seat firmly supported on all sides which is raised above the surrounding ground level to prevent surface water from entering the pit and for ease of cleaning. |
| **pit latrine without slab/open pit** | A latrine without a squatting slab, platform or seat. An open pit is a rudimentary hole in the ground where excreta is collected. |
| **Composting toilet** | A toilet into which excreta and carbon-rich material are combined (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce inoffensive compost. |
| **Bucket toilet** | Involves the use of a bucket or other container for the retention of feces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal. |
| **Hanging toilet/Hanging latrine** | A toilet built over the sea, a river, or other body of water allowing excreta to drop directly into the water. |

Qs. 106 and 107: SHARED TOILET FACILITIES

Q. 106 asks about whether the toilet facilities are shared with one or more other households. In Q. 107, we want to find out how many households, including the respondent’s household, use the same facility. For example, if the respondent’s household shares the toilet with one other household, record “02” in Q. 107. If they share it with two other households, record “03” in Q. 107. The number of households that share toilet facilities is an important measure of the level of hygiene in the household.

Q. 108: FUEL FOR COOKING

Information on the type of fuel used for cooking is collected as another measure of the socioeconomic status of the household. The use of some cooking fuels can also have adverse health consequences. Remember that this question asks about fuel for cooking, not fuel for heating or lighting. The category ‘biogas’ includes gases produced by fermenting manure in an enclosed pit.

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

Q. 109: NUMBER OF ROOMS FOR SLEEPING

Record the number of rooms that the household uses for sleeping even if that room also serves a second function. For example, if a dwelling unit consists of two rooms: a bedroom and a kitchen, but household members sleep in both the bedroom and the kitchen, record ‘2’ in Q. 109.

Qs. 110 and 111: OWNERSHIP OF LIVESTOCK, HERDS, POULTRY OR OTHER FARM ANIMALS

Information on whether households own any livestock, herds, poultry or other animals and how many they own is used as an additional indicator of the socioeconomic status of the household. First, ask Q. 110 to find out whether the household owns any livestock, herds, other farm animals or poultry. If YES, ask Q. 111 to find out what type of animals the household owns and how many of each. Read out each item and be sure to record the number in the respective boxes for each item. Do not leave any blank.

Note: Q. 111 asks separately for the number of milk cows or bulls and cattle the household owns. Be sure not to double-count these animals. For example, if the respondent says that the household has 10 cattle, one of which is a milk cow and one of which is a bull, record two milk cow or bulls and eight cattle since the household owns a total of 10 animals not 12.

Qs. 112 and 113: OWNERSHIP OF AGRICULTURE LAND

Ownership of agriculture land is another important indicator of the socioeconomic status of the household. First ask Q. 112 to find out whether any member of the household owns any land that can be used for agriculture. Agricultural land refers to land that is used for growing crops (the crops may be food for people, food for animals, or other non-food crops), raising animals, and grazing animals. In answering this question, common land used to graze animals but not owned by the household should not be included. If the answer to Q. 113 is YES, ask Q. 120 on the number of hectares owned altogether by the members of the household. Record the answer in the boxes. If the household owns more than 95 hectares, circle ‘950’; if the number of hectares is unknown, circle ‘998’.

Q. 114: HOUSEHOLD ITEMS

The answers to these questions on ownership of certain items will be used as a rough measure of the socioeconomic status of the household. Read out each item and circle the answer given after each item. Do not leave any item(s) blank.

If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle ‘1’ for YES. Otherwise, circle ‘2’ for NO.

Q. 115: OWNERSHIP OF WATCH/MOBILE PHONE/MEANS OF TRANSPORTATION

As another rough measure of socioeconomic status, we also ask whether any member of the household owns a watch, a mobile phone, or various means of transport, e.g., a bicycle, a motorcycle or motor scooter, a car or truck, other means of transportation. A small child’s bicycle is primarily a toy and should not be recorded here.

If the respondent reports that an item is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle ‘1’ for YES. Otherwise, circle ‘2’ for NO.

Q. 116: BANK ACCOUNT

Ask if any member in the household has an account with a bank, credit association or other similar organization in which they can deposit and withdraw funds. Record the appropriate answer. This does not include savings programs at the community level.

Qs. 119 and 120: POSSESSION OF MOSQUITO NETS

It is recognized that the consistent use of insecticide-treated mosquito nets (ITN) decreases the incidence of malaria and malaria-related deaths, especially in very young children. Consequently, many countries are now instituting programs that promote the use of ITNs.

Q.119 inquires about whether the household has any mosquito nets, and, for households with at least one mosquito net, information is collected on the total number of mosquito nets in the household (Q.120). It does not matter if the nets are actually used or even if they are set up. If they are in the household and could be used while sleeping, they should be counted. Note that ‘cake covers’ or baby nets that are used to keep flies off infants, usually during the daytime, are not considered mosquito nets. These nets cannot be treated with insecticide. Window screens are also not considered mosquito nets.

Qs. 121-130: TYPE OF NETS, SOURCE OF NETS, AND USE ON THE NIGHT BEFORE THE INTERVIEW

There are various brands of mosquito nets. Some are factory treated and do not require any retreatment (long-lasting insecticide-treated net; LLIN). In order to assess the effectiveness of mosquito net use in preventing malaria, we need to gather information on how long the household has had each net, the brand of net, and whether household members use the nets when they sleep at night.

To obtain this information, you will need to ask Qs. 121 through 130 as applicable for each net that the household owns. Ask to see all of the nets that the household has and systematically ask the questions for each net as it is shown to you, beginning with the first net. Even if you cannot directly observe a net, you must ask the questions for each net that is reported by the household member.

To distinguish each net, you may use phrases like, “Now let’s talk about the first net you showed me” or ‘Let’s talk about the net which (NAME) uses’. If a household has more than 3 nets, use an additional questionnaire. At the top of pages 10 and 11, rename the columns ‘NET #4’, ‘NET #5’, and ‘NET #6’.

Q. 121: NET OBSERVED OR NOT

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

Q.122: WHEN NET OBTAINED

Then ask how many months ago the household obtained the net. If the net was obtained within 36 months from the interview date, you must record the actual number of months before the interview that the net was obtained. If the household got the net more than 36 months ago, record ‘95’. The respondent may tell you that they are not exactly certain when the net was obtained. In such cases, probe to try to get some idea of approximately how many months ago the net was obtained. Record ‘98’ (NOT SURE) if the respondent does not have any idea of how long ago the household obtained the net.

Q. 123: TYPE AND BRAND OF NET

Q. 123 asks about the type and brand of net. Most nets you will come across in the field are LLINs, and you will become familiar with the most common brands of LLINs during the training; however, you may encounter nets in the field that you will not recognize. If the respondent tells you or you learn from the packaging that the net is a LLIN, but it is not one of the listed brands or if you cannot determine the brand, circle ‘16’ (LLIN-OTHER/DON’T KNOW BRAND). If you cannot observe the net and the brand is unknown, show pictures of typical net types/brands to the respondent in an effort to identify it.

In some cases, you may identify the net as something other than a LLIN; for those nets, circle ‘96’ (OTHER TYPE). When you cannot obtain information on the type, circle ‘98’ (DON’T KNOW TYPE).

