

# **AIDS Indicator Survey**

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## **Interviewer's Manual**

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**ICF Macro  
Calverton, Maryland**

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The AIDS Indicator Survey was developed as part of the MEASURE DHS project. MEASURE DHS is a five-year project to assist institutions in collecting and analyzing data needed to plan, monitor, and evaluate population, health, and nutrition programs. MEASURE DHS is funded by the U.S. Agency for International Development (USAID). The project is implemented by ICF Macro in Calverton, Maryland, in partnership with the Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, the Program for Appropriate Technology in Health (PATH), Futures Institute, Camris International, and Blue Raster.

The main objectives of the MEASURE 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.

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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 discusses in detail interview techniques and procedures for completing the questionnaires.

This is a “model” manual that reflects the standard AIDS Indicator Survey protocol for how to train the survey field teams in conducting interviews with the standard AIS 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 prior to using it. To facilitate customizing this manual, text that will require modification has been put in brackets.

This manual may also be provided to translators of the questionnaires, who may use it as a reference tool to better comprehend the sense of the questions. A sound translation will not be a word-for-word translation, but rather, properly communicate the full ideas of the questions as well. This manual can be referenced by translators to elucidate the original intention of the questions.

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# **I. INTRODUCTION TO THE AIDS INDICATOR SURVEY**

The [YEAR AND COUNTRY]<sup>1</sup> AIDS Indicator Survey (AIS) is a national sample survey designed to monitor and evaluate [COUNTRY]'s national HIV/AIDS programs. The [COUNTRY] AIS will involve interviewing a randomly selected group of respondents 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, marriage and sexual behavior, their awareness of HIV/AIDS and sexually transmissible diseases, and other information that will be helpful to policymakers and administrators in HIV/AIDS control.

You are being trained as an interviewer for the [COUNTRY] AIS. After the training course, which will take about [three] weeks to complete, selected interviewers will be working in teams and going to different parts of the country to interview households and women and men 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 AIS 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. Those not selected may be retained as alternates or data entry staff.

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] AIS survey is designed to:

- Collect information on behavioral aspects of HIV and AIDS.
- Measure differences across the country in HIV indicators.
- Assist countries in conducting surveys periodically to monitor and evaluate the national HIV and AIDS program.
- Contributes to an international database that can be used by researchers investigating topics related to HIV and AIDS.

## **B. AIS 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.

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<sup>1</sup>[Text in [ ] is to be modified on a country-specific basis. This manual was written assuming fieldwork will be conducted in 2010; appropriate changes will have to be made when fieldwork is to be conducted at a later date.]

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 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 women who are unmarried are more likely to be working away from the house, and if we don't call back to interview them, we may bias estimates of marriage and sexual activity.

For the [COUNTRY] AIS, 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 AIS 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 and men age 15-49 within these households will be interviewed using an Individual Questionnaire. We expect to interview about [NUMBER] women and [NUMBER] men in this survey. Collecting information on the AIDS-related behavior, knowledge and attitudes of these women and men will provide insights into the behavior and attitudes of all persons in [COUNTRY].

### C. Survey Organization

The [COUNTRY] AIS 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 AIS. 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 AIS will be provided by [GOVERNMENT OF COUNTRY], USAID and [OTHER DONORS]. Staff of the Demographic and Health Surveys project of ICF Macro will provide technical assistance during all phases of the survey.

During the AIS fieldwork, you will work in a team consisting of [NUMBER] female interviewers and [NUMBER] male interviewers and a supervisor. Each team will be accompanied by a driver. Each supervisor will be responsible for a team of interviewers. The specific duties of the supervisor are described in detail in the Supervisor's Manual.

[In addition, the team will include [NUMBER] biomarker technicians. These individuals will be responsible for drawing blood from eligible persons for the HIV tests].

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

Two questionnaires will be used in the AIS, the Household Questionnaire and the Individual Questionnaire.

The households that have been scientifically selected to be included in the AIS sample will be visited and enumerated using a Household Questionnaire. The Household Questionnaire includes a cover sheet 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, age, education, and survival of parents for children under age 18. The Household Questionnaire also collects information on housing characteristics such as type of water source, sanitation facilities, and ownership of durable goods.

The Household Questionnaire permits the interviewer to identify women and men who are eligible to be interviewed with the Individual Questionnaire. Women and men 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.

After all of the eligible respondents in a household have been identified, you will use the Individual Questionnaire to interview the women or men you are assigned. There is one Individual Questionnaire that can be used to interview either a woman or a man. Questions have been worded to be neutral so they can be asked to either a woman or a man. When a question cannot be worded in a neutral fashion, appropriate language is provided in the questionnaire for a female or male respondent.

The Individual Questionnaire collects information on the following topics:

- Socio-demographic characteristics
- Reproduction
- Marriage and sexual activity
- HIV/AIDS and other sexually transmitted infections
- Other health issues

#### E. AIS Interviewer's Role

The interviewer occupies the central position in the AIS because he/she collects information from respondents. Therefore, the success of the AIS 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 Individual Questionnaire. Male interviewers will interview male respondents, and female interviewers will interview female respondents
- 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. In addition, the HIV Testing Field Manual discusses the procedures involved in collecting blood samples.

### F. Training of Interviewers

Although some people are more adept at interviewing than others, one can become a good interviewer through experience. Your training will consist of a combination of classroom training and practical experience. Before each training session, you should study this manual carefully along with the questionnaire, writing down any questions you may have. Ask questions you might have at any time in order 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
- Individual Questionnaire
- Interviewer's Manual
- HIV Testing 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.

The training will also include field practice interviewing in which you will actually interview household respondents and eligible women or men. 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 will play an important role in continuing your training and in ensuring the quality of AIS data. He/she 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. Survey 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 AIS a success.**

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, 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. AIS 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 AIS. 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

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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 AIS. Any capable adult member of the household is a suitable respondent for the household interview (this person may or may not be age 15-49). 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 the respondent. At the beginning of an interview, you and the respondent are strangers to each other. The respondent's first impression of you will influence 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 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 Questionnaire. 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 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, say that the household interview usually takes about 15 minutes, and that an individual interview usually takes 30 minutes. 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, for example, about AIDS-related risk behaviors or whether he or she should get tested for HIV. 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.

#### **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. One way to ensure privacy in this case is to have the husband and wife interviewed simultaneously in two different areas of the household

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.

The questions are all carefully worded to be neutral. They do not suggest that one answer is more likely or preferable to another answer. If you fail to read the complete question, you may destroy that neutrality. Always read the whole question as it is written.

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

If the respondent is reluctant or unwilling to answer a question, explain once again that the same question is being asked of men and women all over [COUNTRY] and that the answers will all be merged together. If respondent still refuses, simply write REFUSED next to the question and proceed as if nothing has 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 ways to avoid AIDS.

**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.”

### C. Language of the Interview

The questionnaires for the DHS 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. FIELD PROCEDURES**

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

Columns (5) through (13) 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 have conducted.

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

- Columns (1) through (3) of your Interviewer's Assignment Sheet are complete and that they contain all the information you will need to identify the selected households
- You have a Household Questionnaire for each household 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 Questionnaires.

After completing a household interview, you will record the following information from the Household Questionnaire in the appropriate columns in the Assignment Sheet:

- Column (5): final result of the household interview (from the cover page)
- Columns (6) and (8): number of eligible women and their line numbers
- Columns (7) and (11): number of eligible men and their line numbers

The next step is to fill in the identification information on the cover sheet of the Individual Questionnaire for each eligible respondent identified in the Household Schedule and recorded in Columns (8) and (11) on the Assignment Sheet.

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 Individual 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 sheets 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 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 (9): final result of the interview with an eligible woman (from the cover page of the Individual Questionnaire)
- Column (12): final result of the interview with an eligible man (from the cover page of the Individual Questionnaire)
- Column (14): any observation about the effort to interview a household or respondent that may be helpful to your team supervisor, 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 AIS 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:

- Interviewer's Assignment Sheet
- A sufficient number of questionnaires
- Interviewer's Manual
- Your personnel identification
- Something hard to write on
- Blue ink pens
- A bag to carry questionnaires and materials

## B. Contacting Households

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

### **1. Locating sample households**

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. For example, a compound may have five households living within it, and each household may live in its own dwelling unit. 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 AIS.

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. It is preceded by AIS, for example, AIS-003 or AIS-032. Although the supervisor of your team will be with you in the field, it is important that you also know how to locate the structures in the sample by using the sketch map.

