

Interviewers' Instructions

(For country adaptation)

BASIC DOGUMENTATION

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WORLD FERTILITY SURVEY

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The World Fertility Survey is an international research programme whose purpose is to assess the current state of human fertility throughout the world. This is being done principally through promoting and supporting nationally representative, internationally comparable, and scientifically designed and conducted sample surveys of fertility behaviour in as many countries as possible.

The WFS is being undertaken, with the collaboration of the United Nations, by the International Statistical Institute in cooperation with the International Union for the Scientific Study of Population. Financial support is provided principally by the United Nations Fund for Population Activities and the United States Agency for International Development.

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ERRATA

WFS Interviewers' Instructions

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Note to the Survey Organizers

The two documents, Interviewers' Instructions and Supervisors' Instructions, with suitable country adaptations, are for use by the junior field staff during the training and field work periods. Interviewers will be concerned with the first document, while field supervisors will use both documents.

These documents are written with two purposes in mind: first, to spell out the interpretation of questionnaires and some of the field procedures recommended by the WFS; and secondly, to provide material on the basis of which you can produce suitable manuals for your field staff speedily and without much difficulty.

It should be emphasized that these documents must be suitably adapted to the country situation (i.e., to the kind of respondents and field conditions expected), to administrative arrangements adopted, and to your detailed survey design (sample, questionnaire, etc.). Some problems discussed here may not be significant in your situation, while some others, significant for you, may not have been included.

We have worked with the following situation in mind: multi-stage sample, with interviewers and supervisors moving from area to area in teams; within area, a sample of dwellings, or structures, already selected; close supervision of interviewers' work; the household and individual interviews conducted on the same visit. For convenience we have assumed that the complete household schedule and the standard individual questionnaire (November 1974 version) are used. We also assume that both the interviewers and supervisors are female.

Though we have tried to indicate with the use of italics the points where country adaptation may be particularly required, there can be no substitute for going through the documents paragraph by paragraph and making suitable alterations where required. Care should be taken to ensure that the two documents, *Interviewers' Instructions* and *Supervisors' Instructions*, are mutually consistent in detail.

Since we expect that many countries will wish to use the Fertility Regulation Module (which replaces Section 5 of the core questionnaire), an explanation of questions in this module is included as an appendix to the *Interviewers' Instructions*.

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PART I

1 Introduction*

1.1 WFS AND THE COUNTRY FERTILITY SURVEY: OBJECTIVES

The World Fertility Survey (WFS) is an international programme dealing with human fertility behaviour. The WFS has three objectives:

- 1) to provide as many countries as possible with the detailed information which they need about the fertility of their population and the factors which affect it;
- to help countries to build up their capacity to do research on fertility and population; and
- to make comparisons of fertility between different countries and different parts of the world.

The word fertility refers to the country's birth rate, and other related statistics.

The country's fertility survey is part of the WFS. The survey has been designed to meet the specific needs of the country with respect to fertility data, as well as to provide comparable data with other countries participating in the WFS. Specifically, the country's fertility survey may be useful in the following ways:

(NOTE:

A brief summary of the specific objectives of the country's survey in relation to the demographic situation in the country to be added here.)

1.2 THE SAMPLE

The survey in which the country is participating is a sample survey. A sample survey is one in which selected 'units' of the whole population are chosen to be interviewed and, on the basis of these interviews, conclusions are drawn and statements made about the whole population. Sample surveys are an important tool of planning and research. The primary reasons for their importance are time and cost savings, since it is not feasible to interview the entire population of the country. The units that are to be included in the sample are selected in a definite manner which ensures that it is representative of the total population. Then, when each of these units is interviewed, we can assume that their answers are

^{*} Survey organisers, note: In this manual, the use of italics indicates the areas which may require modification according to the country's survey plan.

representative of the answers that would have been obtained if the total population had been interviewed.

Certain addresses throughout the country have been selected to take part in the survey. The first thing the interviewers do is to visit each of these addresses to obtain a list of members of each household at that address. To do this, the household schedule is used. In addition to getting a list of all persons in each household, certain other information is also obtained at this time. This includes such topics as sex, age, education, and marital status. Then, the interviewer determines if there are any eligible women in the household.

Next, the interviewer must interview each eligible woman using the individual questionnaire. The individual questionnaire includes the detailed questions necessary to obtain the fertility information, as well as questions on other topics, such as work history and education.

(NOTE:

Modifications of the description may be required depending on the relationship of the household schedule to the individual questionnaire as outlined in the country's survey plan, and on whether a sample of addresses or households is used. This section should include a brief description of the sample.)

1.3 ORGANIZATION OF THE COUNTRY FERTILITY SURVEY

(NOTE:

A brief description of the various stages, field work organization and institutional framework of the survey to be added here.)

1.4 ROLE OF THE INTERVIEWER

The interviewers' task is central to the whole survey. You collect the information; the quality of your work determines the quality of the survey.

It is very important that all interviewers working for the survey follow carefully the procedures laid down by the survey director. You come in contact with the survey director through your supervisors. Supervisors will supply you with materials and instructions, collect and check your work and try to help you with any problems you may come across during the field work. You should remain in constant touch with your supervisors. The supervision of interviewers' work is an integral and necessary part of every survey which aims to collect data of high quality.

You will work in teams of up to six interviewers. Each team will be supervised by a pair of supervisors. The supervisors will assign interviews to you and will check the work you complete. They will also be concerned with the administrative and organizational aspects of the survey.

Now we describe briefly what happens to the interviews you conduct in the field. After the interviews have been completed and the questionnaires have been checked by both the interviewers and their supervisors, they are put through a further checking procedure. This is done so that any errors that were overlooked can be corrected. After this checking procedure, the answers on the questionnaires are translated into numbers. These numbers are then transferred onto mechanical processing and computing equipment. When this is done, all the information is totalled and statistical tables are produced. Analysts in your country will use these tables to prepare a report showing the principal findings of the survey

At a later stage, the data from different countries will be used to prepare regional and world-wide reports of fertility and the factors affecting it.

1.5 TRAINING

Your training as interviewers is crucial to the success of the survey operation. Your training will consists of a combination of practical experience and classroom training. In order to train you effectively for all phases of your job, a combination of techniques will be used. One will be the 'demonstration interview', in which you will listen to an interview that has been prepared beforehand. This will provide you with the experience of seeing how an interview proceeds.

During the training, the questions included in the questionnaire will be discussed in detail. At this stage, you will participate in 'role-playing' interviews where you will be given the opportunity to participate as interviewers, respondents, and as observers.

Prior to beginning your actual field work, you will go into the field to conduct practice interviews. You will be required to check and edit these interviews, just as you would actual assignments. Your supervisors will review, edit and discuss these with you, just as they will do during the field work.

During your training you will be given several tests to measure how well you are progressing. On the basis of these tests, your general performance and the quality of interviews you produce, both in the classroom and in the field, will be assessed and it will be decided whether you should be allowed to continue with the training course and participate in the field work.