Qs. 126 and 127: SOURCE OF NET

Qs. 126 and 127 are used to determine the source of each net. In Q. 126, ask if the household got the net through [NAME OF CAMPAIGN], during an antenatal care visit, or during an immunization visit. For a net that was not obtained through a campaign or health care-related visit, ask where the household got the net (Q. 127).

Qs. 128 and 129: SLEEPING UNDER THE MOSQUITO NET

These questions help us to link a particular mosquito net to the person(s) who slept under it the night before the survey. Obviously it does little good to have up-to-date treated nets in the household if they are not used for sleeping at night. In Q. 128, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers YES, record in Q. 129 who slept under the net last night. If more than four people slept under a single net the night before the survey, record only the first four people mentioned by the respondent. For each person mentioned, record their name and their corresponding line number from the household schedule.

Q. 130: FILTER FOR NEXT NET

At this point, go back to Q.121 for the next net. If you have finished these questions for all the nets belonging to the household, proceed to Q. 131.

Q. 131: FLOOR MATERIAL

This is an observation not a question since you will usually be able to see for yourself what kind of floor the house has. However, ask if you are not sure.

If there is more than one kind of flooring material, record the main type of material (the material that covers the largest amount of floor space).

Q. 132: ROOF MATERIAL

As with the floor material, you will usually be able to see for yourself what kind of roof material the house has. However, observing the roof material may not always be easy or you may be able to observe part but not the whole roof. Ask the respondent if you are not sure or if you cannot observe the roof properly. If the household lives in an apartment building, look at the roof from a reasonable distance and ask the respondent if necessary. If there is more than one kind of roofing material, record the main type of material (the material that covers the largest amount of roof space).

Q. 133: WALL MATERIAL

As with the floor and roof materials, you will usually be able to see for yourself what kind of material the exterior walls are made of. However, ask the respondent if you are not sure. Again, if there is more than one kind of wall material, record the main type of material (the material that covers the largest amount of wall space).

Q. 134: TIME INTERVIEW ENDED

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

Be sure to thank the respondent for her cooperation. At this point, check your questionnaire carefully. Before leaving the house, make sure you have followed the skip patterns correctly and that your marks are legible. Also, inform the respondent that an interviewer will be coming to her household to interview eligible women and to complete biomarker tests for eligible children.

# C. Return to Cover Page

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

INTERVIEWER VISITS

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

RESULT CODES

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

The following are descriptions of the various result codes:

• Code 1 Completed. Enter this code when you have completed the household interview.

• Code 2 No household member at home or no competent respondent at home at time of visit. This code is to be used in cases in which the dwelling is occupied, but no one is at home. If no one is at home when you visit, or if there is only a child at home or an adult member who is ill, deaf, or mentally incompetent, enter Code ‘2’ as the result of the visit. Try to find out from a neighbor or from the children when a competent adult will be present and include this information in the visit record.

• Code 3 Entire household absent for extended period of time. This code is to be used only in cases in which no one is at home and the neighbors say that no one will return for several days or weeks. In such cases, enter Code ‘3’ as the result of that visit. Since the neighbors may be mistaken, you should make callbacks to the household to check that no one has returned. In cases in which no one is at home and you cannot find out whether they are gone for a few hours or a few weeks, enter Code ‘2.’

• Code 4 Postponed. If you contact a household, but for some reason, it is not convenient for them to be interviewed, then schedule a callback interview and enter Code ‘4’ on the cover page as a result code for that visit. If there is some extreme circumstance such that the interview is never conducted, you would enter Code ‘4’ for the final result code.

• Code 5 Refused. The impression you make during your initial contacts with members of a household is very important. Be careful to introduce yourself and explain the purpose of the survey. Stress that the interview takes only a short amount of time and that the information will be confidential. If the individual with whom you first talk is unwilling to cooperate, ask to speak with another member of the household, such as the household head. Suggest that you can return at another time if it would be more convenient. If the individual still refuses to cooperate, enter Code ‘5’ and report the problem to your supervisor.

• Code 6 Dwelling vacant or address not a dwelling. In some cases you may find that a structure number assigned to you is unoccupied, that is, it is empty with no furniture and is not being lived in. This is what we call “vacant,” and you should enter Code ‘6.’ Other times, you may find that a structure is not a residential unit. It is a shop, church, school, workshop, or some other type of facility that is not used as a living area. After making sure there are no residential units in back of or above the premises, enter Code ‘6’ as the result for the visit. Be sure to report the situation to your supervisor.

• Code 7 Dwelling destroyed. If the dwelling was burned down or was demolished in some other manner, enter Code ‘7.’

• Code 8 Dwelling not found. You should make a thorough search, asking people in the area whether they are familiar with the address or the name of the household head. If you are still unable to locate the structure, you should enter Code ‘8’ as the result for the visit to that household and inform your supervisor.

• Code 9 Other. There may be times that you cannot interview a household and the above categories do not describe the reason. Examples of cases that would fit in the ‘Other’ category would be if the entire cluster is flooded and inaccessible or if the household is quarantined because of a disease.

FINAL VISIT

After you have paid your last visit to the household, you will fill in the boxes under FINAL VISIT. The date on which you completed the household interview is recorded in the DAY, MONTH, YEAR boxes. For example, the last day in October 2016 would be DAY 31, MONTH 10, YEAR 2016. Write your assigned interviewer number in the boxes labeled INT. NUMBER.

Record the result for the final visit in the RESULT box. Add up the number of visits you made for the household interview and enter the total in the box labeled TOTAL NUMBER OF VISITS.

TOTAL PERSONS IN HOUSEHOLD AND TOTAL ELIGIBLE WOMEN

After you have completed the household interview, you will record the total number of people listed in the schedule in the boxes labeled TOTAL PERSONS IN HOUSEHOLD. You will also record in the boxes labeled TOTAL ELIGIBLE WOMEN the total number of women in the household who are eligible for interview with the Woman’s Questionnaire. If there are no eligible women then write ‘00’. In the boxes labeled LINE NO. OF RESPONDENT TO HOUSEHOLD QUESTIONNAIRE record the Line Number of the person who was your respondent.

BOTTOM OF COVER PAGE

At the bottom of the cover page, the supervisor will write his name and enter his identifier number. The field editor will also write her name and number. Office editing and data entry will only be done in the main office, and space is provided for the office editor and data entry person to record their identifier numbers.

PREPARE AN INDIVIDUAL QUESTIONNAIRE FOR EACH ELIGIBLE PERSON

After completing a household interview, allocate an Individual Questionnaire for each eligible respondent identified in the household. You will fill in the identification information on the cover page of the Individual Questionnaire for each eligible respondent identified in the Household Schedule. For example, if after completing the household interview, you have found that there are three women eligible for the individual interview, you will take three Woman’s Questionnaires and fill in the identification information for each of the respondents.

The identification information on the Individual Questionnaire is similar to the identification information on the Household Questionnaire. However, you must write the eligible respondent’s name and the Line Number he/she was assigned in the Household Schedule in Column 1. If an eligible respondent is immediately available, proceed to interview them.