CLUSTER NUMBER

1 0 1

FIGURE 1. AIS INTERVIEWER'S ASSIGNMENT SHEET

NAME OF LOCALITY Chobe

PAGES 1 OF 5 PAGES

				HOUSEHOLD INTERVIEW			WOMEN'S INTERVIEW			MEN'S INTERVIEW			
AIS HOUSEHOLD NUMBER (1)	AIS STRUCTURE NUMBER OR ADDRESS (2)	NAME OF HEAD OF HOUSEHOLD (3)	DATE ASSIGNED (4)	FINAL RESULT (5)	NO. OF ELIGIBLE WOMEN (6)	NO. OF ELIGIBLE MEN (7)	LINE NO. OF ELIGIBLE WOMEN (8)	FINAL RESULT (9)	INTERVIEWER (10)	LINE NO. OF ELIGIBLE MEN (11)	FINAL RESULT (12)	INTERVIEWER (13)	NOTES (14)
001	8 Lundu Street	George Banda	6/7/10	1	1	1	2	1	21	1	1	25	
005	20 Lundu Street	Mary Tembo	6/7/10	1	2	0	1	1	21				
							3	2	21				
010	14 Nkheto Street	Robert Osewe	6/7/10	1	1	1	2	1	21	1	1	25	
014	18 Nkheto Street	Albert Mutambe	7/7/10	1	1	1	2	1	21	1	1	25	
019	27 Nkheto Street	Reginald Okediji	7/7/10	1	2	2	2	1	21	1	1	25	
							3	1	21	4	1	25	
CODES FOR COLUMN 5							CODES FOR COLUMNS 9 AND 12						
1 COMPLETED 2 NO HH MEMBER AT HOME/NO COMPETENT RESPONDENT 3 ENTIRE HH ABSENT FOR EXTENDED PERIOD 4 POSTPONED 5 REFUSED				6 DWELLING VACANT/ADDRESS NOT A DWELLING 7 DWELLING DESTROYED 8 DWELLING NOT FOUND 9 OTHER			1 COMPLETED 2 NOT AT HOME 3 POSTPONED 4 REFUSED			5 PARTLY COMPLETED 6 INCAPACITATED 7 OTHER			

INTERVIEWER'S NAME      Priscilla A. Komo

0	2	1
---	---	---

      NUMBER OF ELIGIBLE WOMEN      

0	7
---	---

      NUMBER OF ELIGIBLE MEN      

0	5
---	---

      NUMBER OF WOMEN'S QUESTIONNAIRES      

0	7
---	---

      NUMBER OF MEN'S QUESTIONNAIRES      

0	5
---	---

Peter Salawu

0	2	5
---	---	---

## 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 Sola Ogedengbe that is listed as living in structure number AIS-004. But when you go to AIS-004, the household living there is headed by Mary Kehinde. After checking that you have not made a mistake about the structure or dwelling unit, you would interview the household headed by Mary Kehinde.

- 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 Robert Stevens located in AIS-007, and you find that the Stevens household actually lives in structure AIS-028, interview the household living in AIS-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 who is 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 lives 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 AIS sample in representing the entire country depends on the interviewers locating and visiting all the households that are assigned to them.

### **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 men and women age 15-49 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 AIS. It is very important that you do not miss an eligible respondent when you fill in the Household Schedule.

In certain cases, you may find it difficult to decide whether or not a person is eligible. 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 sheet 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 sheet 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 sheet 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 sheet 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 sheet 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 sheet 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 (14) that may be of help to the Supervisor, 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 AIS in an effort to obtain a completed interview.

### E. Data Quality

It is the responsibility of the supervisor 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 Manual. It is especially important for the questionnaires to be thoroughly edited at the initial stages of fieldwork. The supervisor will then discuss with each interviewer the errors found in the collection of data. It may sometimes be necessary to send an interviewer back to a respondent in order to correct some errors.

## IV. GENERAL PROCEDURES FOR COMPLETING THE QUESTIONNAIRE

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

### 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 an AIS interviewer.

#### *Asking questions to male and female respondents*

The Individual Questionnaire is designed to be used with both male and female respondents. Since the wording of questions sometimes differs for male versus female respondents, you must be careful to read the correct question in each case. If the wording of the question is different for males than for females, then the question will be divided in half and clearly marked; the male version will be on the left hand side and the female version will be on the right hand side. Be sure to mark the correct box before you read the question.

*Example:*

NO.	QUESTIONS AND FILTERS		CODING CATEGORIES	SKIP
201	MALE <input type="checkbox"/> ↓ Now I would like to ask about any children you have had during your life. I am interested in all of the children that are biologically yours, even if they are not legally yours or do not have your last name.  Have you ever fathered any children with any women?	FEMALE <input checked="" type="checkbox"/> ↓ Now I would like to ask about all the births you have had during your life.  Have you ever given birth?	YES ..... 1 NO ..... 2	→ 206

*Use of parentheses*

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:*

304	Is your (w ife/partner) living with you now or is she staying elsew here?	Is your (husband/partner) living w ith you now or is he staying elsew here?	LIVING TOGETHER ..... 1 STAYING ELSEWHERE ..... 2
-----	---	---	--

The question on the above left is asked to male respondents. How you phrase the question – that is, which word in parentheses you choose to insert into the sentence – will depend on whether the respondent is married or is unmarried but lives with a woman as if married. If the man is married, you would ask “Is your wife living with you now or is she staying elsewhere?” If the man was unmarried but lives with a woman, you would ask “Is your partner living with you now or is she staying elsewhere?”

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

*Example:*

616	How old is (NAME)?	<div style="display: inline-block; border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; position: relative;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); border: 1px solid black; width: 20px; height: 20px;"></div> </div> GO TO [2]
-----	--------------------	---

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 in the name of the individual the question is being asked about. For instance, if you are asking about the age a woman’s brother named Barack, ask “How old is Barack?”

**B. Recording Responses**

In the AIS, all interviewers will use pens with blue ink to complete all questionnaires. Supervisors 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 AIS questionnaire: 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:

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
104	Have you ever attended school?	YES..... <sup>①</sup> NO..... <sub>2</sub>	→ 107

In some cases, precoded responses will include an “OTHER” category. The “OTHER” code should be circled when the respondent’s answer is different from any of the precoded responses listed for the question. Before using the “OTHER” code, you should make sure the answer does not fit in any of the other categories. When you circle the code “OTHER” for a particular question, you must 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, and write, “See note in comments section.”

Example:

117	What have you been doing for most of the time over the last 12 months?	GOING TO SCHOOL/STUDYING ..... 01 LOOKING FOR WORK ..... 02 RETIRED ..... 03 TOO ILL TO WORK ..... 04 HANDICAPPED, CANNOT WORK ... 05 HOUSEWORK/CHILD CARE ..... 06 OTHER Caring for sick relatives <sup>⑥</sup> (SPECIFY)	
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## 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. There are two ways this is done:

- **Boxes preceded by codes.** Whenever the boxes are preceded by codes, you will fill in the boxes in one row only. You must first circle the code that identifies the row you have chosen and then fill in the response in the boxes only for that row.

*Example:* If the respondent says the time he had sexual intercourse was three weeks ago, circle Code ‘2’ for WEEKS AGO and write the response in the boxes next to the ‘2’.

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP								
329	When was the <u>last</u> time you had sexual intercourse?	DAYS AGO ..... 1 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr></table> WEEKS AGO ..... <sup>②</sup> <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>0</td><td>3</td></tr></table> MONTHS AGO..... 3 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr></table> YEARS AGO ..... 4 <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td></tr></table>			0	3					→ 331  → 349
0	3										

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

*Example:* For a respondent born in February 1968, you must record both the month and year.

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
102	In what month and year were you born?	MONTH..... <input type="text" value="0"/> <input type="text" value="2"/> DON'T KNOW MONTH..... 98 YEAR ..... <input type="text" value="1"/> <input type="text" value="9"/> <input type="text" value="6"/> <input type="text" value="8"/> DON'T KNOW YEAR ..... 9998	

When a response has fewer digits than the number of boxes provided, you should fill in leading zeroes. For example, a response of '9' is recorded '09' in two boxes, or if three boxes had been provided, you would record '009'.

**Recording the answer exactly as given.** There are questions where you must write down the response in the respondent's own words. Try to record those answers exactly as they are given; if you need to shorten a lengthy description, be careful to keep the meaning accurate, and if necessary, write a note on the bottom or side of the page to explain.

*Example:*

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
116	What is your occupation, that is, what kind of work do you mainly do?  INTERVIEWER: PROBE TO OBTAIN DETAILED INFORMATION ON THE KIND OF WORK RESPONDENT DOES.	_____ <b>Sell fruit in</b> _____ <b>the market</b> _____  <input type="text"/> <input type="text"/>	→ 117

### 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:*

438	CHECK 314: HAS HAD SEXUAL INTERCOURSE <input checked="" type="checkbox"/> NEVER HAD SEXUAL INTERCOURSE <input type="checkbox"/>	→ 501
-----	--	-------

### 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:*

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
104	Have you ever attended school?	YES..... NO.....	107

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 AIS 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 important not to ask a respondent any questions that are not relevant to his or her situation. For example, a respondent who has never been tested for the AIDS virus should not be asked when was the last time they were tested. 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. 424, notice that if you circled Code ‘2’ you would skip to Q. 429. Qs. 425-428 are only asked of respondents who have been tested for the AIDS virus.

NO.	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
424	I don't want to know the results, but have you ever been tested to see if you have the AIDS virus?	YES..... NO.....2	429

##### 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:*

438	CHECK 314: HAS HAD SEXUAL INTERCOURSE <input checked="" type="checkbox"/> NEVER HAD SEXUAL INTERCOURSE <input type="checkbox"/>	501
-----	--	-----

## V. HOUSEHOLD QUESTIONNAIRE

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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 men and women who are eligible to be interviewed with the Individual 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:

- 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. Only in the case of a household having no adult members may you interview a child as the respondent to the Household Questionnaire.

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 sheet.

## HOUSEHOLD SCHEDULE (Qs. 1-18)

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 Column 9 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 Column 9 and in the columns to the left of Column 10.

#### Column 7: AGE

If you have difficulty obtaining the ages of household members, use the methods described for Qs. 102 and 103 in the Individual 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.

#### Column 8: MARITAL STATUS

Column 8 is concerned with the current marital status of respondents who are 15 years or older. Thus, you should not record an answer in Column 8 if the respondent is 14 years or younger.

The coding category 'married or living together' includes both respondents who are legally married and respondents in informal unions. An informal union is one in which the man and woman live together for some time, intending to have a lasting relationship, but do not have a formal civil or religious ceremony.