Your training as interviewers does not end when the formal training period is completed. Each time a supervisor meets with you to discuss your work in the field, your training is being continued. The formal training period merely provides you with the basic knowledge and information regarding the survey, questionnaires, etc. Continued observation and supervision during the field work completes the training process. This is particularly important in the first few days of the field work. During these days, as far as possible, you will be working in areas near to your training centres so that your work can be supervised even more closely than it will be at later stages of the field work.

1.6 SURVEY DOCUMENTS

The basic documents to be used in the field are the household schedule and the individual questionnaire. As interviewers, you must be thoroughly familiar with these documents as well as with your *Interviewers' Instructions*.

In addition, you will carry into the field 'Daily Record Sheets', maps and sketches showing the location of addresses. Your Daily Record Sheets will list the addresses to visit for interview and will enable you to keep a proper record of your work. Maps and sketches will help you to locate addresses listed on the Daily Record Sheets.

1.7 QUALITY CONTROL DURING FIELD WORK

To ensure the quality of your work, the supervisor will do the following during the field work:

- 1) She will scrutinize in detail all the questionnaires you complete, to check that each interview has been completed properly.
- She will spot-check some of the sample addresses, i.e., visit these addresses to confirm that you visited the correct address and interviewed the correct respondent.
- 3) She will reinterview some of the respondents already interviewed by you. Often this may be done in cases where you were unable to obtain the correct information.
- 4) The supervisor will ask you to tape record some of the interviews and discuss any important points with you. Where possible, you will also listen to these recordings with a view to learning from your own mistakes.
- 5) The supervisor will meet with you either singly or in a group each day to discuss your performance and assign you the next day's work.
- She will regularly report back to headquarters about your performance during the field work.

In addition to the above, representatives from headquarters will occasionally visit your team in the field (or assemble several teams at a centre).

Finally, the survey director may decide to dismiss an interviewer at any time during the field work if her performance is not considered adequate for the high quality this survey aims at.

There are two basic documents which are used for interviewing: the household schedule and the individual questionnaire. The first is used to obtain information about certain selected households and the second to obtain information about certain selected female respondents in these households.

2.1 THE HOUSEHOLD SCHEDULE

1) The household schedule is like a census form in which all usual residents of a selected household (along with any other people who slept in the household the previous night) are listed, and information is obtained about their relationship, age, sex and marital status. In addition, there are questions about education, fertility, ethnicity of the members of the household, etc.

To identify households to be contacted an interviewer will be given certain addresses which she has to visit. Usually she will find one household per address, but occasionally there may be more than one. She has to determine how many households there are at an address, and who are the members of each household.

(NOTE:

The above paragraph will need some modification if a dwelling rather than a household sample is used.)

2) Members of a household live together and eat together. Hence a household is not necessarily a dwelling or a family (though in many cases it is). For example, servants or friends living with the family are members of the household but may not be family members. Also, especially in urban areas, there may often be more than one household in a single dwelling.

You will notice that in the household schedule, an interviewer lists not only the usual members but also any other people who slept in the household the night before the time the household interview was conducted.

(NOTE:

It is important to specify for the interviewer precisely how to identify a household. A simple definition may not be enough. It is perhaps more useful to give a number of examples of difficult cases she is likely to come across in the field.)

3) The household schedule is also used to identify those women who are eligible for the individual questionnaire. All women who are listed in a selected household as having slept in that household last night (whether or not they are usual members of the household), are below 50 years of age and live at present as married, or have lived at some time in the past as married, are eligible for the individual questionnaire.

(NOTE:

The above paragraph will need suitable modification depending upon the actual procedure adopted. For example, detailed individual interviews may be conducted only for a subsample of the households enumerated, or eligible females may be selected by a second, or shorter, version of household listing, etc. In the second case, the procedure for selecting eligible women should be described in Section 2.2.)

4) Who is an eligible respondent for the household schedule? Not all people are equally suitable respondents. Any adult who is a usual member of the household can give information. Note that the informant should be a usual resident and not a guest, or visitor, who merely spent the last night there; also, a child is not a suitable respondent.

It is not necessary that the entire information be given by a single respondent, nor that the interview is held privately; any respondent may consult any other member of the household and different items in the schedule may be answered by different respondents. In this way, the household interview differs from the individual interview, where the information must be given by a particular respondent in private, if possible.

2.2 THE INDIVIDUAL QUESTIONNAIRE

As mentioned above, household members are first listed to enable the selection of women who are eligible for a detailed interview, which is conducted by using the individual questionnaire. All questions in this questionnaire must be answered by the woman herself being interviewed, and if possible in private. (Section 7 is an exception. This may be answered by the husband.)

The individual questionnaire has been designed not only to facilitate the interviewers' job but also to enable the respondent to give the information that is required in a logical fashion. The questionnaire is divided into seven sections as follows:

Section 1: Respondent's background: age, residence, education, ethnicity, etc.

Section 2: Maternity history: record of all births and pregnancies the respondent has had.

- Section 3: Contraceptive knowledge and use: what particular methods she has heard of and used.
- Section 4: Marriage history: record of all marriages.
- Section 5: Fertility regulation: to what extent she timed, or planned, her pregnancies; her preference on number and sex of children.
- Section 6: Work history: when and what kind of employment she has undertaken in her life.
- Section 7: Husband's background: education, employment, etc. of her present or last husband.

It is possible that from the previous household interview the interviewer already knows certain facts about the respondent (like age and marital status) which are also supposed to be obtained during the detailed interview. In such a case, the interviewer should, nevertheless, ask for this information again.

(NOTE:

The general discussion of the questionnaire refers to the WFS core questionnaires. It must be modified in accordance with the country questionnaire.

3 How to Use the Individual Questionnaire

The questionnaire has been designed and arranged in such a way as to make your job less difficult, and to make it easy for the respondent to give the required information. The questionnaire is separated into blocks of questions, or sections, and within these sections the individual questions are arranged in a logical sequence. The less personal, and thus easier, sections come first; this gives the respondent some self-confidence about answering the questions and makes your job easier. In this chapter, we give a general description of the layout of the questionnaire, the types of questions and rules for recording answers properly. Detailed discussion of the meaning of each question comes later.

3.1 INTERVIEWERS' INSTRUCTIONS IN THE QUESTIONNAIRE

Apart from the questions to be asked, throughout the questionnaire there are several kinds of instructions to the interviewer. For your convenience, these instructions have been printed in a type different from that used for the questions which you ask the respondent.

1. SKIP INSTRUCTIONS

The questions are all numbered, beginning with number 101 'Do you live in this house?' The space for the answer immediately follows the question. In the case of question 101, the answer will either be 'Yes' or 'No'. During the interview, the questions are followed in the order in which they are listed, unless there is an instruction to 'skip' to some other place.