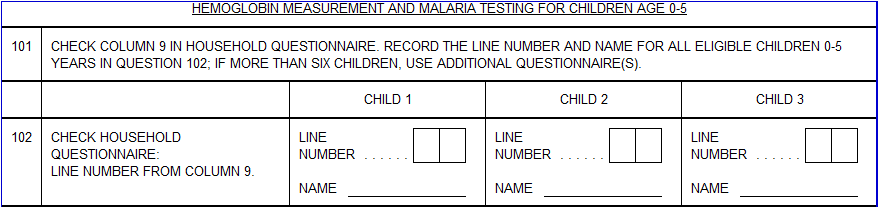
After completing the interviews with the eligible respondents, you will return the Household Questionnaire to your field editor with ALL of the completed Individual Questionnaires tucked inside.

PREPARE A BIOMARKER QUESTIONNAIRE FOR EACH HOUSEHOLD

Another task following the completion of the household interview is to allocate a Biomarker Questionnaire for the household. Children age 0-5 are eligible to be recorded on the biomarker questionnaire.

It is your job to fill in the IDENTIFICATION box on the cover page of the Biomarker Questionnaire. You will also complete the column headings of the Biomarker Questionnaire for children (Q. 102). You will use information from the Household Schedule to complete the column headings.

In Q. 102, record the line numbers and names of all children whose line numbers are circled in Column 9 of the Household Schedule. Record the line numbers and names in the same order as they appear in the Household Schedule.



If there are more than six eligible children, use an additional Biomarker Questionnaire.

A special Biomarker Field Manual has been prepared for training on anemia and malaria testing.

VI. WOMAN’S QUESTIONNAIRE

The Woman’s Questionnaire consists of a cover page and 4 sections as follows:

Section 1: Respondent’s Background

Section 2: Reproduction

Section 3: Pregnancy and Intermittent Preventive Treatment

Section 4: Fever in Children

The questionnaire also includes a page for field staff to record observations about the interview.

# A. Cover Page

After completing the household questionnaire, you should have prepared a questionnaire for each eligible woman by filling in the identification section on the cover page. As you begin to interview the woman, you should fill in the area labeled “Interviewer Visits.” Here, you will record your own name, keep a record of your visits, and record the final date and result code. You will also be entering this information into your Interviewer’s Assignment Sheet.

# B. Section 1: Respondent’s Background

In the first section of the questionnaire, you will begin by obtaining the respondent’s consent to the interview and then collect some general background information on the respondent.

INFORMED CONSENT

You must seek the respondent’s consent for participation in the survey. Read the informed consent statement exactly as it is written. This statement explains the purpose of the survey. It assures the respondent her participation in the survey is completely voluntary and that she can refuse to answer any questions or stop the interview at any point.

After reading the statement, **you** (not the respondent) must sign in the space provided to affirm that you have read the statement to the respondent.

If the woman does not agree to be interviewed, circle ‘2’, thank the respondent, and end the interview. Then write ‘4’ (REFUSED) as the result on the cover page.

REQUEST FOR DOCUMENTS

Before you begin the individual interview, ask the respondent to collect any birth certificates, identity cards, health cards or other health records that she has for herself and her children. To complete some sections of the questionnaire, you will need to examine these documents, so assure the respondent that you have plenty of time to wait while she looks for them.

Q. 101: TIME

Record the time of the day you start the woman’s interview using the 24-hour system.

Q. 102: MONTH AND YEAR OF BIRTH

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

If the respondent knows her date of birth, write it in the appropriate boxes for MONTH and YEAR. You will need to convert the month into numbers. For this, January is ‘01’, February is ‘02’, March is ‘03’, and so on. If she does not know her month of birth, circle ‘98’ for DON’T KNOW MONTH and ask her for the year of her birth. If she knows the year, write it in the boxes for YEAR. Try under all circumstances to obtain at least the year of birth.

If the respondent is unable to provide this information, ask whether she has any documentation such as an identification card or a birth or baptismal certificate that might give her date of birth. Circle ‘9998’ for DON’T KNOW YEAR only if the respondent does not know and cannot provide any record showing her birth date.

Q. 103: AGE

This is one of the most important questions in the interview, since almost all analysis of the survey data depends on the respondent’s age. You must ask Q. 103 even if the woman provided her birth date in response to Q. 102.

If the woman **knows** her age, write it in the space provided. If the woman **does not know** her age, you will need to use one of the following methods to estimate her age.

(a) If the **year of birth is reported** in Q. 102, compute the woman’s age as follows:

• Already celebrated birthday in the current year. If the woman has had her birthday in the current year, subtract the year of birth from the current year [2015].

• Not yet celebrated birthday in the current year. If the woman has not yet had her birthday in the current year, subtract the year of birth from last year [2014].

• Does not know when her birthday is. If the woman does not keep track of the time within a year when her birthday falls, it is sufficient to subtract year of birth from the current year [2015].

(b) If the woman **does not know** her age, and **year of birth is not reported** in Q. 102, you will have to probe to try to estimate her age. There are several ways to probe for age:

1) Ask the respondent how old she was when she got married or had her first child, and then try to estimate how long ago she got married or had her first child.

*Example*: If she says she was 19 years old when she had her first child and that the child is now 12 years old, she is probably 31 years old.

2) Relate her age to that of someone else in the household whose age is more reliably known.

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

(c) The woman **does not know** her age and probing did not help.

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

**Checking Consistency of Birth Date and Age Responses**

If the woman answers both Qs. 102 and 103, i.e., she gives both her birth date and her age, you must check that her answers are consistent. There are two methods for checking whether the age and year of birth are consistent: the **arithmetic method** and the **chart method**. A detailed description of each method follows. You may use either method to check the consistency of birth date and age information.

**Arithmetic Method**

The arithmetic procedure requires that you first calculate the sum of the year of birth and the age. Use the margin of the questionnaire to do the necessary arithmetic. Then apply one of the following rules to determine if these responses are consistent.

(1) IF BOTH MONTH AND YEAR ARE RECORDED IN QUESTION 102

• If the month of birth is before the month of interview (the respondent has had her birthday this year), then her age plus the year of birth should equal the year of interview [2015].

*Example*: A respondent that you interview in July [2015] tells you that she was born in January 1969 and is [46] years old. Her responses are **consistent**, i.e., her month of birth (January) is before the month of interview (July) and the year of birth (1969) and age ([46]) sum to the year of interview ([2015]).

Another respondent that you interview in July [2015] says she was born in May 1991and she is [23] years old. Her responses are **inconsistent**, i.e., her year of birth (1991) and age ([23]) sum to [2014] rather than to [2015] as would be expected given that her month of birth (May) is before the month of interview (July).

• If the month of birth is after the month of interview (she has not had her birthday this year), then her age plus her year of birth should equal the previous year [2014].

*Example*: A respondent interviewed in July [2015] tells you that she was born in December 1982 and is [32] years old. Her responses are **consistent**, i.e., her month of birth (December) is after the month of interview (July) and the year of birth (1982) and age ([32]) sum to the previous year ([2014]).

Another respondent interviewed in July [2015] says that she was born in September 1977 and is [38] years old. Her responses are **inconsistent**, i.e., her year of birth (1977) and age ([38]) sum to [2015] rather than to [2014] as would be expected given that her birth month (September) is after the month of interview (July).

• If the month of birth is the same as the month of interview, then a sum of either [2014] or [2015] is acceptable.

(2) IF ONLY YEAR OF BIRTH IS RECORDED IN Q. 102.