If a respondent states that a household member is "single", probe to determine the appropriate coding category ('divorced/separated,' 'widowed,' or 'never-married and never lived together').

#### Column 9: ELIGIBILITY

Look at Column 7 and circle the Line Number in Column 9 for all men and women who are between 15 and 49 years of age (including those who are age 15 and age 49). These individuals are "eligible" respondents, and they qualify for an interview using the Individual Questionnaire. Remember, the person may be a usual resident of the household or only a visitor.

#### Columns 10 through 13: SURVIVORSHIP AND RESIDENCE OF NATURAL PARENTS

For all children who are younger than 18 years old, we want to know whether their natural parents are listed in the Household Schedule. This information will be used to measure the prevalence of orphanhood and child fostering and to identify vulnerable children in the population. For everyone age 18 years and older, Columns 10 through 13 will be left blank.

#### Columns 10 and 11: SURVIVORSHIP AND RESIDENCE OF NATURAL MOTHER

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

If the mother is still alive, ask the question in Column 11 to determine whether she lives in the household or is a visitor. If the mother does live in the household or is a visitor, ask who she is (she should be listed on the schedule if she lives in the household or is a visitor) and record her Line Number in Column 11. If the child's biological mother is still alive but does not live in the household and is not a visitor, record '00' in the boxes in Column 11. Column 11 will be blank only when the child's biological mother is no longer alive or the respondent is not sure if the mother is alive.

#### Columns 12 and 13: SURVIVORSHIP AND RESIDENCE OF NATURAL FATHER

Follow the same procedure for the child's natural, biological father—Columns 12 and 13—as you do for the natural mother.

Remember, if sometime during the interview, after you have completed Columns 11 and 13, you had found it necessary to cross someone off the Household Schedule and to renumber the Line Numbers, you must be sure to make changes in Columns 11 and 13 as appropriate.

#### Columns 14 through 17: EDUCATION

Questions on education are not to be asked for people who are younger than five years old. For anyone under five years old, simply leave these columns blank.

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

If the person has never attended school, you will leave Columns 15 through 17 blank.

If the person has attended school, you will record the highest level of school the person has attained in the first box on the left in Column 15. Do this by using the codes at the bottom of the page. Then record the highest grade (form/year) the person completed at that level.

*Example:* A child who is currently in the third year of primary school (LEVEL 1) would have completed GRADE 02 (she has not yet completed the third year).

A man who has completed all the grades of primary school would be LEVEL 1, GRADE 06.

A man who left during his first year of secondary school would be recorded as LEVEL 2 and GRADE 00 because the highest level he attended was secondary, but he did not finish any grade at that level.

A respondent knows her son went to primary school but does not know what grade he completed. Record ‘1’ for the level and ‘98’ (DON’T KNOW) for the grade.

The questions in Columns 16 and 17 are concerned with recent school attendance. They should be asked of all persons age 5-24 years who ever attended school.

The term “attending school” refers to whether the person generally attends school; it does not measure how often a person actually goes to school but whether the person attends school at all. If a person goes to school occasionally, or usually goes to school but has been absent from school recently, record YES. Record ‘NO’ only if the person did not attend at all in the current school year.

If the person was in school during the current school year, record the level (using the codes at the bottom of the page) and grade the person is/was attending in Column 17.

When asking the question in Column 16 during school breaks, you should be very careful to emphasize the calendar years to which the questions refer.

#### Column 18: BIRTH REGISTRATION

In this question we are seeking information about whether children ages 0-4 years have a birth certificate. This is because prompt registration at birth is seen as an essential means of protecting a child's right to identity, as well as respect for other child rights. The lack of a birth certificate may prevent a child from receiving health care, nutritional supplements and social assistance, and from being enrolled in school.

We begin by asking if the child has a birth certificate (a baptismal certificate if not issued by a government authority cannot be considered a birth certificate). If the respondent says the child does not have a birth certificate then ask if the child was registered with the civil authorities. In the box in Column 18, record '1' if the child has a birth certificate. Record '2' if the child does not have a birth certificate but has been registered with the civil authorities; record '3' if the child does not have a birth certificate and has not be registered; and record '8' if the respondent does not know.

### 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 and 9. Then write the information for these household members. Return to the first Household Questionnaire to complete the interview.

### **HOUSEHOLD CHARACTERISTICS (Qs. 101-118)**

After asking the questions about each member of the household, you will ask Questions 101 through 118 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: LOCATION OF WATER SOURCE

If the response to Q. 101 is TANKER TRUCK (Code 61), CART WITH SMALL TANK (Code 71), or BOTTLED WATER (Code 91), record ELSEWHERE (Code 3) in Q. 102.

#### Q. 103: 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, a small cart with a tank, or is bottled), 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'.

<b>Definitions of Water Source Codes for Q. 101</b>	
<u><i>Response Categories</i></u>	<u><i>Definition</i></u>
<b>Piped into dwelling</b>	Pipe connected with in-house plumbing to one or more taps, e.g. in the kitchen and bathroom. Sometimes called a house connection.
<b>Piped water to yard/plot</b>	Pipe connected to a tap outside the house in the yard or plot. Sometimes called a yard connection.
<b>Public tap or standpipe</b>	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.
<b>Tube well or borehole</b>	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.
<b>Protected dug well</b>	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.
<b>Unprotected dug well</b>	A dug well which is (1) unprotected from runoff water; (2) unprotected from bird droppings and animals; or (3) both.
<b>Protected spring</b>	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.
<b>Unprotected spring</b>	A spring that is subject to runoff and/or bird droppings or animals. Unprotected springs typically do not have a “spring box”.
<b>Rainwater</b>	Rain that is collected or harvested from surfaces by roof or ground catchment and stored in a container, tank or cistern.
<b>Tanker truck</b>	Water is obtained from a provider who uses a truck to transport water into the community. Typically the provider sells the water to households.
<b>Cart with small tank</b>	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).
<b>Surface water</b>	Water located above ground and includes rivers, dams, lakes, ponds, streams, canals, and irrigation channels.
<b>Bottled water</b>	Water that is bottled and sold to the household in bottles.

## Q.104: 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. Below are some definitions for the terms used in the codes for Q. 104.

<b>Definitions of Toilet Facility Codes in Q. 104</b>	
<b><i>Response Categories</i></b>	<b><i>Definition</i></b>
<b>Flush/pour flush toilet</b>	A <u>flush</u> 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 <u>pour flush</u> 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.
<b>Pit latrine</b>	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.
<b>Composting toilet</b>	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.
<b>Bucket toilet</b>	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.
<b>Hanging toilet</b>	A toilet built over the sea, a river, or other body of water allowing excreta to drop directly into the water.

#### Qs. 105 and 106: SHARED TOILET FACILITIES

Q. 105 asks about whether the toilet facilities are shared with one or more other households. In Q. 106, 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. 106. If they share it with two other households, record "03" in Q. 106. The number of household that share toilet facilities is an important measure of the level of hygiene in the household.

#### Q. 107: 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. 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: 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. 110: 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. 111: 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. 112: NUMBER OF ROOMS FOR SLEEPING

#### Q. 113: OWNERSHIP OF WATCH/MEANS OF TRANSPORTATION

As another rough measure of socioeconomic status, we also ask whether any member of the household owns a watch or various means of transport, e.g., a bicycle, motorcycle, or car or 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.

#### Qs. 114 and 115: OWNERSHIP OF AGRICULTURE LAND

Ownership of agriculture land is another important indicator of the socioeconomic status of the household. First ask Q. 114 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. 114 is YES, ask Q. 115 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'.

#### Qs. 116 and 117: 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. 116 to find out whether the household owns any livestock, herds, other farm animals or poultry. If YES, ask Q. 117 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.

#### Q. 118: 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.

#### C. Return to Cover Page

After you have finished the household interview, 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 sheet of the Household Questionnaire and in Column (5) of the Interviewer's Assignment Sheet. You will make every attempt to contact and interview the household, but sometimes it may happen that you make three visits to the household (at different times) and are unable to conduct the interview. In this case, you record the result of the third visit.

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 sheet as a result code for that visit. If there is some extreme circumstance such that the interview is never conducted, you would enter Code '4' for the final result code.
- Code 5 Refused. The impression you make during your initial contacts with members of a household is very important. Be careful to introduce yourself and explain the purpose of the survey. Stress that the interview takes only a short amount of time and that the information will be confidential. If the individual with whom you first talk is unwilling to cooperate, ask to speak with another member of the household, such as the household head. Suggest that you can return at another time if it would be more convenient. If the individual still refuses to cooperate, enter Code '5' and report the 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 2010 would be DAY 31, MONTH 10, YEAR 2010. 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 AND MEN

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 Individual Questionnaire and in the boxes labeled TOTAL ELIGIBLE MEN the total number of men in the household who are eligible for interview with the Individual Questionnaire. If there are no eligible women or men then write ‘00’ in the appropriate boxes. 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. 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 RESPONDENT

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 sheet 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 and one man eligible for the individual interview, you will take four Individual Questionnaires and fill in the identification information for each of the four 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 supervisor with ALL of the completed Individual Questionnaires tucked inside.

## VI. INDIVIDUAL QUESTIONNAIRE

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The Individual Questionnaire will be used to interview both men and women. It consists of [seven] sections as follows:

- Section 1: Respondent's Background
- Section 2: Reproduction
- Section 3: Marriage and Sexual Activity
- Section 4: HIV/AIDS
- Section 5: Other Health Issues
- [Section 6: Adult Mortality]
- [Section 7: HIV Testing]

### A. Cover Page

After completing the household questionnaire, you should have prepared an Individual Questionnaire for each eligible respondent by filling in the identification section on the cover page. As you begin to interview the respondent, 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 that his/her participation in the survey is completely voluntary and that he/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 '4' (REFUSED) as the result on the cover sheet.