Skip instructions direct the flow of the interview and tell you which question to ask next. The skip instructions appear in two different ways. In many cases, an arrow is used to indicate what you should ask next. In other cases, the instruction is written out. For an example look at question 225. If the answer to 'Have you ever been pregnant?' is 'YES', the next question to be asked is 227, as indicated by the arrow. If the answer is 'NO', the instruction is to 'SKIP TO 234'. It is very important that you follow the skip instructions carefully, for if you do not, you will be asking the respondent incorrect questions. These may make no sense to the respondent and annoy her; they may also even make the whole interview useless.

2. CHOICE OF WORDING

Most of the questions are written exactly as you would ask the respondent. However, in certain questions, you have to choose the appropriate wording for a part of the question. This occurs in three forms in the questionnaire:

- i) For example, question 303. 'Have you ever used (METHOD)?' Here, when actually asking the question, in place of the word 'METHOD' you use the name of the method of contraception you are referring to from the list given in Q.302. Q. 303 asks for all the methods mentioned in Q. 302 one by one.
- ii) For example, question 102. 'Do you live in...(PLACE NAME)?' It is similar to the above case in that instead of '(PLACE NAME)' you use the name of the place written above Q. 101. The only difference from Q. 303 is that in Q. 102 you actually write down the name of the place of interview in the space provided.
- iii) In many questions, a part of the sentence is enclosed in brackets. Depending upon the circumstances, you have to decide which wording is appropriate. In some cases, you have to choose one of the number of alternative wordings given; in other cases, the whole expression is enclosed in brackets and you have to decide whether or not it should be ignored.

For example, in Q. 220, you have to use 'him' or 'her' depending upon whether the child concerned is a boy or a girl. In Q. 507, the word '(last)' is to be used when the respondent has had two or more live births. If she has had only one live birth, this word is left out while asking the question.

3. FILTERS

A filter is like a skip instruction in that it guides you in asking the respondent the set of questions appropriate for her. In a filter, you are asked to 'tick appropriate box' using the information you have already received (you are also told the question number from which the information comes). On the basis of this, you decide the appropriate skip. For example, in filter 506 you tick the appropriate box depending upon how many live births are reported in 211, and then decide which question to ask next (507 or 508).

4. OTHER INSTRUCTIONS

There are many other instructions in the questionnaire the purpose of which is either to explain something to the interviewer, or to specify exactly any action which she has to take at that point.

Examples are Q. 103 'obtain place name' or Q. 108 'Record best estimate' of age, etc. Sometimes you are asked to repeat a question or a set of questions several times. For example, Q. 303 is repeated for each method mentioned in Q. 302. Similarly for Q. 314.

/NOTE:

The above examples should be modified in accordance with the country questionnaire.)

3.2 SUPPLEMENTARY INFORMATION: IDENTIFICATION, COMMENTS AND OBSERVATIONS

Besides obtaining and recording answers to all the relevant questions, you are asked to provide certain additional information before returning the questionnaire to the supervisors.

1. COVER SHEET

The cover sheet of the questionnaire contains all the information necessary to identify the respondent. It also contains space to report the results of attempts made to contact her. There are also items on the cover page that the supervisors and other persons will fill out. You complete the identification information before beginning the interview.

2. COMMENTS ON THE INTERVIEW SITUATION

At the end of Section 2 you are asked to indicate your impression of the reliability of the answers received in that section, and also to state whether any other people are present during the interview. The latter information is also obtained after completing Section 4. You must complete this information during the interview itself.

3. COMMENTS SHEET

The last page of the questionnaire is reserved for the observations and comments of the interviewer, supervisor, and editor. You should not complete your portion of it in the presence of the respondent, but do it immediately after the interview. You must evaluate the respondent's degree of cooperation.

There is also a space for you to make other observations. These observations should explain the situation if you felt that the respondent's degree of cooperation, or the reliability of her answers, was poor. Your observations will help the supervisor to realise if a particular interview was unsatisfactory as a result of adverse circumstances which were not your fault. This will avoid *her* unnecessarily asking you for an explanation at a later stage.

Observations about the respondent could include, for example, whether she was too ill to answer questions properly.

In comments about 'specific questions' you can mention, for example, whether the respondent was unable to understand, or refused to answer, these questions.

Finally, there is space for you to make observations about 'other aspects' of the interview. Here you should mention if the interview was interrupted for some reason. Also, if you had any difficulty in locating the address, you should provide here information which may be helpful to the supervisor if, for some reason, she needs to visit the place again.

Do not make any comments in the space reserved for the supervisor and editor.

(NOTE:

Section 3.2 will need suitable modification if parts of the questionnaire referred to above are modified.)

3.3. COMPLETING THE QUESTIONNAIRE

The questionnaire must be filled out during the actual interview. You must not write the answers on a separate piece of paper and then transcribe them to the questionnaire at a later time. Nor should you rely on your memory to complete the questionnaire when you leave the respondent's house.

It is bad practice to use a rough copy at the interview and transcribe the information onto a clean questionnaire afterwards. This should never be done.

All answers should be recorded in ball point pen. Do not use a pencil.

(NOTE:

In multi-lingual countries, it will be necessary to specify whether the answers are to be recorded in the same language in which the interview is conducted, or in some other language. The latter is obviously the case for dialects without a written script.)

Below are found the different ways in which you are required to record answers to the questions.

1. PRE-CODED OUESTIONS

In most of the questions all possible answers are written on the questionnaire and you have only to tick the appropriate box. Such questions are called 'pre-coded'; Example Q. 201.

In pre-coded questions do not read out to the respondent those pre-codes (next to the boxes to be ticked) unless they have been included in the wording of the question as printed.

In rare cases, you may find that the answer does not properly fit into the codes provided. In such cases, you may write the answer in the margin with an explanatory note. Do this only when it appears to be absolutely essential.

(NOTE:

In some countries a cross X is customarily used instead of a tick. There is no objection to this. In some English speaking countries, a tick is called a 'check'.)

There are some other questions which are basically the same as pre-coded questions, except that you are asked not to tick boxes, but to write a simple answer in the space provided. For example, you could be asked to write the name of a place, or a method of contraception, or age, or dates, or some other number. Examples: Qs. 108, 202.

In writing numbers on answers, special care should be taken to make sure that the answer is recorded in the units specified. For example, the answer to Q. 217 must be written in MONTHS. If the respondent says 'ONE YEAR', you must write '12'.

2. PARTLY PRE-CODED QUESTIONS

There are some questions where we expect some answers that do not fit the codes provided, and here a category marked OTHER has been provided. In such cases, when the answer does not fit any of the pre-codes, write the answer clearly in the space provided after 'OTHER' or 'other answer', following the same rules as explained below for 'OPEN ENDED' questions. Examples: Qs. 223, 704.