Add the year of birth to the respondent’s age. Accept the sum if it is equal to either to the year of interview [2015] or the previous year [2004].

*Example*: A respondent tells you she was born in 1985 and is [30] years old. Her answers are **consistent** since the sum of her year of birth (1985) and her age ([30]) is [2015].

Another respondent tells you she was born in 1985 and her age is [29] years. Her responses are **consistent** since the sum of the year of birth (1985) and her age ([29]) is [2014].

A third respondent tells you that she was born in 1985 and is [31] years old. Her responses are **inconsistent** since the sum of her year of birth and her age ([31]) is [2016].

**Chart Method**

You may use the Age/Birth-Date Consistency Chart (Figure 2) to check the consistency of the information the respondent provides. In using the chart, you will choose one of two approaches, depending on the type of information you have recorded in Q.102.

(1) IF BOTH MONTH AND YEAR ARE RECORDED IN Q. 102.

Enter the chart at the age you recorded in Q. 103. If the month of birth is before the month of interview (she has already had her birthday this year), use the right hand column to see what year of birth is consistent with that age. If the month of birth is after the month of interview (she has not yet had her birthday this year), use the left hand column to see what year of birth is consistent with that age.

If the year of birth recorded in Q. 102 is not the same as the year of birth in the chart, then Qs. 102 and 103 are inconsistent and you will have to make a correction.

(2) IF ONLY YEAR OF BIRTH IS RECORDED IN Q. 102.

Enter the chart at the age you recorded in Q. 103. The year of birth listed in either the left or right hand column is consistent with that age.

If the year of birth recorded in Q. 102 is not the same as one of the two years of birth recorded in the chart, then Qs. 102 and 103 are inconsistent and you will have to make a correction.

**FIGURE 2. AGE/BIRTH-DATE CONSISTENCY CHART FOR SURVEY IN 2015**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Current  Age | Year of birth | |  | Current  Age | Year of birth | |
| Has not had birthday in 2015 | Has already had birthday in 2015 |  | Has not had birthday in 2015 | Has already had birthday in 2015 |
| Don’t know | |  | Don’t know | |
| 0 | 2014 |  |  | 30 | 1984 | 1985 |
| 1 | 2013 | 2014 |  | 31 | 1983 | 1984 |
| 2 | 2012 | 2013 |  | 32 | 1982 | 1983 |
| 3 | 2011 | 2012 |  | 33 | 1981 | 1982 |
| 4 | 2010 | 2011 |  | 34 | 1980 | 1981 |
|  |  |  |  |  |  |  |
| 5 | 2009 | 2010 |  | 35 | 1979 | 1980 |
| 6 | 2008 | 2009 |  | 36 | 1978 | 1979 |
| 7 | 2007 | 2008 |  | 37 | 1977 | 1978 |
| 8 | 2006 | 2007 |  | 38 | 1976 | 1977 |
| 9 | 2005 | 2006 |  | 39 | 1975 | 1976 |
|  |  |  |  |  |  |  |
| 10 | 2004 | 2005 |  | 40 | 1974 | 1975 |
| 11 | 2003 | 2004 |  | 41 | 1973 | 1974 |
| 12 | 2002 | 2003 |  | 42 | 1972 | 1973 |
| 13 | 2001 | 2002 |  | 43 | 1971 | 1972 |
| 14 | 2000 | 2001 |  | 44 | 1970 | 1971 |
|  |  |  |  |  |  |  |
| 15 | 1999 | 2000 |  | 45 | 1969 | 1970 |
| 16 | 1998 | 1999 |  | 46 | 1968 | 1969 |
| 17 | 1997 | 1998 |  | 47 | 1967 | 1968 |
| 18 | 1996 | 1997 |  | 48 | 1966 | 1967 |
| 19 | 1995 | 1996 |  | 49 | 1965 | 1966 |
|  |  |  |  |  |  |  |
| 20 | 1994 | 1995 |  | 50 | 1964 | 1965 |
| 21 | 1993 | 1994 |  | 51 | 1963 | 1964 |
| 22 | 1992 | 1993 |  | 52 | 1962 | 1963 |
| 23 | 1991 | 1992 |  | 53 | 1961 | 1962 |
| 24 | 1990 | 1991 |  | 54 | 1960 | 1961 |
|  |  |  |  |  |  |  |
| 25 | 1989 | 1990 |  | 55 | 1959 | 1960 |
| 26 | 1988 | 1989 |  | 56 | 1958 | 1959 |
| 27 | 1987 | 1988 |  | 57 | 1957 | 1958 |
| 28 | 1986 | 1987 |  | 58 | 1956 | 1957 |
| 29 | 1985 | 1986 |  | 59 | 1955 | 1956 |

[Note: A new chart must be constructed for surveys in 2016 or later.]

**HOW TO CORRECT INCONSISTENT ANSWERS**

If the recorded birth date (Q. 102) does not agree the age in Q. 103, you must correct the inconsistency. Do this by further probing and adjusting the age, the birth date, or both. It is important to understand that either or both of the two pieces of information may be incorrect. Do not always assume that an inconsistency means, for instance, that the date of birth was given correctly and that the age is incorrect. It could be that the date or the age or both the date and the age are incorrect.

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

Finally, before moving on to the next question, verify that the respondent is indeed eligible. If the woman is younger than 15 years or 50 years or older 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.

When this happens, you must also correct the age and eligibility information for this woman in Columns (7) and (8) on the Household Questionnaire. In addition, you will have to correct the total number of eligible women reported on the cover page of the Household Questionnaire. Finally, you will need to correct your Interviewer’s Assignment Sheet; cross out the woman’s name on the assignment sheet and note in the observations that the woman was not eligible.

Note that you should correct the information on the woman’s age in the Household Questionnaire only when it affects her eligibility status. Otherwise do not change the age response in the Household Questionnaire.

Q. 104: EVER ATTENDED SCHOOL

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

Q. 105: HIGHEST LEVEL ATTENDED

Record the highest level the respondent ever attended, regardless of whether or not the year was completed. For example, if she attended secondary school for only two weeks, record SECONDARY.

Q. 106: HIGHEST GRADE/FORM/YEAR COMPLETED

For this question, record only the highest grade (form/year) that the respondent successfully completed at that level.

*Example*: if a woman was attending Grade 3 of secondary school and left school before completing that year, record ‘02’. Although Grade 3 was the highest year she attended, she completed two years of secondary school.

Note that you will record the number of years completed at the level that was recorded in Q. 105.

*Example*: If a woman attended only two weeks of Grade 1 of secondary school, record ‘00’ for completed years.

Q.107: FILTER FOR EDUCATION LEVEL

Q. 108: LITERACY

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. 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 a sentence 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.

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 respondent 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.

Q. 109: RELIGION and Q. 110: ETHNICITY

If appropriate, country-specific questions on religion and ethnicity will be asked here.

Q. 111 and 112: MESSAGES ON MALARIA

In Q. 111, record whether or not respondent has heard or seen any messages about malaria in the past six months. If the respondent has not seen or heard messages about malaria, skip to Q. 201. If the respondent has seen or heard messages about malaria, proceed to Q. 112 and read out each of the places that she may have seen or heard messages about malaria and record her answer. Do not leave any item(s) blank.