#### Q. 101: TIME

Record what time it is when you begin the individual interview. Record the time in hours and minutes using the 24-hour system. To do this, you would add 12 hours to the current hour if it is 1:00 PM or later. 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
	MINUTES .....	3	0
Half past four in the afternoon is:	HOUR .....	1	6
	MINUTES .....	3	0

### 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 his/her age when you were completing the Household Questionnaire, you must ask again for his/her date of birth on the Individual Questionnaire.

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

If the respondent is unable to provide this information, ask whether he/she has any documentation such as an identification card or a birth or baptismal certificate that might give a date of birth. Circle '9998' for DON'T KNOW YEAR only if the respondent does not know and cannot provide any record showing a 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 respondent provided a date of birth in response to Q. 102.

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

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

- Already celebrated birthday in the current year. If the respondent has had his/her birthday in the current year, subtract the year of birth from the current year [2010].
- Not yet celebrated birthday in the current year. If the respondent has not yet had his/her birthday in the current year, subtract the year of birth from last year [2009].
- Does not know when his/her birthday is. If the respondent does not keep track of the time within a year when his/her birthday falls, it is sufficient to subtract year of birth from the current year [2010].

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

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

*EXAMPLE:* If a female respondent 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 his/her age to that of someone else in the household whose age is more reliably known.

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

(c) The respondent **does not know** his/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 his/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 respondent answers both Qs. 102 and 103, i.e., he/she gives both his/her birth date and his/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 his/her birthday this year), then his/her age plus the year of birth should equal the year of interview [2010].

*Example:* A respondent that you interview in July [2010] tells you that she was born in January 1964 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 (1964) and age ([46]) sum to the year of interview ([2010]).

Another respondent that you interview in July [2010] says he was born in May 1986 and he is [23] years old. His responses are **inconsistent**, i.e., his year of birth (1986) and age ([23]) sum to [2009] rather than to [2010] as would be expected given that his month of birth (May) is before the month of interview (July).

- If the month of birth is after the month of interview (he/she has not had her birthday this year), then his/her age plus his/her year of birth should equal the previous year [2009].

*Example:* A respondent interviewed in July [2010] tells you that she was born in December 1977 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 (1977) and age ([32]) sum to the previous year ([2009]).

Another respondent interviewed in July [2010] says that she was born in September 1973 and is [38] years old. Her responses are **inconsistent**, i.e., her year of birth (1973) and age ([38]) sum to [2011] rather than to [2009] 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 [2009] or [2010] 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 [2010] or the previous year [2009].

*Example:* A respondent tells you he was born in 1980 and is [30] years old. His answers are **consistent** since the sum of his year of birth (1980) and his age ([30]) is [2010].

Another respondent tells you he was born in 1980 and his age is [29] years. His responses are **consistent** since the sum of the year of birth (1980) and his age ([29]) is [2009].

A third respondent tells you that she was born in 1980 and is [31] years old. Her responses are **inconsistent** since the sum of her year of birth and her age ([31]) is [2011].

### **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 (he/she has already had his/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 (he/she has not yet had his/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.

### **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 both the age and the date 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 respondent 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 his/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 respondent in Columns 9 on the Household Questionnaire. In addition, you will have to correct the total number of eligible men/women reported on the cover page of the Household Questionnaire. Finally, you will need to

correct your Interviewer's Assignment Sheet; cross out the respondent's name on the assignment sheet and note in the observations that the respondent was not eligible.

Note that you should correct the information on the respondent's age in the Household Questionnaire only when it affects his/her eligibility status. Otherwise do not change the age response in the household questionnaire.

**FIGURE 2. AGE/BIRTH-DATE CONSISTENCY CHART FOR SURVEY IN 2010**

Current Age	Year of birth		Current Age	Year of birth	
	Has not had birthday in 2010	Has already had birthday in 2010		Has not had birthday in 2010	Has already had birthday in 2010
	Don't know			Don't know	
0	2009	--	30	1979	1980
1	2008	2009	31	1978	1979
2	2007	2008	32	1977	1978
3	2006	2007	33	1976	1977
4	2005	2006	34	1975	1976
5	2004	2005	35	1974	1975
6	2003	2004	36	1973	1974
7	2002	2003	37	1972	1973
8	2001	2002	38	1971	1972
9	2000	2001	39	1970	1971
10	1999	2000	40	1969	1970
11	1998	1999	41	1968	1969
12	1997	1998	42	1967	1968
13	1996	1997	43	1966	1967
14	1995	1996	44	1965	1966
15	1994	1995	45	1964	1965
16	1993	1994	46	1963	1964
17	1992	1993	47	1962	1963
18	1991	1992	48	1961	1962
19	1990	1991	49	1960	1961
20	1989	1990	50	1959	1960
21	1988	1989	51	1958	1959
22	1987	1988	52	1957	1958
23	1986	1987	53	1956	1957
24	1985	1986	54	1955	1956
25	1984	1985	55	1954	1955
26	1983	1984	56	1953	1954
27	1982	1983	57	1952	1953
28	1981	1982	58	1951	1952
29	1980	1981	59	1950	1951

[Note: A new chart must be constructed for surveys in 2011 or later.]

#### Q. 104: EVER ATTENDED SCHOOL

The term “school” means formal schooling, which includes primary, secondary, and post-secondary schooling, 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 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 he/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 man attended only two weeks of Grade 1 of secondary school, record ‘00’ for completed years.

#### Q. 107: NEWSPAPER/MAGAZINE READING

The purpose of this question is to find out whether the respondent is exposed to influences outside their local community by means of reading newspapers or magazines. It does not matter what type of articles he/she reads, what language he/she reads in, or who buys the newspapers or magazines he/she reads. The question is simply about how often he/she reads them. Make sure that you read the entire question before accepting their answer.

If the respondent says that he/she cannot read, record ‘8’ for CANNOT READ.

#### Q. 108: RADIO LISTENING

It does not matter who owns the radio or what program(s) he/she listens to. The respondent must be listening to programming on the radio (not cassettes or CDs).

#### Q. 109: TELEVISION WATCHING

As with Qs. 107 and 108, the purpose is to get an idea of how much exposure the respondent has to influences outside his/her place of residence. It does not matter who owns the television or what programs he/she watches.

#### Q. 110: FILTER FOR SEX

#### Qs. 111-117: EMPLOYMENT AND OCCUPATION

These questions are concerned with any work that the respondent himself or herself does. The wording of the questions differs for men and women. Qs. 111 and 112 are for female respondents and Q.113 is for male respondents. The time reference for Qs. 111-113 is the seven days before the survey interview.

In Q. 111, we are interested in whether a female respondent has done any work other than housework in the last seven days. Q. 112 is included because it often happens that women who sell things or work on the family farm, will not consider what they do work, especially if they do not get paid for the work. Read the introductory sentences of Q. 112 so the respondent understands what we mean by “work.”

Q. 114 checks to determine if a respondent normally works but was temporarily absent from work, i.e., the respondent was on leave or was not working for some other reason during the seven-day period before the survey.

For men, ask Q. 113 to determine if the respondent worked in the last seven days. If the respondent reports that he did not work in the last 7 days, ask Q.114.

#### Q. 115: EMPLOYMENT IN LAST 12 MONTHS

Q. 115 is directed to respondents who indicate that they are not currently employed in a job or business and seeks information about whether the respondent has done any work in the 12 months before the survey. Again, this includes work for which the respondent is paid, in cash or in kind, or unpaid work, such as working on the family farm or in the family business.

#### Q. 116: OCCUPATION

Ask about the respondent’s occupation. Examples of occupations are clerk, secretary, barber, taxi driver, nurse, teacher, lawyer, salesman, rubber tapper, fisherman, rice farmer, carpenter, etc. We are not interested in the industry that respondent works in (e.g., agriculture, mining, or sales) or where the respondent works (in a bank, a retail clothing store, or a government office), but we need to know what his or her job is.

Write the answer in the respondent’s own words. Be specific. For example, if the respondent says, “I work for the Ministry of Planning,” ask what he/she does there. If you are not sure how to write the occupation, it is better to give more detail than less.

You will also ask the occupation if the respondent is not currently working but has worked within the previous 12 months. In which case, record the respondent’s most recent occupation. If the respondent currently does more than one job, write down what he/she does most of the time. Again, it is better to give more detail than less. Do not fill in the code boxes for this question, since numerical codes will be assigned afterwards in the office.

#### Q. 117: ACTIVITY OVER LAST 12 MONTHS

All respondents who report not having worked in the previous 12 months are asked what they have been doing during that time. If the respondent reports doing more than one thing over the last 12 months, (e.g. was going to school but is now looking for work), record what he/she did for most of the time over the last 12 months.

#### Qs. 118 and 119: TRAVEL AWAY FROM HOME

Q.118 asks about the number times within the 12 month-period prior to the interview that the respondent spent at least one night away from home. For respondents who have been away from home, Q. 119 seeks information on whether any of the respondent’s trips lasted more than one month (28 days).

*Example:* A respondent recently visited her mother in the same village and slept there for the night. Circle '00' in Q. 118 and skip to Q. 120, since the respondent did not travel away from her home community.

A respondent visits the capitol city every Friday morning to sell produce at the market but she has spent the night in the city only twice in the past 12 months. Record '02' in Q. 118, and circle '2' in Q. 119.

Note that, for visitors, the questions refer to trips away from the community where they usually reside. Thus, unless the visitor is from another household in the community in which you are interviewing, the response in Q. 118 cannot be '00' (None).