3. OPEN-ENDED QUESTIONS

There are a few questions where there are no pre-codes provided at all, and you have to

write in the whole answer. If the question is 'open-ended', there are some rules to follow in recording the answer:

It must be written clearly and completely.

It should be written verbatim, i.e., in the same words as the respondent has used. As far as possible, do not summarize what the respondent has said and do not try to correct, or improve, the language the respondent has used.

Try to write down the answer as fully as possible during the interview; do not rely on your ability to recall the answer after you have left the respondent's house. Examples: Qs. 604, 709.

4. SPECIAL CASES

It may happen that you are, regrettably, unable to obtain the required answer to a question. For example, the respondent may be unable to give you an exact answer. In this case, try to get an estimate; write the estimated answer on the questionnaire and record immediately following the answer 'ESTIMATED BY R' or 'ESTIMATED BY INTERVIEWER', as the case may be.

There may be occasions when a respondent refuses to answer a particular question. In these cases, write 'REFUSAL' in the appropriate answer space.

4 The Interview Situation

An interview is a means of obtaining information from someone by asking them questions. It is somewhat like an ordinary conversation in that there are two persons talking. However, it differs from ordinary conversation in several respects:

- 1) The interviewer and the respondent are strangers to each other. One of your main tasks is to gain the confidence of the respondents so that she is at ease and is willing to answer the questions you are asking.
- 2) Unlike normal conversation, one person is asking all the questions and the other person is answering them all. You must refrain from giving your opinion. You must not react in any way to what the respondent tells you. Never show disapproval. At all times throughout the interview you must remain strictly neutral. However, you could show interest in the answers by nodding your head, or saying something like 'I see', or 'Yes'.
- 3) There is a strict sequence of questions that must be asked. You must always follow this sequence and always be in control of the situation. This means you must maintain the interest of the respondent throughout the interview.

4.1 PRINCIPLES OF INTERVIEWING

Below is a summary of some important points to be kept in mind during an interview:

1. GAINING ACCESS TO THE RESPONDENT

As mentioned above, you and the respondent are strangers to each other. Yet you must approach the respondent and, within a very short time, gain her confidence and cooperation so that she will answer all the questions.

The first impression of your appearance, and the first things you do and say, are of vital importance in gaining the respondent's cooperation. So first you must be sure that your appearance is acceptable to the respondent and also to other people in the area in which you will be interviewing. However, you must also feel at ease, so wear comfortable clothing.

After coming face to face with the respondent the first thing you should do is introduce yourself; state your name, the agency you are working for, and what you want of the respondent. Use the following introduction:

(NOTE:

Interviewer's introduction to be drafted by the country.)

At this point, you should also mention the confidentiality of the survey. Explain that no individual names will be used and all information (answers) will be pooled to write a report. Show your identity card only if a respondent specifically asks for it.

The respondent may want to know why you have come to that particular address. Explain that the households were selected at random (like being blindfold and sticking a pin in a map), and that other households in the same area have also been selected in this way; it is therefore a matter of chance that this particular household was chosen.

(NOTE:

The proper procedure to make the initial contact with a respondent varies from culture to culture. The above provides merely some general points which may be important, and may need elaboration or modification, in each country. The same may be true of parts of 2 below.)

2. PRIVACY

It is very important that the individual interview be done privately and that all the questions are answered by the respondent herself. The presence of other persons during the interview may make the woman embarrassed and influence some of her answers. Explain to her that some of the questions are private and confidental and ask her where is the best place for privacy (e.g., a verandah, a corner of the main room, a bedroom, or a kitchen). If another adult does not take the hint and leave you alone with the woman, you will have to use tact and ingenuity to attempt to get the respondent by herself.

There are several ways this can be done. One way is to ask the respondent to persuade the other person to leave. Another is to explain the need for privacy to the person and then to ask that person to leave. This should be done as politely as possible. In some cases, you may find it useful to suggest that you will not start the interview until you are alone with the respondent. Yet another way is to satisfy the curiosity of the other person by reading out the early questions, then saying something like 'So now you have heard a few questions, can you please leave us to ourselves for a little while?'

If these tactics fail, get as near to the informant as possible, address the questions softly to her and make it difficult for the other person to hear.

Sometimes you may have to visit the house again at a different time, or make a special effort to seek the permission of some other member of the household, before you can approach the respondent.

If there is more than one eligible woman in the household do not interview one in the presence of the other.

After you and the respondent have obtained some privacy and the interview is ready to begin, you may sometimes have to repeat and elaborate the introduction so that the respondent understands the situation fully.

3. NEUTRALITY

Most people are polite, especially to strangers, and they tend to give just those answers and create just that impression which they think the other person will be pleased with. It is therefore extremely important that you remain absolutely neutral towards the subject matter of the interview. Never appear in favour or against large families, neither in favour nor against family planning. Do not show surprise, approval, or disapproval of the woman's answer by your tone of voice or facial expression. Do not tell the respondent your own opinions. If the respondent does ask you for your opinion delay telling her until the interview has been completed. If she asks for advice, say that you are not there to give advice, only to ask questions.

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. For example, it is a serious mistake to omit the phrase 'or a girl' in the question 'Would you prefer your next child to be a boy or a girl?' . When a woman gives an ambiguous answer never assume what she means by saying 'Oh, I see. I suppose you mean that...? Is that right?', for very often she will agree with your interpretation of her answer, even though it may be incorrect. Neutrality of the question can also be damaged by laying stress on one part of the question at the expense of the other part, thus suggesting an answer. Putting questions in a neutral way is an art which can be acquired only through practice.

If the respondent is reluctant, or unwilling, to answer a question, try to overcome that reluctance, explaining once again the confidential nature of the information and by stating that the same questions are being put to women all over the country. If she still refuses, make a note 'REFUSED' next to the questions and proceed as if nothing had happened. If you have successfully completed the interview, you may try to obtain the missing information at the end, but do not push too hard for an answer. Remember, the respondent cannot be forced to give an answer.

4. CONTROLLING THE INTERVIEW SITUATION

If the woman is giving irrelevant or elaborate answers, do not stop her abruptly or rudely, but listen to what she has to say; then try to steer her gently back to the original question.

Remember, you are conducting the interview and so should be in control of the situation. In some cases, especially in the case of the better educated or older woman, your 'authority' to ask such questions may be challenged. Do not be intimidated in these cases: say in a friendly way that you have been specially trained and it is your job to ask questions like this.

A good atmosphere must be maintained throughout the interview. The best atmosphere for an interview is one in which the respondent sees the interviewer as a friendly, sympathetic and responsive person who does not intimidate her, and to whom she can say anything without feeling shy or embarrassed.

4.2 THE ART OF ASKING OUESTIONS

Of course this art can be acquired only with practice, but there are certain basic points which you must bear in mind.

The most important point to remember is the one already mentioned: neutrality. Do not indicate in any way which of the possible answers you expect from the respondent.