# C. Section 2: Reproduction

In this section, information is collected about the births that a woman has had during her life, her current pregnancy status, and additional information on births she had in the past five years. This is a particularly important section, and you need to be especially careful to obtain all the required information.

GENERAL NOTES ABOUT Qs. 201-210 AND Qs. 211-221

These two groups of questions collect information about all births that the woman has had (no matter who the father is). It is important that you understand which events to include. We want to record all of the respondent’s natural births. You should record all children who were born alive (that is, who showed signs of life by crying, breathing, or moving) even if they survived only for a few minutes. We want to know about all the woman’s births even if the child no longer stays in the household or if the child is no longer alive.

It is also important to understand which events should not be recorded. must not record adopted or foster children or children of relatives who may be living in the households. You also should not include any of her husband’s children to whom the respondent did not give birth You herself. Finally, you must not record children who were born dead (stillbirths), miscarriages, or abortions.

Q. 201: EVER GIVEN BIRTH

This question serves two purposes: to introduce the section and to learn whether the respondent has ever given birth. Even if the woman tells you that she never gave birth (Q. 201 is NO), you must go on to ask Q. 206 since she may not have told you about children who died very young.

Q. 202: ANY CHILDREN LIVING WITH HER

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

Q. 203: NUMBER OF CHILDREN LIVING WITH HER

Fill in the number of sons and daughters who live with the respondent. If she has only sons living with her, write ‘00’ in the boxes for daughters, and vice versa. Remember that we are only interested in the respondent’s OWN natural (biological) children and not foster children, children of her husband by another woman, or children of a relative.

Note that it is never correct to record ‘00’ in the boxes for both sons and daughters since women who have no children living at home should not be asked Q. 203.

Qs. 204 and 205: ANY CHILDREN LIVING ELSEWHERE

These questions refer to the respondent’s sons and daughters who are alive but not living with her. For example, they may be living with a relative, may be staying in a boarding school, may have been given up for adoption, or may be grown-up children who have left home. If she has only sons living elsewhere, write ‘00’ in the boxes in Q. 205 for daughters, and vice versa. Make sure the respondent is not reporting dead children in this question.

Qs. 206 and 207: CHILDREN WHO DIED

These questions on children who have died are extremely important and are among the most difficult on which to obtain accurate data. Some respondents may fail to mention children who died very young, so if a woman answers NO, it is important to probe by asking, “Any baby who cried, who made any movement, sound, or effort to breathe, or who showed any other signs of life even if for a very short time?” 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 that the information is important.

Q. 208: TOTAL BIRTHS

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

Q. 209: CHECKING TOTAL WITH RESPONDENT

Place the answer to Q. 208 in the blank in Q. 209 and then ask the respondent whether the total is correct. If she says NO, check the box NO and then check your addition, and return to Qs. 201-208 to check with the respondent whether you have obtained the information correctly.

*Example*: Starting with Q. 203, you would ask, “You have two sons and one daughter living with you. Is that correct?” Do the same for Qs. 205 and 207 and then enter the correct sum in Qs. 208 and 209.

Once you have made sure the total number of births is correct, draw two lines through the “NO” box (because it’s no longer true), and then mark the “YES” box and proceed with Q. 210.

Q. 210: FILTER FOR NUMBER OF BIRTHS

Q. 211: NUMBER OF BIRTHS IN 2011-2016

In Q. 211, ask the women how many of her children have been born in 2011-2016. Write the number of births in 2011-2016 in the box. If she has not had any births in the last six years, follow the instructions below the question by circling the code ‘00’ and skipping to Q. 225.

PARTIAL BIRTH HISTORY TABLE: Qs. 212-221

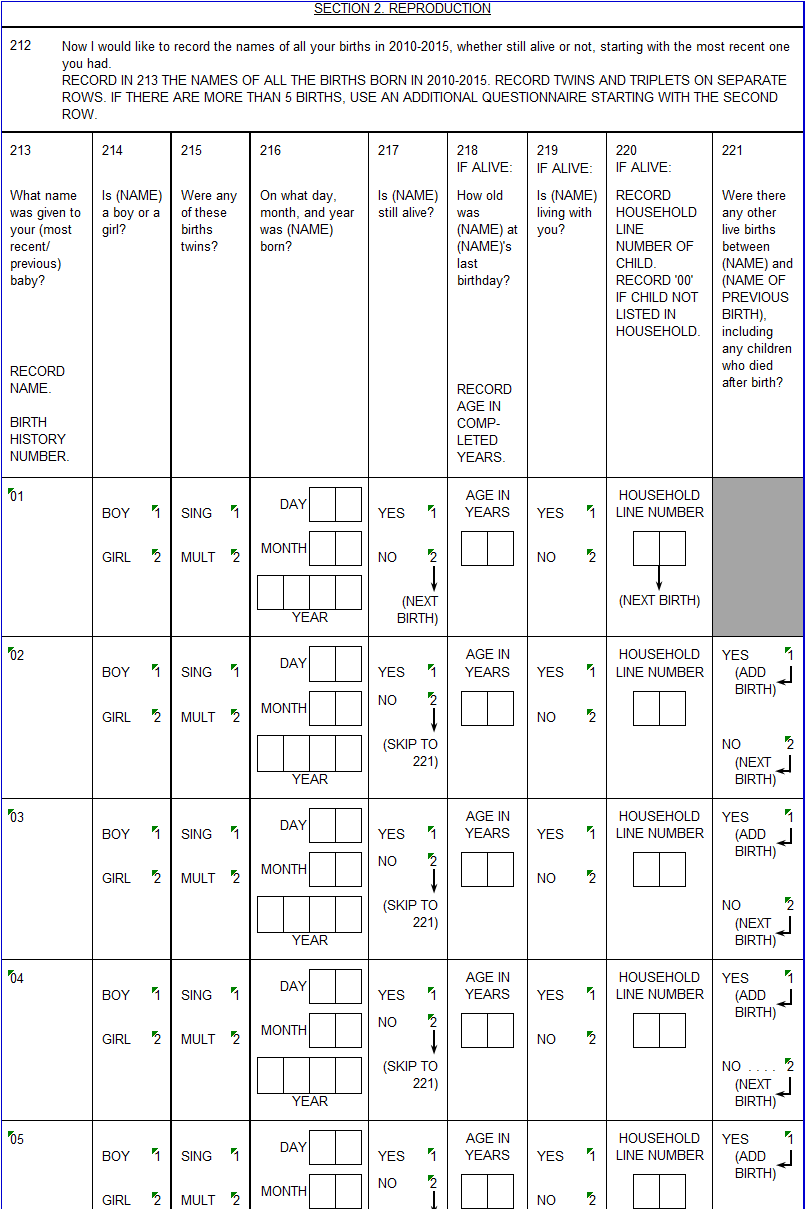
In the birth history table (Figure 3), we want a complete list of all the births the respondent has had in the years 2011-2016 starting with her most recent birth.

Q. 212: REQUEST FOR PARTIAL BIRTH HISTORY

Begin the section by informing the respondent that we would like to record the names of all of her children born in 2011-2016, from all marriages and unions, whether or not they are still alive. 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.