#### Q. 120: RELIGION and Q. 121: ETHNICITY

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

### C. Section 2: Reproduction

In this section, information is collected about the children that the respondent has had during his/her life.

#### GENERAL NOTES ABOUT Qs. 201-209

This group of questions collects information about all children that the respondent has had, no matter who the other parent is. For female respondents, this is all children that she gave birth to. For male respondents, this is all children that he fathered. It is important that you understand which events to include. 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 respondent's biological children 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. You must not record adopted or foster children or children of relatives who may be living in the households. For female respondents, you must not record her husband's children born to other women. For male respondents, you must not record his wife's children unless he is the biological father. Finally, you must not record children who were born dead (stillbirths), miscarriages, or abortions.

#### Q. 201: EVER HAD ANY BIOLOGICAL CHILDREN

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

#### Q. 202: ANY CHILDREN LIVING WITH THE RESPONDENT

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

#### Q. 203: NUMBER OF CHILDREN LIVING WITH THE RESPONDENT

Fill in the number of sons and daughters who live with the respondent. If he/she has only sons living with him/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 his/her spouse by another man/woman, or children of a relative.

Note that it is never correct to record '00' in the boxes for both sons and daughters since respondents 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 him/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 he/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 respondent answers NO, it is important to probe by asking, "Any baby who cried or showed signs of life but survived only a few hours or days?" 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 he/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 SEX OF RESPONDENT

#### Q. 211: FILTER FOR MORE THAN ONE BIRTH

#### Qs. 212 and 213: TIMING OF LAST BIRTH

In Q. 212, write the month and year of the woman's last birth. If she gives you a year of birth, but does not know the month of birth, probe to try to estimate the month. For example, if she says her daughter was born in 1997, but she doesn't know which month, ask her if she gave birth in the dry or rainy season, harvest or planting season, if 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 the month of birth. Convert months to numbers, as before. If you cannot even estimate a month, circle '98' for DON'T KNOW MONTH.

If the respondent cannot recall the year the birth occurred, you need to probe carefully. Ask if she has any documents, such as the birth certificate or immunization record, to see if a date of birth has been recorded. Before entering a date from these documents, check with the respondent to determine if she believes the date is accurate. If there is no birth certificate or other document for the child, see if the respondent knows a firm birth date for any other child in the household and relate it to that. For example, if she knows her first child was born in 1994, and her last child was born a year later, enter '1995'. If a year is entered, skip to Q. 214. If you cannot even estimate a year, circle '9998' for DON'T KNOW YEAR and continue to the next question.

In Q. 213, ask women who cannot recall the year of their last birth about how many years ago their most recent birth occurred.

#### Qs. 215 and 216: ANTENATAL CARE

Q. 215 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. 219. If the respondent answers YES, then ask her where she received antenatal care (Q. 216).

Q. 216 seeks information on where the woman received care for her pregnancy. Antenatal care is usually given at a health care facility but is sometimes provided in the pregnant woman's home. We are interested in all of the places where the woman received antenatal care. Be sure to use the prompt (e.g., "Anywhere else?") and record all the places where she was seen for care.

When choosing a code in Q. 216, you need to know whether the place is in the public sector (run by the government) or in the private sector (e.g., a hospital or clinic run by a nongovernmental organization or a private doctor's office). If you cannot determine the type(s) of source, write the name(s) in the space(s) provided and your supervisor will find out if it is public or private.

#### Q. 217: ASSISTANCE AT DELIVERY

If the respondent is not sure of the status of the person who assisted with the delivery, for example, if she does not know whether the person was a midwife or a traditional birth attendant, probe. The codes are letters of the alphabet to remind you to circle codes for all the people she says assisted with the delivery.

#### Q. 218: PLACE OF BIRTH

The intent of this question is to identify births delivered in a health facility. If the woman gave birth in a health facility, ask whether the place is in the public (run by the government) or private sector. Write the name of the facility in the space provided if the respondent does not know whether the place is run by the government or is private. Inform your supervisor about the problem. The supervisor will identify the type of facility.

#### Q. 219: CURRENT PREGNANCY STATUS

If the respondent does not know for certain whether or not she is pregnant, record UNSURE.

### D. Section 3: Marriage and Sexual Activity

#### Q. 301: CURRENTLY MARRIED OR LIVING TOGETHER

Q. 301 asks if the respondent is currently married, living with a man/woman in an informal union, or not in union. Remember that there are two different categories of YES responses: (1) “YES” the respondent is married and (2) “YES” the lives with a man/woman. Be sure, therefore, that you distinguish between these two categories. If the respondent just responds YES, then ask him/her, if he/she is currently *married* or currently just *living* with a man/woman. An informal union is one in which the man and woman live together for some time, intending to have a lasting relationship, but do not have a formal civil or religious ceremony. Casual sexual encounters are not included here.

Example: If a woman went to live with her boyfriend and his family and has stayed for several years, they would be considered as “living together,” whether or not they have any children. On the other hand, if a woman has a boyfriend but has never lived with him, she would not be considered in a union.

#### Q. 302: EVER BEEN MARRIED OR LIVED TOGETHER

For respondents who are not currently married or living with a man/woman (Response to Q.301 is NO, NOT IN UNION), ask whether they have ever been married or lived with a woman/man. Probe if necessary to make the correct distinction between YES, FORMERLY MARRIED and YES, LIVED WITH A MAN/WOMAN.

#### Q. 303: CURRENT MARITAL STATUS

This question is asked of a respondent who was formerly in a union but is not married or living with a man/woman at the time of the interview. Since the respondent was in a union at one time, but is not on the day you are interviewing him/her, he/she will be widowed, divorced, or separated.

#### Q. 304: WHERE PARTNER LIVES

When asking this question and subsequent questions, choose the appropriate term for the respondent’s relationship (husband/wife or partner).

For a respondent who is either currently married or living with a woman/man, ask whether the partner actually lives with the respondent or lives elsewhere. If the respondent’s partner usually lives with the respondent but is away only temporarily, record LIVING TOGETHER.

#### Q. 305: OTHER CO-WIVES/PARTNERS<sup>2</sup>

We are interested to know whether or not a male respondent has other wives or cohabitating partners – that is, other women with whom he is living as if married or whether or not a female respondent’s husband has other wives or cohabitating partners with whom he is living as if married. This does not include ‘girlfriends’ unless the husband is living together with the other woman as if married.

#### Q. 306: NUMBER OF CO-WIVES/PARTNERS<sup>3</sup>

For female respondents, the total number of wives/partners in Q. 306 should include the respondent herself as well as any other wives or cohabiting partners. Since the number has been assigned two boxes, remember to fill the first box with ‘0’ for numbers less than 10.

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<sup>2</sup>[Note: Questions 305 and 306 relate to polygynous unions. These questions should only be included in countries where polygyny is practiced. In countries that do not practice polygyny, questions 305 and 306 should be deleted from the Individual Questionnaire as well as from the Interviewer’s Manual.]

#### Q. 307: NAME AND LINE NUMBER OF SPOUSE(S)

For a female respondent, write down the name of her husband/partner and record the line number from the Household Schedule in the boxes provided. If the husband/partner is not listed as a household member, enter '00' in the boxes.

For a male respondent, write down the name of his wife/partner (or names of the wives/partners) and record the line number from the Household Schedule in the boxes provided. The number of names in Q. 307 should be equal to the number of wives in Q. 306. If a wife/partner is not listed in the Household Schedule, record '00' in the boxes next to her name. This can happen if you are interviewing a man who is visiting a household, but his wife stayed at home or if he is interviewed at his home but his wife lives in a different household.

#### Q. 308: SPOUSE/PARTNER'S AGE

Ask the age at last birthday of the respondent's spouse/partner. The placement of this question follows a different format from other questions so be careful not to skip it. Obtain the age from the respondent, not from the Household Questionnaire. If the response to this question is different from information that was provided in the Household Questionnaire, do not go back to correct the Household Questionnaire. If you have difficulty obtaining the spouse/partner's age, use the same methods to probe for his/her age as described in Qs. 102-103 for obtaining the respondent's age. For a male respondent's with multiple wives/partners, be sure to record the age of each spouse.

#### Q. 309: FILTER FOR SEX OF RESPONDENT AND MULTIPLE WIVES/PARTNERS

#### Q. 310: MULTIPLE MARRIAGES

As with Q. 301, we are interested in formal marriages as well as informal arrangements. If a respondent was married or lived with a woman/man and then was widowed, divorced, or separated from his/her partner and is now either married to or living with someone else, record MORE THAN ONCE and skip to Q. 311A. If a respondent is not currently married but he/she was previously married two or more times, record MORE THAN ONCE. If he/she has married or lived together only once, circle Code 1 and proceed to Q. 311.

#### Qs. 311/311A: DATE FIRST LIVED WITH A PARTNER

For respondents who have been married only once, ask Q. 311. For respondents who have been married more than once, or for males with more than one wife, ask Q. 311A. The questions request the same information from the respondent, but are worded differently to accommodate different situations.

We want to know the month and year the respondent started living with his/her (first) spouse or partner. If the respondent can't remember the date, you will need to probe. For example, ask about the date a respondent's first child was born and ask him/her how many months or years before (or after) the birth he/she started living with his/her (first) spouse or partner.

Note that we are interested in the starting date of his/her first union (marriage or living together), not the date of first sex or first birth. Do not assume that the starting date of first union comes before date of the first birth; it may be that he/she had her first child before his/her first union. If the respondent answers in terms of the number of years ago (for example, "two years ago"), probe to find the month and year.