1. WORDING OF THE QUESTIONS

It is very important that you ask all the questions exactly as they are worded in the questionnaire. There are two reasons for this. First, the questions have been very carefully worded. Altering the wording can alter the meaning of the question and, thereby, alter the answer.

Secondly, altering wording can also affect the neutrality of the question, again influencing the answer.

2. REPEATING THE OUESTION

Interviewing is not always merely a matter of reading out questions and writing down answers. A question put to the respondent may not immediately produce a relevant response. She may say 'Don't know', give an irrelevant, vague, or imprecise answer, give an answer which clearly contradicts something she has already told you, or even may refuse to answer the question at all.

Often these difficulties arise not because of genuine ignorance on her part but

- i) because she has misunderstood the situation. For example, she may say 'Don't know' or refuse to answer the question because she is shy, or even afraid. If you sense this, you have first to remove this misunderstanding by reassuring her of the confidential nature of the information she gives you.
- ii) because she has misunderstood the question. In either case, before you reword, or explain the question any further, or ask some additional questions to obtain the desired information, you should repeat clearly and slowly the original question. It is only when that fails that you should go on to explaining or probing as explained below.

3. EXPLAINING OR RE-WORDING

Occasionally it may happen that a respondent finds it difficult to understand a particular question. In such cases, you may be forced to reword the question. This should be done only when it is apparent that the respondent does not understand the question after you have repeated it using the original wording. The question should be rephrased in simpler, or more colloquial, language.

However, be very careful not to change the meaning of the question. When the question

seeks for knowledge, opinions, or attitudes, you should in any case avoid rewording the question. You should be careful not to alter the meaning of the question.

4. PROBING

It can happen sometimes that the respondent's answer to the question is not 'satisfactory' from our point of view. Her answer may be incomplete or irrelevant, or sometimes she may even be unable to answer the questions as put to her.

If this happens, then, in order to obtain a complete answer to the original question, you have to ask some additional questions. Asking additional questions to obtain a complete answer with all the details required is called 'probing'.

The probes must be worded so that they are neutral and do not lead the respondent in a particular direction. Some useful neutral probes could be:

- i) 'Can you explain a little more?'
- ii) 'In what way?'
- iii) 'I'm afraid I did not quite hear what you said; could you tell me again please?'
- iv) 'There is no hurry. Take a moment to think about it.'
- v) 'Did he die before, or after, his first birthday?'
- vi) 'Can you tell me what you have in mind?'

Here are some examples of incorrect probes. These should **not** be used since they are not neutral but suggest an answer to the respondent.

- a) 'That was the only time you (were pregnant, etc.), was it?'
- b) 'I suppose you did not (practise this method, etc.), did you?'
- c) 'It was before his first birthday?'

Probing is probably the most challenging part of the interviewer's job. It also becomes the most satisfying, especially when good answers are obtained as a result of probing.

4.3 AVOIDING EXPECTATIONS

The background (education, social class, economic situation), attitudes and personality of a respondent will often be different from that of the interviewer. Also, you are likely to come across respondents with widely differing backgrounds. You must be very careful to avoid any expectations about the ability of the respondent to answer particular questions or about what answer she would give to these questions.

Do not abbreviate, or alter, the wording of the questions just because the respondent appears to be highly educated, intelligent or sophisticated.

Do not suggest, or assume, answers because the respondent is less educated than yourself. Always do sufficient probing when required. For example, if she is a less-educated rural woman, never assume that she does not know much about family planning or contraception.

In a similar way the respondent may expect you to behave in a certain way which is not good for the quality of the interview. She may be mistrustful or afraid; or she may believe that you are so different from her that you would not understand her point of view. She may say things which she expects you to approve of, or she may say things which she thinks are generally desirable. Your behaviour, manner of speech, or even appearance, may discourage her or cause her to undervalue herself.

Thus, you must not only avoid your expectations, but also should be sensitive to the respondent's expectations. When required, assure her of the confidential nature of the information. If she cannot answer a question directly, wait, and never be impatient. If you do not understand something she says, ask again without implying in any way that it is her fault. To avoid her adjusting her answers to what is 'expected' or 'desirable', the best thing you can do is to consciously avoid your expectations during the interview.

PART II

5 The Interviewers' Tasks

5.1 RELATIONSHIP TO THE SUPERVISORS

While in the field you will work in teams and will be accompanied by your supervisors. For a proper appreciation of your role, you must first clearly understand your relationship to your supervisor.

- 1) While you do most of the actual interviewing, your supervisor is responsible to the survey director for ensuring that you do your work satisfactorily. This means that the supervisor assigns work to you. Since the supervisor has to plan the work in the area so that it is conducted as efficiently as possible, and is completed within the time allowed, it is your duty to accept whatever work is allocated to you and complete it punctually. Of course, the supervisor will try to ask of you only what is reasonable. Every day you must report to the supervisor the outcome of all the interviews assigned to you and return the questionnaires you have completed.
- 2) Upon receiving your work, the supervisor will check it to see that you have completed the interviews correctly and have followed the standard procedures laid down by your survey director. You must see the supervisor regularly to discuss your previous work, and try to remove any short-comings she points out in your work.
- 3) Your supervisor has been asked by the survey director to revisit some of the respondents after you have interviewed them. During these visits, the supervisor verifies that no mistakes were made in identifying eligible respondents, and may also obtain some additional information. Such checking by supervisors is used in all good surveys and is an integral and necessary part of a survey which aims to collect data of high quality.

(NOTE:

Also mention if the supervisors will accompany interviewers during some of the interviews).

4) The supervisor receives the necessary field supplies such as questionnaires, sample address lists (which specify which particular addresses are to be interviewed in an area), area maps and sketches, etc., from the survey director. You receive such material from the supervisor if it is required for your work. You must return it to her as soon as you have finished with it.

- The supervisor will have general information on such matters as travel, accommodation and climatic conditions for the areas in which you work. It is your duty to ensure that *she* passes on the relevant information to you. If, for example, you are supposed to make you own arrangements for travel, accommodation or food in some area, you should be told this before going into the field.

 Similarly, you should be told if you are required to take with you anything personal (like bedding, utensils, tinned food, waterproof clothing, etc.) when you go to the field.
- 6) The supervisor serves as a link between you and the survey organisers. Just as she informs you of the survey directors instructions, you must inform her of any problems, or difficulties, you may experience. If, for example, you are not clear about a particular procedure, or about the meaning of a particular question in the questionnaire, you should seek the advice of your supervisor. Even if the problems are of a personal nature, you should feel free to discuss these with the supervisor. The following sections give a short description of your basic tasks.

5.2 SECURING SUPPLIES AND INFORMATION

Before going into the field, make sure that you have the following:

- 1) Your copy of the Interviewers' Instructions.
- 2) Identification card and letter of introduction.
- 3) A clip board or heavy piece of card board to write on.
- 4) A briefcase (or similar) to carry the questionnaires.
- 5) Ball-point pens.
- Anything personal you may need during your stay in an area (based on the information about the area supplied to you).