FIGURE 3. BIRTH HISTORY TABLE EXAMPLE



Q. 213: CHILD’S NAME

Record the name of each child that the respondent mentions on a separate line in Q. 213, beginning with the most recent birth. If the woman reports that she had a multiple birth (twins, triplets, etc.), record each of the children on a separate line.

Write the name that distinguishes that child from the others—in other words, if there are two children, Harvey Johnson and Matilda Johnson, write “Harvey Johnson” and “Matilda J.,” not “H. Johnson” and “M. Johnson.” If the baby never had a name, either because it is still very young or because it died very young, write “Baby” for the name.

Q. 214: CHILD’S SEX

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 Joyce is a girl?” Do not assume the sex of the child from the name.

Note that there is a thick vertical line separating Q. 214 from Q.215. It is meant to remind you to complete Q. 213 and Q. 214 for all of the respondent’s births, before moving on to Q. 215.

Q. 215: SINGLE OR MULTIPLE BIRTHS

Record the status of each birth (SINGLE or MULTIPLE) in Q. 215.

Note that there is also a thick vertical line separating Q. 215 from Qs. 216. It is meant to remind you to complete Q. 215 for all of the respondent’s births, before proceeding to ask Qs. 216-221 for each birth. In other words, only after you have completed Qs. 213-215 for all births, are you are ready to proceed with Qs. 216-221. Ask all the questions for one child before going on to the next child.

Q. 216: DAY, MONTH AND YEAR OF BIRTH

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 day or month of birth, probe to get an estimate of the day and month.

*Example*: if a respondent says her daughter was born in 2011, but she does not know which day or month, ask her whether she gave birth in the dry or wet season, whether she remembers if she was pregnant at Christmas or Easter time, or during some other significant event/season of the year to try to determine at least the month of birth. Convert months to numbers, as before. If you have no information on the day of birth, write ‘98’ for DAY. If you cannot estimate a month, write ‘98’ for MONTH. You must provide a year of birth.

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 her second child was born in 2012 and the first child was just a year old at that time, enter ‘2011’.

You must enter a year for all children, even if it is just your best estimate.

Q. 217: SURVIVAL STATUS

Circle the code for whether the child is still alive or not. If the child is dead, skip to Q. 221.

Q. 218: AGE OF CHILD

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 John born?” You can also use other available information such as relating John’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 John was around two years old at that time, in which case John would be three years old now.

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

CONSISTENCY CHECK: DATE OF BIRTH AND AGE

You are not finished with Q. 218 until you have checked the consistency between Qs. 216 and Q. 218. Check their consistency by using either the arithmetic or chart procedure:

**Arithmetic procedure**. Add the year of birth and the age. If the child has already had a birthday this year (month of birth is prior to month of interview), the sum should be 2016. If the child has not had a birthday yet this year (month of birth is after month of interview), the sum should be 2015. If the child’s month of birth is the same as the month of interview, or if the month of birth is not known, the sum can be either 2015 or 2016.

**Age/Birth Date Consistency Chart**. Locate the age on the chart (Figure 2). Check that the birth year is consistent with that age in the chart. Use the right hand column if the month of birth is before the month of interview and the left hand column if the month of birth is after the month of interview. If the month of birth is the same as the interview or the month is not known, the year of birth must be the same as one of the two years of birth recorded in the chart.

Both these procedures are explained in more detail after Qs. 102 and 103.

If year of birth date and age are not consistent, probe to get the correct information. Remember when probing, that either or both of the responses—age or birth date—may be wrong.

Q. 219: CHILD LIVING WITH MOTHER

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.

Q. 220: HOUSEHOLD LINE NUMBER OF CHILD

In Q. 220, record the line number of the child from Column 1 of the Household Schedule, which is found in the Household Questionnaire. If the child is not living in the household, enter ‘00’ in the boxes. If the child is not listed in the Household Schedule, but the mother says that the child is in fact a usual resident or a visitor in the household, add the child to the Household Schedule.

Be careful in recording the line number from the Household Schedule since any errors will cause problems during data processing.

Q. 221: PROBING THE INTERVAL BETWEEN BIRTHS

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 most recent one, 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 NO in Q. 221. Then proceed with Q. 216 for the next birth (or with Q. 222 if you were asking Q. 221 for the last birth listed).

If the woman tells you that there was another birth, record YES in Q. 221. Then draw an arrow showing the birth’s proper location in the history, correct the birth order numbers in Q. 213 for that child and for all subsequent births in the history. As appropriate, also correct the information recorded in Qs. 202-211.

*Example*. Initially a respondent tells you that she has had three births in the last six years: Michael was the most recently born. He was preceded by David and Mary. After recording all of the information for Qs. 213-220 for David as appropriate, you ask Q. 221: “Were there any other live births between the birth of David and Michael?” The woman tells you there was a birth after Michael and before David. Record YES in Q. 221 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 Q. 213 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’. You may also have to correct the information in Qs. 202-211 if the woman had not included the baby in her responses to those questions. Finally, before going on to David, ask Qs. 213-221 for the birth between Michael and David.

OTHER POINTS ABOUT THE BIRTH HISTORY TABLE

1) Recording of year of birth and age of living children. For day and month of birth in Q. 216, it is permissible to record Code ‘98’ for DON’T KNOW as an answer. However, for year of birth (Q. 216) and age of living children (Q. 218), you must record an answer. It is very important to obtain information for these questions, so you must probe for this information and, if necessary, make your best estimate on the basis of the woman’s answers.

2) Recording of information on twins (or triplets, etc.). If there are any twins, record the information about each twin on a separate line. If the twins are the respondent’s last birth and if one twin is dead, record the living twin first. By doing this, you will be able to talk about the living twin first when you get to Section 4, which may be more comforting for the respondent.

3) Recording information for more than 5 births. There are lines for 5 births in the table. If in an exceptional case you find a respondent with more than 5 births, write at the bottom of the table CONTINUED ON A SEPARATE QUESTIONNAIRE, STARTING WITH THE SECOND ROW. Write the word CONTINUATION and complete the identification information on the cover page of the second questionnaire. Cross off the first line entirely. Then change the number ‘02’ on the birth history in the second questionnaire to a ‘06’ and so on. After you have recorded information in the birth history for the additional birth(s), return to the first questionnaire to complete the interview.

4) Correcting of reported sequence of births. If you find that the respondent has reported a birth out of the correct order, draw an arrow indicating the position in the table where it belongs according to the date when it occurred, and correct the Line Numbers printed in Q. 213.

5) Checking birth interval. Check the dates of each birth. If any two children are reported born less than seven months apart, e.g., December 2013 and May 2014, probe and correct the dates. Either the December birth occurred earlier or the May birth occurred later, or both.

Q. 222: PROBING THE INTERVAL SINCE LAST BIRTH

This question is similar to Q. 221 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 2014, ask, “Have you had any live births since the birth of Mary?”

If there was no birth after Mary, record NO in Q. 222. If the woman tells you there was a birth since Mary, record YES in Q. 222 and add that birth to the end of the birth history. Then ask Qs. 213-221 for that birth. You may also have to correct the information in Qs. 202-210.

Q. 223: CONSISTENCY OF TOTAL BIRTHS

Check that the number in Q. 211 is the same as the number of births listed in the birth history table. If the number in Q. 211 is the same as the number of births recorded in the table, mark the box labeled NUMBERS ARE SAME and proceed to Q. 224.