Notice that in recording the date in Q. 311 and 311A, you will record both the month and year and if one of these items is not known, you will circle the code DON'T KNOW for that item ('98' for don't know MONTH and '9998' for don't know YEAR).

#### Q. 312: AGE FIRST LIVED WITH SPOUSE/PARTNER

If, after asking the date the respondent started living with his/her first partner (Q. 311/311A), you were unable to record a year, ask how old he/she was when he/she started living with her/him. As with other age questions, if the respondent doesn't know, probe. Use information on events for which you already have information, e.g., ask how old the respondent was when his/her first child was born, and then ask how long before or after the birth he/she began living with his/her first spouse or partner.

Notice that circling '9998' for DON'T KNOW YEAR is allowed as a valid response for Q. 311/311A. However, if you were unable to obtain a numerical response to YEAR for that question, you will have to provide an AGE here in Q. 312.

#### Q. 313: PRIVACY

The questions that follow require a high level of confidentiality. Make sure you have privacy with the respondent before you begin asking them.

#### Qs. 314-336: GENERAL INSTRUCTIONS

The purpose of these questions about sexual intercourse includes determining women's exposure to pregnancy, since fertility levels are directly related to the frequency of intercourse. Condom use also is of interest because it can help reduce the risk of transmission of HIV/AIDS and other sexually transmitted infections. These questions may be embarrassing for some respondents; therefore, ask them in a matter of fact voice. A common reaction for people who are embarrassed is to giggle or laugh. If you laugh in return or act as if you are embarrassed too, the respondent may think that the questions are not serious. Make sure you maintain a serious attitude.

#### Q. 314: AGE AT FIRST INTERCOURSE

If the respondent says he/she does not know how old he/she was when he/she first had intercourse, probe by relating it to how old he/she was when he/she first got married or had his/her first child. However, when doing this probing, be certain not to assume that the first time he/she had sex was at the time of his/her first marriage. If he/she says her first time was when he/she started living with his/her (first) spouse/partner, record it as such by circling '95.'

If the respondent has never had intercourse, circle '00'.

#### Q. 315: INSTRUCTIONS

Emphasize confidentiality.

#### Q. 316: LAST TIME HAD SEXUAL INTERCOURSE

Q. 316 applies to the respondent's last, or most recent, sexual partner. Fill in the respondent's answer in the space according to the units that he/she uses. The YEARS AGO row should be used only if the last intercourse was at least one year ago. In other words, there should never be a response '00' YEARS.

*Example:* if the respondent says "three weeks ago," circle '2' and write '03' in the boxes next to WEEKS AGO. If he/she says "four days ago," circle '1' and write '04' next to DAYS AGO.

If the respondent appears to be rounding off his/her answer, probe for an exact answer. For example, if the respondent says "about a week ago," ask, "Do you remember which day? Was it before or after the weekend?"

In some cases, you may have to convert a respondent's answer.

*Example:* if the respondent says, "last night," circle '1' and write '00' for DAYS AGO. If a female respondent says she has not yet resumed intercourse since she had her last child, check Q. 212 for the month and year of birth of her last child, and ask how long before the birth of that child she had sex the last time.

If the respondent had sex within the past year, skip to Q. 318. If the last time the respondent had sex was 12 months or longer ago, continue to Q. 317.

#### Q. 317: FILTER FOR SEX OF RESPONDENT

#### Qs. 318-328: GENERAL INSTRUCTIONS

Where appropriate, these questions will be asked in turn about the respondent's three most recent sexual partners in the 12 months before the survey interview. Complete all of the relevant questions for the most recent partner before asking the questions for the second-to-last partner and then third-to-last partner, if any.

#### Q. 318: LAST TIME HAD SEXUAL INTERCOURSE

Q. 318 is completed the same way as Q. 316, only it applies to the respondent's second-to-last and third-to-last sexual partners.

#### Q. 319: CONDOM USED AT LAST INTERCOURSE

When asking about the last sexual partner, ask the question as follows: "The last time you had sexual intercourse ...". When asking about the second-to-last sexual partner, ask the question like this: "The last time you had sexual intercourse with this second person ...".

#### Q 320: USE OF A CONDOM EACH TIME ONE HAD SEXUAL INTERCOURSE IN THE LAST 12 MONTHS

Ask the respondent whether he or she used a condom each time he/she had sexual intercourse with his/her partner. Make sure that the respondent understands that you are talking about the times he/she had intercourse with the last (second-to-last, etc.) partner and not about whether he/she used a condom at any time he/she had intercourse during the 12 months.

#### Qs. 321-326: RELATIONSHIP WITH LAST SEX PARTNER

In these questions, we want to know the relationship of the respondent with the person he/she last had sex with (Q. 321), the duration (Q. 324) and frequency (Q. 325) of the sexual relationship, and the age of the person (Q. 326). Note that the response categories in Q. 321 are stated in terms of the respondent's relationship to the partner, not the partner's relationship to the respondent. It also refers to the relationship at the time they last had intercourse. If a woman responds "BOYFRIEND," probe to see if the boyfriend was living with her and then circle the appropriate code.

*Example:* A divorced woman indicates her last sex partner was her former husband. If they were married at the time they had intercourse, record 'HUSBAND'. If they were already divorced and not living together at the time, record 'OTHER' and enter former husband in the space provided for specifying the relationship.

If in Q. 321 the sexual partner is the spouse or live-in-partner of the respondent, continue on to Q. 322 and 323. Otherwise skip directly to Q. 324, which asks about the length of time the respondent had a sexual relationship with this partner. Again make sure the respondent is clear about the partner for which the question is being asked.

For recording the duration in Q. 324, first circle the code according to the unit the respondent used, and then fill in the answer in the space provided. If the duration is less than 10, write '0' in the first box. For Qs. 325 and 326 fill in the answer in the space provided.

#### Q. 327: SEX WITH ANYONE ELSE

This question finds out if the respondent had sex with anyone else in the past 12 months. Be sure to include the time reference in the question. If the respondent did not have sex with a second person during the 12 months then continue to Q. 329. If the respondent indicates that he/she had sex with a person other than his/her last partner, ask Qs. 318-326 and record his/her responses in the second column in the table. Then, in Q. 327, ask the respondent if he/she has had sex with anyone apart from these two people. If there is not a third person with whom he/she had sex in the last 12 months, continue to Q. 329.

If there is a third person, go back and complete Qs. 318-326 by recording his/her responses in the third column. After finishing questions for the third person he/she had sex with, continue to Q. 328.

#### Q. 328: NUMBER OF SEXUAL PARTNERS IN THE LAST 12 MONTHS

Q. 328 is asked of respondents who report having at least three sexual partners in the past 12 months. The question is concerned with the total number of different partners the respondent has had sex with in the last 12 months, including the three partners already mentioned in response to Qs. 318-327. Since the respondent is asked this question only if he/she has had sexual intercourse with at least three partners in the last 12 months, the answer should never be '00,' '01' or '02.'

#### Q. 329: FILTER FOR SEX OF RESPONDENT

#### Qs. 330-335: QUESTIONS ABOUT COMMERCIAL SEX

These questions ask specifically about commercial sex and condom use during commercial sex in the past 12 months. Qs. 330 and 331 are checks to identify those respondents who reported that at least one of their last three sexual partners in the last 12 months was a prostitute. Check Q. 321 to identify the sexual partner or partners who were prostitutes, then check Q. 319 in the same column to see if the respondent used a condom the last time he had sex with that partner. If the respondent used a condom at last sex with every sexual partner who was a prostitute, check the box on the right and skip to Q. 335. If the respondent did not use a condom at last sex with every partner who was a prostitute, place a tick in the box next to 'OTHER' and skip to Q. 336.

*Example:* A man's last sexual partner (column 1) was a prostitute. He used a condom the last time he had sex with her. His second-to-last sexual partner was his wife. His third-to-last sexual partner was another prostitute. He did not use a condom the last time he had sex with her. Tick the box for 'OTHER' and skip to Q. 336.

Qs. 332 and 333 are asked of respondents who did not report that any of their last three sexual partners in the last 12 months was a prostitute. Some men may omit prostitutes from their sexual history due to shame or embarrassment. In addition, a man may have used a prostitute in the last 12 months, but she was not one of his most recent three sexual partners and was therefore not reported in Qs. 318-327 or a man may have used a prostitute but not in the past 12 months.

Qs. 334 and 335 both ask about condom use with prostitutes. Paid sex is considered a high-risk sexual behavior. Individuals who pay for sex may be at greater risk of becoming infected with HIV or another STI. Using a condom every time one pays for sex reduces the chances of infection. Q. 334 asks about use of a condom the last time the respondent paid for sex while Q. 335 seeks to find out if the respondent used a condom every time he paid for sex in the last 12 months.

#### Q. 336: NUMBER OF LIFETIME SEXUAL PARTNERS

Q. 336 asks about total number of lifetime sexual partners, including partners in the last 12 months. If the number of partners is greater than 95, record '95.'

For men who had just been asked the previous questions on commercial sex workers, take care that we are not asking how many commercial sex workers they have seen. We are asking about total lifetime partners the respondent has had sexual intercourse with.

#### Q. 337: PRESENCE OF OTHERS DURING INTERVIEW

Observe and record whether others are present during this section of the interview.

#### Qs. 338 and 339: KNOWLEDGE OF SOURCE FOR CONDOMS

Q. 338 asks about the respondent's knowledge of a source for condoms. You will be asking this question of both respondents who have used condoms and respondents who have not used condoms. If a respondent insists he/she has never used condoms and therefore cannot answer this question, explain that we simply want to know whether he/she is aware of a source for condoms. For example, if someone asked him/her for advice on where to obtain condoms, could he/she tell them where to go.