While in the field, before leaving for a day's interviewing work, make sure that, in addition to the above, you have collected from your supervisor:

- 7) Sufficient quantities of household and individual questionnaires.
- 8) Sample addresses to be visited (filled in on your Daily Record Sheet), along with any maps, or sketches to help you to locate the addresses.

(NOTE:

The above list may need modification depending on country situation. The list should be consistent with the one in Section 7.1 of the Supervisors' Instructions).

5.3 RECEIVING ASSIGNMENTS

Your supervisor will regularly assign to you sample addresses, which you must visit with a view to obtaining complete interviews. Your assignments will consist of addresses (names of principal occupants, house numbers, place names, street names, etc.) along with descriptions or sketch maps, which help you to locate and identify the places to be visited for interviews. For easier identification the listers have fixed a sticker, or a marker, in front of every dwelling in the sample.

(NOTE:

To be modified according to country arrangement. Usually only some of the above will apply).

At each address assigned you interview <u>all</u> the households. (A household is a group of people who live together and eat together. Usually there will be only one household per address, though often in urban areas there may be more than one household in one dwelling unit.) Within each household, you must interview all eligible women using the individual questionnaire.

(NOTE:

To be altered according to the sample design and household definition adopted.)

When receiving a new assignment, you must report back to the supervisor the result of your previous assignment so that *she* can take that into account in assigning you more work.

When the supervisor assigns interviews to you, you must complete columns (1) to (3) of the Interviewer's Daily Record Sheet (shown on page 30).* In column (1) write down the date when a sample address was assigned to you and in column (2) the 'DU Number' of the address as it appears on the supervisor's Sample Address List. In column (3) you must write down the complete address, or description, so that you can locate it in the field.

If you find more than one household at an address, enter only one of the households in the line in which you had originally written the address. Enter the other household(s) at that address at the end of your list. For these latter, you must complete all columns but must leave column (4) blank since this information about the address is already given where it first appears. Also, for these additional households you must mention the name of the head in addition to the address in column (3).

Sometimes it may happen that an interview assigned to you in fact was previously assigned to another interviewer who, for some reason, was unable to obtain satisfactory results. The supervisor may decide to reassign that interview to you. For example, it may

happen that the previous interviewer visited a respondent who refused to be interviewed, and the supervisor wants you to make another attempt. It is useful for you to know if such is the case for a particular interview assigned to you. Add an asterisk (*) in column (1) of your Record Sheet if an interview has been reassigned to you from another interviewer by the supervisor.

* (NOTE:

Suitable control sheets for alternative survey designs are described in the Appendix to the Supervisors' Instructions.)

5.4 IDENTIFYING ELIGIBLE RESPONDENTS AND CONDUCTING THE INTER-VIEW

1. ELIGIBILITY FOR INTERVIEW

Remember that the addresses you visit must be only those assigned to you: Never should another address be substituted for the one assigned to you.

To remind you of the important points in the household interview, you list:

- i) All usual members of the household (including any children, friends, servants, etc.) who usually live and eat together.
- ii) Any other people who stayed with the household (slept there) the night before the household interview. Any adult and usual member of the household can answer the questions.

A woman in the household is eligible for the individual interview if

- a) she is below 50 years of age;
- b) she is living as married, or has lived as married in the past;
- c) she stayed with the household (slept there) last night whether or not she is a usual member of the household.

(NOTE:

For discussion of eligibility conditions see WFS Manual on Sample Design).

As soon as you finish the household interview, you must assign individual questionnaires to all eligible women in the household and complete the identification on the cover sheet for each of these.

INTERVIEWER'S DAILY RECORD SHEET

(One sheet for each area: to be filled in daily by the interviewer and returned to the supervisor on completion of work in the area.)

Area or cluster no	ea or cluster no, Area or cluster name					
Interviewer's Name						
ASSIGNMENT	HOUSEHOLD INTERVIEW	INDIVIDUAL INTERVIEW				

ASSIGNMENT		HOUSEHOLD INTERVIEW			INDIVIDUAL INTERVIEW					
(1) Date when assign- ment made ¹	(2) DU No.	(3) Address (com- plete)	(4) No. of HHs in DU ²	(5) Result (final) ³	(6) No. of ERs in HH	(7) Date re- turn- ed to super- visor	(8) HH Qre Line No. of Eligible Respondents	(9) Result 4	(10) Date re- turn- ed to super- visor	(11) Remarks (mention if tape recorded)

- 1. Add an asterisk (*) in col. 1 if interview reassigned to you from another interviewer by the supervisor.
- 2. Write the number of households you find at the sample address. For example, if there are two households, write "2" in col. (4).

If there is more than one HH in the DU, enter one of them on this line and the other(s) at the end of the list. (For these latter households, omit col. (4); also the name of the head of HH must be mentioned in col. (3) for these.)

- 3. Result codes for col. (5)
 - 1. Completed
 - 2. No adult member at home
 - 3. Deferred (since only final outcome is recorded here, this case is the same as refusal)
- 4. Refused
- 5. Dwelling vacant
- 6. Address not a dwelling
- 7. Address not found or inaccessible
- 9. Other (specify)
- 4. Result codes for col. (9)
 - 1. Completed
 - 2. Respondent not at home
 - 3. Deferred

- 4. Refused
- 9. Other (specify)

(NOTE:

May need modification as explained in the appendix to the SUPERVISORS' INSTRUCTIONS. Also the result codes here, in the supervisor's sheets and on the cover sheets of the questionnaires should be compatible.)

All the questions must be answered by the woman concerned herself, and, as far as possible, in private. However, her husband, if he is available, may be consulted for questions in Section 7 on his background.

If you discover during an individual interview that the respondent is not, in fact, eligible, (either because she is over 50 or because she has <u>never</u> lived as married) you should not stop the interview abruptly but should proceed to complete it for the sake of good public relations. However, you may skip to Sections 3 and 5. Make sure that you mark the questionnaire clearly as 'INELIGIBLE' and return it to the supervisor.

2. CONSISTENCY OF ANSWERS

It is very important during an interview to try to make sure that the answers given to various questions are consistent with each other. This applies in particular to the information on dates. For example, a woman born in 1935 could not have had a child in 1942. If such inconsistent answers are produced, it is very difficult after you have left the respondent to find out which, if any, of these is correct.

You should check during the interview itself that the information you are getting is consistent. This requires a thorough familiarity with the questionnaire. It also requires presence of mind during the interview.

The most important consistency checks which you have to keep in mind during the individual interview concern dates in the respondent's life. The following information on dates (or age, or years ago) is obtained in the questionnaires:

- Os. 107, 108 Woman's date of birth, or age.
- Q. 212 Date of birth of all 'live births' (i.e., babies which cried, or showed any other sign of life, at birth).
- Q. 229 Dates for all other pregnancies which did not result in live births.