If the number recorded in Q. 211 is not the same as the number of births in the table, mark the box labeled NUMBERS ARE DIFFERENT. Then you must probe to find the cause of the difference and correct it before you continue to Q. 224. Once you have corrected the problem, draw two lines through the NUMBERS ARE DIFFERENT box (because it’s no longer true), and then mark the NUMBERS ARE SAME box. When properly completed, your questionnaire must always have the same number of births in the table as the number recorded in Q. 211.

Q. 224: NUMBER OF BIRTHS IN [2011-2016]

Check Q. 216 and count how many births occurred in [2010-2015]. You must include all births in [2010-2015], even if they later died. If the respondent did not have any births in [2010-2015], circle ‘0’ (NONE).

Q. 225: CURRENT PREGNANCY STATUS

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

Q. 226: MONTHS OF PREGNANCY

Record the answer in completed months, putting a zero in the first box if she has completed nine or fewer months of pregnancy. You may need to check that the woman is responding in completed months.

*Example*: If the woman answers that she is ‘five months pregnant’, ask “Are you in your fifth month of pregnancy, or have you completed your fifth month of pregnancy?” Record ‘04’ if she responds she is in the fifth month of pregnancy and ‘05’ if she has completed five months of pregnancy.

If the woman does not know how many months she has been pregnant, probe to get an estimate by asking, for example, about the date of her last menstrual period. For example, if the respondent doesn’t recall how many months pregnant she is but knows that she has missed three periods, record ‘03’.

Q. 227: FILTER FOR ANY BIRTHS IN 2011-2016

Check the box on the left if the respondent has had one or more births in 2011-2016 and the box on the right if she has had none or if Q. 224 is blank. Skip to Q. 428 if there were no births.

# D. Section 3: Pregnancy and intermittent preventive treatment

During pregnancy, a woman’s immune system is weakened, making her more susceptible to malaria, as compared with women who are not pregnant. Malaria in pregnant women can cause several complications that are dangerous to the mother and unborn child, including severe malaria and death, maternal anaemia, and low birth weight of the newborn. The World Health Organization recommends that pregnant women in malaria endemic areas take a treatment dose of SP/Fansidar (usually three tablets taken all at once), as a preventive measure, once a month, beginning after the first trimester of pregnancy (after the third month). Preventive treatment with SP/Fansidar at least three times during pregnancy, given during antenatal care visits, is known as intermittent preventive treatment in pregnant women (IPTp). The generic name for SP/Fansidar is sulfadoxine-pyrimethamine, but there can be other brand names.

The objective of this section is to obtain information about health care related to childbearing including antenatal care. The section includes questions about births that occurred in 2011-2016.

Q. 301: MOST RECENT BIRTH

Write the name of the respondent’s most recent birth in the space provided in Q. 301; this information is located in the first row (Line 01) of Q. 213, unless you had to renumber births in the partial birth history. Finally, check Q. 217 (Line 01) to see if that child is still alive, and mark the appropriate box.

Qs. 302 AND 303: ANTENATAL CARE RECEIVED DURING MOST RECENT PREGNANCY

Introduce Section 3 of the questionnaire to the respondent by reading the statement and the question in Q. 302. This question refers to any antenatal care given by a health care provider during her pregnancy. The care should have been specifically to check her pregnancy and not for other reasons.

If the respondent did not receive antenatal care, skip to Q. 304. If the respondent answers YES, then ask her who she saw (Q. 303). Since we are interested in all of the persons the woman saw, you must use the prompt (e.g., “Anyone else?”) to make sure the woman informs you about all the persons from whom she received care for the pregnancy.

Q. 304: PREVENTIVE TREATMENT FOR MALARIA DURING PREGNANCY

In certain areas, malaria is endemic and accounts for a significant proportion of illness/disease and mortality. In such areas, pregnant women are recommended to take SP/Fansidar to prevent malaria during their pregnancy. To see if the respondent followed these precautions, we ask in Q. 304 if she took SP/Fansidar to prevent her from getting malaria during her pregnancy.

If the respondent says that she had malaria or a fever during the pregnancy and was given drugs to treat the malaria or fever that would not be considered preventive treatment. Drugs to prevent malaria are only drugs that she takes during pregnancy when she does not have malaria already. Record YES only for women who took SP/Fansidar when they did not already have malaria.

If she says she took a drug but cannot remember the name, ask her to show you the package that the drug came in. If she doesn’t have the package, but mentions that she was given three tablets to take all at the same time in order to prevent malaria, circle ‘1’ on the assumption that she took SP/Fansidar.

If the respondent does not know whether she received SP/Fansidar to prevent malaria during her most recent pregnancy, circle ‘8’ for “DON’T KNOW” and skip to Q. 307.

Q. 305: NUMBER OF TIMES SP/FANSIDAR WAS TAKEN

Here we are asking about preventive doses of SP/Fansidar, not curative doses given if the respondent had a fever. Thus you should count only the doses taken when the woman was taking SP/Fansidar during her pregnancy to prevent malaria. If the woman was given SP/Fansidar because she was sick with fever during the pregnancy, do not count the doses she received to treat her fever.

Remember that we are interested in the number of times the woman took SP/Fansidar and not the number of tablets she took. Thus if she says she took 3 tablets at one time, record ‘01’ for the dose in Q. 305.

Q. 306: SOURCE OF SP/FANSIDAR

The purpose of this question is to find out whether the respondent received SP/Fansidar as an integrated component of her antenatal care or separate from her antenatal care. For example, she could have gotten the drug during a non-ANC facility visit, or she could have bought it on her own from another source such as a shop or a pharmacy. Only one response code can be circled in this question. If the respondent got SP/Fansidar from two or more of the sources, circle the source that appears highest on the list. Please note that many countries are implementing programs to train community health workers to provide basic antenatal care services including provision of SP/Fansidar for prevention of malaria (IPTp). This option should be added as a response option in settings with these programs.

Q. 307: FILTER FOR LIVING CHILDREN BORN IN 2011-2016

Check Qs. 216 and 217 and determine whether the respondent has any living children who were born in 2011-2016. Mark the appropriate box. If the respondent has no living children born in 2011-2016, skip to Q. 429. If the respondent has one or more living children born in 2011-2016, proceed Q. 401 in the next section.

# E. Section 4: Fever in Children

Fever is a symptom of both malaria and pneumonia, which are two of the principal causes of death for young children in many countries. Often children with fever receive treatment for malaria regardless of whether they have malaria or pneumonia. As a result, anti-malarial drug resistance has become a major problem. To stop it, health personnel must diagnose malaria in children, and provide treatment for malaria only to those children who are infected with the malaria parasite. Malaria is diagnosed by taking a few drops of blood from the patient and examining them for the presence of malaria parasites or malaria-specific proteins.

Most children living in areas with malaria experience their first malaria infections during the first year or two of life, when they have not yet acquired adequate clinical immunity. In these young children, the disease can progress rapidly to severe malaria and death. About 90 percent of deaths due to malaria are among children under five years of age. The World Health Organization recommends that all patients suspected of having malaria receive parasitological confirmation either by microscopy or rapid diagnostic test (RDT) before treatment is started. Treatment based on clinical diagnosis—that is, presumptively, based on presentation of the signs and symptoms of the disease—should be considered only when parasitological confirmation is not available.