We are interested in knowing if the respondent knows more than one place to obtain a condom so be sure to ask, after recording the first source he/she names, about other places he/she may know about where the condom is available.

Record all response(s) to Q. 339. Write the name of hospitals, health centers and clinics if the respondent does not know if they are public or private.

#### Q. 340: ABILITY TO GET CONDOMS

We want to know whether the respondent thinks he/she could get a condom herself if he/she wanted to. It is important again to make sure the respondent knows that the question is hypothetical; we are not asking if he/she plans to get a condom but whether, if he/she wanted to, he/she could himself/herself go and get a condom.

### E. Section 4: HIV/AIDS

AIDS is an illness caused by HIV, a virus that weakens the immune system and leads to death through secondary infections, such as pneumonia. It is transmitted through sex or through contact with contaminated blood. This section asks questions concerning knowledge and behavior related to HIV/AIDS and other diseases that are transmitted through sexual contact. Note: many of the questions in this section use the term "the AIDS virus" rather than HIV. Questions are intentionally phrased this way because in some parts of the world, respondents may have heard of AIDS, but not HIV. Alternatively, some respondents may not be aware of, or may not fully understand, the relationship between HIV and AIDS. Interviewers, however, are taught during training to understand the difference between HIV and AIDS. Therefore, in this manual, we will use the terms AIDS and HIV as appropriate.

#### Q. 401: HEARD OF AIDS

This question allows us to verify whether a respondent has heard of AIDS. If there is a local term for AIDS, use the local term in addition to the word “AIDS”.

#### Qs. 402-406: KNOWLEDGE OF WAYS TO AVOID/REDUCE CHANCES OF GETTING HIV AND LOCAL MISCONCEPTIONS ABOUT HIV

There are two types of questions in Qs. 402-406. Qs. 402 and 404 are asked to determine whether people know about behaviors advocated by public health programs to reduce the chance of becoming infected with HIV: being faithful to one partner and using condoms.

Qs. 403, 405, and 406 are asked to measure how many people hold incorrect beliefs about the way HIV is transmitted.

#### Q. 407: HEALTHY-LOOKING PERSON WITH HIV

#### Q. 408: TRANSMISSION FROM MOTHER-TO-CHILD

This question asks whether a mother who is infected with HIV can pass on the virus to her baby in any of three ways: while she is pregnant with the baby, during delivery of the baby, or while breastfeeding her baby. Ask each item one at a time, and take care to mark the response next to the item about which you are asking.

#### Q. 409: FILTER FOR KNOWLEDGE OF ROUTE OF TRANSMISSION

#### Q. 410: DRUG REDUCING RISK OF MOTHER-TO-CHILD TRANSMISSION

This question is asked to respondents who know at least one way by which HIV can be passed on from a mother to her child. Ask the respondent if he/she knows of any “special drugs” that can reduce the risk of transmitting HIV from a mother to her baby. In many instances, respondents will know that drugs are available, but will not know their names. Hence, in this question special refers to Western or modern medicines.

#### Q. 411: FILTER FOR SEX OF RESPONDENT

#### Q. 412: FILTER FOR ANTENATAL CARE

The combined effect of Qs. 411 and 412 is to identify the subset of respondents who are women who have given birth since January [2008] and received antenatal care for their last birth.

#### Q. 413: PRIVACY

The questions that follow require a high level of confidentiality. Make sure you have privacy with the respondent before you begin asking them.

#### Q. 414: COMPONENTS OF ANTENATAL CARE

We want to know if the respondent was given information about each of the listed topics during any of her antenatal care visits. It does not matter whether the topic was discussed only once or more than once, or discussed in only one visit or more frequently. Ask about each topic and record the response before asking about the next one. In the third item we are asking whether a health provider gave her information about getting tested for HIV; we are not asking whether or not she actually got tested. We will ask that in a later question.

#### Qs. 415 and 416: TESTING FOR HIV DURING ANTENATAL CARE

First in Q. 415 we ask whether the respondent was ever offered an HIV test during her antenatal care visits, in other words, whether someone asked her if she wanted to be tested. This may have been at any of her antenatal visits during her last pregnancy. Then in Q. 416 we ask her if she was tested for the AIDS virus during an antenatal care visit for this pregnancy. We do not need to know the result of the test, simply whether or not she was tested. Notice that you are to ask Q. 416 even if the response to Q. 415 is NO.

#### Q. 417: WHERE TEST WAS DONE

Ask the respondent where she was tested for HIV. Record her response. Again, write the name of the source in the space provided if the respondent does not know if it is a private or public sector. Advise the team supervisor who will try to identify the type of source.

#### Q. 418: TOLD THE RESULTS OF THE TEST

Ask the respondent if she was told the results of her HIV test. Sometimes people are tested for HIV but are not told the results of the test, or do not go to get the result. Be clear to the respondent that you are not asking to know the results of the test, only whether she knows the result of the test.

#### Q. 419: COUNSELING AFTER TESTING

Counseling is an integral component of the HIV test. Counseling should be provided no matter whether the test is positive or negative. Be clear to the respondent we are not asking for the result of the test. This question is asked to determine whether or not the respondent received counseling following testing.

#### Q. 420: FILTER FOR LAST BIRTH

#### Qs. 421-423: TESTING FOR HIV PRIOR TO DELIVERY

For Q. 421, stress that we are interested in knowing whether she was offered a test between the time she went for delivery but before the baby was born.

For Q. 422 and Q. 423, be clear to the respondent that we do not want to know the result of the test, only whether or not she has ever been tested and whether or not she got the results of the test.

#### Q. 424: TESTED SINCE THE TEST DURING ANTENATAL CARE

For women who received an HIV test during antenatal care, we ask whether they have had another HIV test since the test they had during their pregnancy.

#### Q. 425: HOW MANY MONTHS AGO THE MOST RECENT HIV TEST WAS DONE

If the respondent knows she was tested, but is not sure when it took place, probe to obtain an estimate of how many months ago it was.

#### Q. 426: EVER BEEN TESTED FOR HIV

Be clear to the respondent that we do not want to know the result of the test, only whether or not he/she has ever been tested.

#### Q. 427: TIMING OF MOST RECENT HIV TEST

Ask the respondent when he/she was last tested for HIV. If the respondent knows he/she was tested, but is not sure when it took place, probe to obtain an estimate of how many months ago it was.

#### Q. 428: RESULTS OF TEST

Ask the respondent if he/she was told the results of the test. Sometimes people are tested for the HIV but are not told whether or not they are infected, or do not go to get the result. Be clear to the respondent that you are not asking to know the results of the test (whether or not he/she has the virus), only whether the respondent knows the result of his/her test. If the respondent has been tested more than once, we are asking whether the respondent knows the result from the last time he/she was tested.

#### Q. 429: WHERE TEST WAS DONE

Ask the respondent where the test was done and follow the same procedure as in Q. 417 in recording the source.

#### Qs. 430 and 431: KNOW WHERE TO GO TO GET TESTED

For those respondents who have never been tested for HIV we ask if they know of a place they can go to get tested. In Q. 431, you need to probe and record all the places respondents know about for testing. Follow the procedures described in Q. 417 in recording the source(s).

#### Qs. 432-435: ATTITUDES TOWARDS PEOPLE WITH HIV/AIDS

These four questions are to ascertain the respondents' own personal opinions and attitudes towards people infected with HIV or with people who are sick with AIDS. To obtain this data, we present four hypothetical (imaginary) situations to respondents and ask them to tell us how they would react to the situation. The questions address the following situations:

- Willingness to buy vegetables from a vendor with the AIDS virus: Would the respondent buy vegetables from someone in the market if he/she knew the seller was infected with the AIDS virus?
- Concern about keeping the status of a family member infected with HIV a secret or not: Would the respondent be willing to have other people in the community know if a member of his/her family was infected with the AIDS virus?
- Willingness to care for a family member ill with AIDS in their own household: Would the respondent be willing to care for a relative who had AIDS in his/her household? If the respondent says he/she would be willing but her spouse would not let him/her, record YES because it is his/her attitude you are concerned with not his/her spouse's.
- Attitude about a female teacher infected with the AIDS virus continuing to teach: What is the respondent's opinion about how such a case should be handled?

#### Q. 436: TEACHING CHILDREN AGE 12-14

This question asks about teaching children age 12-14 to avoid AIDS by using condoms.

*Example:* A respondent may answer that it is appropriate to teach children 14 and older about these things but children ages 12 and 13 are too young. In this case, record NO for Q. 436.

#### Q. 437: KNOWLEDGE OF OTHER SEXUALLY TRANSMITTED INFECTIONS

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

Q. 438: FILTER FOR EVER HAD SEXUAL INTERCOURSE

Q. 439: FILTER FOR KNOWLEDGE OF STIs

Qs. 440-442: SEXUALLY TRANSMITTED INFECTION

We want to know if the respondent has had an STI (Q. 440) or symptoms of an STI in the past 12 months. Symptoms of an STI include discharge from the penis/vagina (Q. 441) or sores or ulcers around the penis/vagina (Q. 442).

Q. 443: FILTER FOR HAD INFECTION

This filter requires you to check Qs. 440-442 to determine if the respondent has had an STI or symptoms associated with such infections in the past 12 months.

Qs. 444 and 445: ADVICE OR TREATMENT SOUGHT FOR STI

Ask the respondent whether the last time he/she had the infection or experienced one of the symptoms he/she sought advice or treatment (Q. 444). If the respondent sought treatment, ask about the place or places where treatment or advice was sought using the same approach as Q. 417. We are interested in all of the places from which he/she may have gotten assistance so be sure to probe to make sure the respondent has mentioned all of the sources from which he/she received advice or treatment.