Qs. 403, 406, 409, 411, 412 Dates of beginning and end of all marriages, or unions,

Q. 603 Date she stopped 'working' (after first marriage), if applicable.

Answers to the above mentioned questions should be plausible. The following are the possible checks:

1) She can hardly be less than 12 years old when she had her first live birth, or first pregnancy, or when she started living as married (the date of beginning of her first union).

- 2) It is more difficult to check her birth and pregnancy histories. The time differences between two live births should never be less than 9 months. Also, if she has had any other pregnancies (not resulting in live births) one should check that the time interval between a live birth and a previous birth, or a pregnancy termination, is not less than 9 months. If you find less than 9 months difference, probe to find out if you have got the dates right.
- 3) If she has been married more than once, the effective date of beginning of a union (marriage) must be after the date of dissolution of a previous union (marriage). (Assuming monogamy.)
- 4) The date in Q. 603 must be later than the date of first marriage.

It is important to remember that we cannot always assume that all children are born within marital unions. Hence you should not compare the marital history with birth, or pregnancy, history.

(NOTE:

The above is based on WFS Core Questionnaire; it will need adaptation if questions have been added to it. If the Fertility Regulation Module is used (see appendix), add the following to the above:

Information on dates:

Qs. 571, 575 Date respondent or husband sterilized (if sterilized).

Checks on information on dates:

If the respondent has been sterilized, the date of her last birth, or pregnancy termination, must never be after the date of sterilization.

5.5 TAPE RECORDING OF SELECTED INTERVIEWS

Occasionally, you may be asked by the supervisor to obtain a tape recording of some particular interviews you are conducting. On receiving a tape recorder from the supervisor, check that it is loaded with batteries and cassettes.

To record interviews, start the recorder after you have introduced yourself to the respondent, but before beginning the interview. Sit close to the respondent and place the recorder half-way between you. During the interview, give an occasional glance to see that the tape recorder is working all right, but try not to make the respondent conscious of its existence. You must tape record only that interview which has been specified by the

supervisor. After the interview has been tape recorded, you should clearly mark the cassette to identify the interview which is recorded, and return the tape along with the questionnaire corresponding to it. Mention the fact that an interview has been tape recorded in column (11) of your Daily Record Sheet. If possible, it should be helpful for you to listen with the supervisor to your own tape recorded interview, and discuss it with her afterwards.

Though it is not very likely, sometimes a respondent may object to being tape recorded. You should explain to the respondent that the purpose is only to check that all the answers are written down correctly. If she strongly objects, you should not insist on its use, but proceed with the interview. Later you should inform the supervisor of this, and she may specify another interview assigned to you which you should tape record.

5.6 CHECKING COMPLETED QUESTIONNAIRES

After an interview has been completed, you must review the questionnaire you have just completed. This check means going over the entire interview, reading carefully through all relevant questions and answers. While checking, you may correct your handwriting, or clarify answers where needed.

Ideally, this check should be done before leaving the house so that you can obtain any missing information from the respondent. If it is not possible to do a thorough check before leaving the respondent, you must, at least, quickly scan through the questionnaire to make sure that you have asked all relevant questions. In any case you must check the questionnaire in detail before you hand it in to the supervisor.

You should make the following checks on every questionnaire completed:

- 1) Has the cover sheet been completed? Particularly, has the information for identification of the interview been provided? This is most important.
- 2) For the household interview: Have all the eligible women in the household been correctly identified?
 - For the individual interview: Have interview instructions and skip instructions been followed correctly?
- 3) Have the answers been recorded legibly and in sufficient detail so that they can be followed easily?
- 4) Is there only one answer ticked for each question? (Exceptions Qs. 235, 413).
- 5) Are all the filter questions (like 224, 315, 501, etc.) correctly ticked?

While you may correct any minor errors which obviously were caused by misrecording on your part, you must never alter anything else in the completed questionnaire without asking the respondent the relevant questions again. Also, copying the entire information onto a new questionnaire should not be done.

5.7 DEALING WITH NON-RESPONSE

'Non-response' means failure to obtain a complete interview. When you visit a sample address, you must assign a household questionnaire to it whether or not you successfully contact it or find a household there, and you must record on its cover sheet the outcome of your visit.

Similarly, when you make the first visit to obtain an individual interview, you must assign a questionnaire to the case whether or not the respondent is successfully contacted.

Secondly, you must attempt to obtain a complete interview from every selected respondent, if possible. One of the most effective ways of reducing the extent of non-response is to make repeated visits or 'call-backs' to the household.

Failure to obtain an interview may result from one of the situations outlined below.

1. FAILURE TO FIND A HOUSEHOLD AT A SAMPLE ADDRESS.

- A. Address not found: Make a thorough search; enquire from people in the area. If still unsuccessful report to the supervisor. She will then decide whether or not you should make another effort.
- B. Address not a dwelling: If you find that an address is something other than a dwelling (e.g., a shop, workshop, institution), before accepting this as final you must make sure that there are no living quarters attached to the building, perhaps for a caretaker, or someone else, to live on the premises. Report to the supervisor after first visit.
- C. Dwelling vacant or demolished: You may find that a household has moved out of a sample address and no new people have moved in in their place. Report to the supervisor after first visit. Note that if the old occupants have moved out of the dwelling unit they should not be followed up to their new address. If there are any new occupants who have moved in their place, this new household should be interviewed instead.

(NOTE:

In certain areas cases B and C may be combined. See note in Section 5.3, Supervisors' Instructions.)

2. REFUSALS

Whether or not a respondent is willing to cooperate depends very much on the initial impression you make on her. You must introduce yourself properly, explain the purpose of your visit and assure her of the confidential nature of the information you are going to

obtain. If a respondent appears to be unwilling to be interviewed, do not take this to mean final refusal. She may not want to be interviewed at that particular time, or may have misunderstood the purpose of your visit. Explain the situation again; ask her if you can come to see her at some other time. If the refusal appears to be final, report to the supervisor.

3. NOT AT HOME

If on your visit you do not find a respondent at home (any adult member of the household for the household interview; the eligible woman for the individual interview), you must make up to four visits (i.e., 3 'call-backs'). A call-back means an actual visit to the address with a view to contacting the respondent and not just a casual enquiry. That does not mean you should not make enquiries; on the contrary, try to obtain whatever information you can about the whereabouts of the respondent and plan your call-backs accordingly. If no such information is available, call back at different times, since the respondent may always be out at a particular time of the day.

(NOTE:

Use the same definition of 'call-back', or revisit, as in Chapter 5 of the Supervisors' Instructions.)

Sometimes you may find that the whole household is away and come to know from a neighbour, or someone, else that no member of the household is expected back before everybody in your team leaves the area. In such a situation you need to make only one more visit after a few days. If your second visit confirms your earlier information, you should report the case to the supervisor. Write 'AWAY' for this household in column (11) of your Record Sheet.