Qs. 401-403: LIVING CHILDREN BORN IN 2011 OR LATER

Read the statement of introduction in Q. 401.

All births since 1 January 2011, will be entered in the table.

For each birth since January 2011, beginning with the most recent birth (which will be found in the first row that is filled in the birth history unless you had to renumber births), record the birth history number and the child’s name (found in Q. 213) in Qs. 402 and 403. Also mark in Q. 403 whether the child is alive or dead after checking for this in Q. 217. Then fill in the child’s name at the top of the subsequent pages in Section 4.

Consider twins as separate births and list them in separate columns, taking care to keep their positions in this table consistent with their order in the birth history. Recall that if the last children in Q. 213 are twins and one twin is dead, the living twin should be recorded as the most recent birth.

*Example*: A woman has had three births since 2011, the last of whom were twins Judy and Jeffrey. Judy has died. Jeffrey should be written as the MOST RECENT BIRTH in this table and Judy as the NEXT MOST RECENT BIRTH.

If the respondent has had more than two births in 2011 or later, write SEE CONTINUATION SHEET at the top of Section 4. Take a fresh Woman’s Questionnaire, fill in all the information on the cover page and write CONTINUATION on the top. Go to Section 4 in the second Woman’s Questionnaire. Change the heading of the columns to ‘THIRD MOST RECENT BIRTH’ and ‘FOURTH MOST RECENT BIRTH’ and record the name(s) and line number(s) of the additional birth(s). Then return to the original questionnaire to begin asking the questions for the most recently born child.

Ask all the relevant questions for the most recently born child before asking question for the next most recent birth, etc. When asking questions, be sure to insert the name of the child where indicated so there is no confusion about which child you are referring to.

Q. 404: FEVER IN THE LAST 2 WEEKS

Fever is a symptom of both malaria and pneumonia, which are two of the main causes of death for young children in many countries. In Q. 404, record YES only if the fever occurred in the two weeks prior to the date of the interview and then go on to Q. 405. If the response to Q. 404 is NO or Don’t Know, skip to Q.428.

Q. 405: FINGER/HEEL STICK

Often children with fever receive treatment for malaria regardless of whether they have malaria or pneumonia. As a result, anti-malarial drug resistance has become a major problem. To stop it, health personnel must diagnose malaria in children, and provide treatment for malaria only to those children who are infected with the malaria parasite. Malaria is diagnosed by taking a few drops of blood from the patient and examining them for the presence of malaria parasites or malaria-specific proteins.

Ask the respondent whether the child had blood taken from his/her finger or heel for testing at any time during the illness.

Qs. 406-409: ADVICE OR TREATMENT SOUGHT FOR FEVER

Record YES in Q. 406 if the respondent sought advice or treatment for the child’s fever. If advice or treatment was not sought, follow the skip to Q. 411. If advice or treatment was sought, go on to ask Q. 407. Probe to determine whether more than one person or more than one place was consulted, and record all places mentioned in Q.407.

If the respondent does not know whether the facility is public or private, write the name of the facility in the space provided. At the end of the interview, inform the team supervisor about the problem in classifying the source.

Q. 408: FILTER FOR NUMBER OF PLACES ADVICE OR TREATMENT FOR FEVER SOUGHT

If more than one source is recorded in Q.407, then ask Q.409; otherwise, skip to Q. 411.

Q. 409: FIRST PLACE ADVICE OR TREATMENT FOR FEVER SOUGHT

For mothers naming more than one source in Q. 407, probe in Q. 409 for the first place where advice/treatment for fever was sought. If the respondent mentions a source that is not recorded in Q. 407, first probe to be sure that advice or treatment was sought from the source and then add that source in Q. 407.

Q. 410: LENGTH OF TIME CHILD HAD FEVER BEFORE TREATMENT

This question asks about the time interval between the beginning of the child’s fever and when advice or treatment was sought. If treatment was sought the same day the fever started, record ‘00’ for SAME DAY. If treatment was first sought the next day (the day after the fever began), record ‘01’ for NEXT DAY and so on.

Q. 411: TREATMENT OF FEVER

Ask the respondent whether the child who had fever in the past two weeks has taken any drugs for the fever and, if so, what drugs the child received. Note that more than one drug may have been given to the child during the illness.

If the child did not receive any drugs for the fever, or if the mother doesn’t know, skip to Q. 428.

Q. 412: SPECIFIC DRUGS TAKEN FOR TREATMENT OF FEVER

If the child received treatment in Q. 411, record all the drugs mentioned by the woman in Q. 412.

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

1. Ask to see the package of leftover drugs; some households keep popular antimalarial and other drugs at home.

2. In case some respondents will not remember the name of the medicine, but will remember the packaging or the shape and color of the medicines themselves. Show the respondent samples of common antimalarial drugs—from both public and private sources—in the original packages.

3. Use common brand names when asking the respondent about antimalarial drugs. ACT is sometimes called the “new malaria medicine”.

If the medicine is not listed, but is an antimalarial, record code K and record the name under OTHER ANTI-MALARIAL. If the medicine is not listed and is not an antimalarial, record code X and record the name under OTHER. Record DON’T KNOW only if respondent cannot show you the drug or you cannot determine the type of drug given to the child.

Q. 413: FILTER FOR ANTIMALARIAL OR OTHER DRUGS GIVEN TO TREAT FEVER

Check Q. 412 if the child received any antimalarial drug (A-I). Mark the appropriate box and follow the skip.

Q. 414: FILTER FOR ARTEMISININ COMBINATION THERAPY (‘A’) GIVEN

Check Q. 412 if the child received ACT (code A). If the child did not take ACT then follow the skip to Q. 416.

Q. 415: LENGTH OF TIME CHILD HAD FEVER BEFORE BEING TREATED WITH ACT

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

Qs. 416-427: INFORMATION ABOUT OTHER DRUGS TAKEN FOR FEVER

Qs. 416 through 427 are identical to Qs. 414 and 415 except that they ask about other drugs taken for the fever (e.g. SP/Fansidar, chloroquine, amodiaquine, quinine, etc.).

Q. 428: INSTRUCTION TO ASK QUESTIONS 403-427 FOR NEXT CHILD

At this point, go back to Q. 403 and ask the series of questions for the birth in the next column. If there are no other births, proceed with Q. 429.

Q. 429: TIME INTERVIEW ENDED

Do not forget to write the time when you finished the interview, using the 24-hour system. If there was a long break during the interview time; for example, the respondent excused herself to care for a sick child and returned to complete the interview 45 minutes later, make a note to report how long a break was taken.

Be sure to thank the respondent for her cooperation. At this point, check your questionnaire carefully. Before leaving the house, make sure you have followed the skip patterns correctly and that your marks are legible. Also, inform the respondent that young children will be asked to be tested for anemia and malaria.

**END OF INTERVIEWER’S MANUAL**

1. Use country-specific term for biomarker technician such as nurse, health technician, health investigator, or biomarker specialist. [↑](#footnote-ref-1)
2. Certain data collection activities (e.g., biomarker collection) may be limited to a subsample of households. In those surveys, the instructions for completing the identification section of the household questionnaire should be expanded to reflect the recording information on whether the specific household is included in a subsample. [↑](#footnote-ref-2)