F. Section 5: Other Health Issues

Q. 501: FILTER FOR SEX OF RESPONDENT

Qs. 502-505: MALE CIRCUMCISION

Circumcision involves the surgical removal of the foreskin of the penis. Circumcision may be performed for religious, medical, or cultural reasons and can be carried out at birth, during adolescence, or at other times during a man's life. If a respondent was not circumcised or does not know what circumcision is or says that he does not know whether or not he is circumcised, use the DON'T KNOW code in Q. 502 and skip to 506. Otherwise, ask Qs. 503-505.

Q. 506: NUMBER OF INJECTIONS HAD DURING THE 12 MONTHS PRIOR TO THE DAY OF THE INTERVIEW

Ask the respondent if he/she had an injection for any reason during the 12 months prior to the day of the interview. If yes, ask the follow-up question to find out how many injections he/she had. If the number of injections is higher than "90" or the respondent had daily injections for three months and above, record "90". In case the response is not numeric, probe to get an estimate. Follow the skip pattern correctly.

Q. 507: NUMBER OF INJECTIONS GIVEN BY A HEALTH WORKER

Find out from the respondent how many of the injections he/she has had were given by medical personnel (doctor, nurse, pharmacist, dentist or any other medical personnel). If the number of injections is "90" or

higher, or he/she had daily injections for three months and above, record “90”. In case the response is not numeric, probe to get estimation. Again, be sure to follow the skip pattern correctly.

#### Q. 508: SYRINGE AND NEEDLE USED

#### Qs. 509 and 510: A WIFE CAN REFUSE SEX AND INSIST ON CONDOM

Both questions are asked of all respondents, regardless of whether or not they themselves are married. The questions ask for the respondent’s opinion as to what married women should do in various hypothetical situations.

For Q. 509, the respondent is asked to imagine a situation in which a wife knows her husband has a disease that can be transmitted through sexual contact. Q. 509 tries to find out whether, in the respondent's opinion, it is justified for a wife to insist that her husband wear a condom when she knows he has an infection that could be transmitted through sexual intercourse.

Q. 510 asks the respondent to say whether or not he/she thinks the wife has a right to refuse to have sex with her husband in another imaginary situation: if a husband has sex with other women.

#### Q. 511: FILTER FOR SEX AND CURRENT MARITAL STATUS

#### Qs. 512 and 513: PERSONAL ABILITY TO NEGOTIATE SEX WITH HUSBAND

The previous questions (Qs. 509 and 510) were about women in general. Now we are asking married women about their own personal situations with their own husbands. In Q. 512 we are asking the respondent to imagine a situation in which her husband would like to engage in sexual intercourse, but she would prefer not to at that time. If she does not want to have sex with him at that time, can she communicate that to her husband, and will he accept her request and agree not to have sex at that time.

In Q. 513 we are asking the respondent to imagine a situation in which she would want her husband to use a condom. This question is asked to determine whether the respondent believes that she can ask her partner to wear a condom if she wants him to.

#### Qs. 514 and 515: HEALTH INSURANCE

Q. 514 seeks information about whether the respondent has any health insurance that helps to cover the cost of health care when he/she needs it. The health insurance may be through a mutual or community-based program, a national public insurance scheme (e.g., social security), a plan offered by an employer (either that of the respondent or of another family member) or a private policy purchased from a commercial provider. Record YES in Q. 514 if the respondent participates in any health insurance scheme and, in Q. 515, identify all of the types of insurance plans by which he/she is covered.

#### Q. 516: TIME INTERVIEW ENDED<sup>3</sup>

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 his/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 a biomarker technician will be coming to his/her household to

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<sup>3</sup>[Note: If Section 6 is included in the questionnaire, move Q. 516 to the end of the Adult Mortality Module and move the description of Q. 516 to end of Section 6.]

collect blood for HIV testing. If he/she has any simple, general questions about the procedure, you can answer them, but tell him/her that the biomarker technician will explain the procedure in more detail and will answer his/her questions.]

## G. Section 6: Adult Mortality<sup>4</sup>

### Q. 601: INTRODUCTORY STATEMENT

Read the question slowly so the respondent will understand that you are asking him/her questions on ALL his/her brothers and sisters, that is, all children born of her *biological* mother. This includes brothers and sisters of the respondent who may have died.

### Qs. 602-609: TOTAL NUMBER OF NATURAL BROTHERS AND SISTERS

The purpose of Qs. 602-609 is to establish the total number of children the respondent's mother gave birth to. Note that the wording of Qs. 602 and 603 varies according to the sex of the respondent.

In Q. 602, fill in the number of sons the respondent's biological mother gave birth to who are still alive. Note that for male respondents, this number should not include the respondent himself.

In Q. 603, fill in the number of daughters the respondent's biological mother gave birth to who are still alive. Note that for female respondents, this number should not include the respondent herself.

In Q. 604, fill in the number of sons the respondent's mother gave birth to who have died.

In Q. 605, fill in the number of daughters the respondent's mother gave birth to who have died.

In Q. 606, ask the respondent whether his/her mother gave birth to any other children and the respondent does not know whether they are still living or have died.

If the respondent has any brothers or sisters born of her mother, but the respondent does not know whether or not they are still alive, record the number of brothers and/or sisters in Q.607.

In Q. 608, add up the total number of sons and daughters in Qs. 602, 603, 604, 605, and 607, that is, the total number of children the respondent's mother gave birth to, excluding the respondent. Add 1 to the total (in order to include the respondent in the total), and record the number in the boxes provided. This should be equal to the total number of children that the respondent's mother gave birth to.

In Q. 609, check this total with the respondent by reading the sentence provided, filling in the total from Q. 608. If the total is not correct, check Qs. 602-607 and change as necessary.

### Q. 610: FILTER FOR NO SIBLINGS

Follow standard filter procedures.

### Q. 611: NUMBER OF BIRTHS BEFORE THE RESPONDENT

Record how many brothers and sisters from the respondent's biological mother are older than the respondent himself/herself. If the respondent is the first born, record '00.'

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<sup>4</sup> [Note: Section 6 is an optional module on adult mortality. If the Adult Mortality Module is not adopted, this section should be deleted from the Interviewer's Manual.]

### Qs. 612 and 613: NAMES OF BROTHERS AND SISTERS

Read the introductory sentence in Q.612. Ask Q. 613 and record at the top of the columns the name of each brother or sister of the respondent beginning with the eldest or first-born. Do not include the respondent in a column. When the list is complete, you will ask Qs 614-618 for one sibling before asking about the brother or sister in the next column.

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

If the respondent has more than 15 brothers and/or sisters born of the same mother, take a fresh Individual Questionnaire, fill in the information on the cover page, and write CONTINUATION on the top. In this second questionnaire, re-number the column numbers in Q. 613 to (16), (17) (18), etc and record the additional information about the other siblings.

Questions 617-618 will only be asked about brothers and sisters who have died.

### Q. 614: SEX OF BROTHER OR SISTER

Follow standard procedure.

### Q. 615: SURVIVAL STATUS OF BROTHER OR SISTER

If a brother or sister is alive (yes on Q. 615) continue to Q. 616. If a brother or sister died (Q. 615 is NO) go to Q. 617. If the respondent does not know if the brother or sister is still alive, circle '8' and go to the next column (if there are other brothers and sisters).

### Q. 616: AGE OF BROTHER OR SISTER

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

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

### Q. 617: NUMBER OF YEARS THAT HAVE PASSED SINCE THE DEATH

This question and Q. 618 refer only to brothers and sisters who have died. Ask how many years ago the brother/sister died. If the respondent does not know, ask her the year of death and calculate to determine the number of years. You must at least get an estimate.

### Q. 618: AGE AT DEATH

Age at the time of death is very important information. Make a maximum effort to obtain the response.

### Notes for Section 6:

- 1) The number of columns filled must equal to the number recorded in Q. 608 minus 1 (that is the total number of brothers and sisters born to the respondent's mother, minus the respondent herself).
- 2) Indicate the respondent's position in the table by marking an "X" in the right place. The number of columns preceding this position must be equal to the number recorded in Q. 611.
- 3) If you add Q. 617 (number of years past since the death) and Q. 618 (age at death), this gives the

age the brother or sister would have today if he/she were still alive. This calculation can be made to check that the brothers and sisters were recorded in the right order.

- 4) If in Q. 618 (age at death), the respondent tells you he/she doesn't know, persist to obtain an estimate. It is preferable to obtain an approximate age than no age at all. However, if the brother or sister died when he/she was still very young, record '00' for age.
- 5) Compare the age of the brothers/sisters. Suppose a woman has a first child at the age of 15 and the last at the age of 47, which is an extreme case, the range between the age of the youngest brother or sister and the eldest brother/sister cannot exceed  $47-15 = 32$  years.
- 6) Cross check to see if the interval between brothers/sisters is not very long (5 years and above). If there is a long interval between births, be sure that the respondent has not forgotten to mention a brother or sister.

#### H. Section 7: HIV TESTING<sup>5</sup>

Respondents to the individual questionnaire are also eligible to have their blood collected for HIV testing. A special training manual has been prepared for HIV testing. The procedures for completing this portion of the questionnaire are described in the manual.

#### I. Interviewer's Observations

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

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<sup>5</sup>[Note: Section 7 is an optional module on HIV testing. If HIV testing is not adopted, this section should be deleted from the Interviewer's Manual.]