Sometimes you may find a respondent at home, but he, or she, does not want to be interviewed at that particular time. If an interview is thus 'deferred', make an appointment and keep it punctually. Write the time of such an appointment on the cover sheet of the questionnaire.

4. INCOMPLETE INTERVIEWS DUE TO ANY OTHER REASON

If an interview is left incomplete, either because something interrupted it, or because you left out some questions by mistake, you must go back to the respondent as soon as possible so that you can complete it without having to repeat the entire interview.

5.8 KEEPING ADEQUATE RECORDS

It is very important that you keep a record of all the interviews you do in your Daily Record Sheet. Columns (1)—(3) are filled in when an interview is assigned to you by the

supervisor, and the other columns before you return the completed questionnaires to her. Note that in columns (5) and (9) you fill the final outcome of your attempt to obtain an interview, while on the cover sheets of the household and individual questionnaires you record the outcome of each visit you make.

Of course, in most cases the result in columns (5) and (9) will be '1', i.e., 'interview completed'. However, in cases where you have non-response problems, as described above, you fill in one of the other result codes before returning the incomplete questionnaire to the supervisor. If the supervisor decides that you should make another attempt to obtain the interview, she will return the old questionnaire to you. You cancel the entries in columns (5) and (9) and complete these after you have made the additional visit for the interview.

5.9 RETURNING QUESTIONNAIRES, RECORDS AND OTHER MATERIALS

- 1) Every day you must give an account to the supervisor of all the addresses you visited and all the interviews you conducted during the day. You must also hand over the questionnaires for all the interviews that you have dealt with (including those which had to be abandoned incomplete). You will retain with you the questionnaires for those cases which you have not yet attempted, or for which you have still to make additional call-backs.
 - If you have not completed all the individual interviews in a household, make sure that you have assigned questionnaires to the women still to be interviewed before returning the completed household schedule for the household. It is most important to check that the identification for the cover sheet of the questionnaires is correctly recorded.
- 2) When submitting your daily work to the supervisor you should also show her your Daily Record Sheet properly filled in so that she can complete her own record of the work in the area. Your Daily Record Sheet should be handed over to the supervisor at the end of your work in the area.
- 3) If the supervisor gives you any area maps, or sketches, which may be of help in locating the sample addresses assigned to you, you must keep these materials with great care, and return them to the supervisor as soon as you have finished using them.

5.10 GENERAL CONDUCT IN THE FIELD

(NOTE:

Add here any important points which interviewers must bear in mind about dress, behaviour and general conduct while in the field depending upon the cultural context in which they will work.)

5.11 SUMMARY OF PROCEDURES

- 1) Before going into the field, make sure that you have secured necessary supplies and information, as described in Section 5.2 above.
- 2) Where possible, <u>each morning</u> you will receive an assignment from the supervisor of interviews to be conducted, or revisit(s) to be made, during <u>the day</u>. Make sure that you have adequate addresses, or sketch maps, etc., required to locate these addresses.
- 3) Plan your route for the day so that you can avoid unnecessary travel.
- 4) After completing a household interview at an address, proceed immediately with the individual interview(s) at that household where possible.
- 5) Try to check the completed questionnaire before leaving the respondents' house. In any case, you must go over your questionnaires before returning them to the supervisor.
- 6) If you make an unsuccessful visit to a household, or an individual, you must still have a questionnaire assigned to that case. Check that you write the correct identification on the cover sheet.
- 7) Where possible, you must report back to the supervisor <u>every evening</u> regarding all the work that you have completed during <u>the day</u>, and hand over to her all the completed questionnaires and other materials issued to you. You must understand clearly what the instructions of the supervisor are regarding those interviews assigned to you which you were unable to complete.
- 8) Always keep your record forms up to date.

6 Explanation of Questions: The Household Schedule

(Note: The following description relates to the WFS full household schedule and to the cover sheet that goes with it. It is assumed that a sample of dwellings is used, and all households in a DU are being interviewed. It is also assumed that questions are asked on education of people aged 8 years or over, on marital status of people 15 years or over, and on fertility only of ever-married women aged 15 years or over. Further, it is assumed that the original household interview is itself the basis for selection of eligible women for the individual interview, and that all ever-married women in every household interviewed who are under 50 and who slept in the household last night are eligible.

Any alterations in the design would require some adaptation of the following material; alterations are indicated by italics below.)

6.1 THE COVER SHEET

This must be filled in carefully since this sheet is the only way to identify the household being interviewed.

1. IDENTIFICATION

An address is identified by:

A. Place Name: The name of place where an address is located (name of the settlement, village, town, or city). Note that this is the same place name to be filled in by you at the top of Q. 101 in the individual questionnaire.

In most cases the place name will be obvious from the address and will be provided for you by the supervisor. You should fill it in before going to the address for the interview.

However, sometimes in the case of isolated dwellings there may be some doubt as to which place (settlement, village, town, etc.) it belongs; in that case, ask the respondent and fill it in.

Note that you must provide sufficient information to identify the place. For example, in the case of a village, you should also mention the district in which it lies

B. Cluster No: It is the same for all the addresses in the area. This is the same number you fill in on the top of your Daily Record Sheet for the area, and is provided for you by the supervisor.

If there is more than one household at an address, a separate household schedule will be used for each of these households. The HOUSEHOLD NUMBER to be written on the cover sheet will indicate the address as well as the particular household at that address. If, for example, at an address with DU No. 82, you find two households, then assign separate household schedules to these households.

In the space provided for HOUSEHOLD NUMBER write:

'82/1 (Two households in the DU)', on the first schedule, and '82/2 (Two households in the DU)', on the second schedule.

2. VISITS:

On the cover sheet you must also give details of all the visits you make to that household. It includes giving the date of visit, your name, and the result code for the outcome of the visit.

The meaning of these codes has already been explained in the previous chapter. Note that on the cover sheet, you must write down the details of each visit, while on your Daily Record Sheet, you merely write down the final outcome of your attempt to interview a household.

6.2 QUESTIONS 1 - 23

The most convenient method of completing these questions is as follows:

- 1) Obtain names (starting with the head of the household, usually followed by his wife) and relationship for each person (Qs. 1 and 2).
- 2) Ask relevant questions 3 23 for each person.

1. OUESTIONS 1 AND 2

Start with 'Who is the head of the household?' and write his/her name in column (1), and 'Head' in column (2).

Then ask the names of all other members of the household and write down their names and relationships. Begin with the nuclear family, that is the head of household, then his wife, then their children.* This is the standard order to be used, as far as possible, for each nuclear family in the household. Then take the other nuclear families one by one and list in the standard order. Then list any other relatives in the household, and, finally, list any non-related persons. After the head of household, each person must have his or her relationship shown to a person higher up on the list.

* Some rewording will be necessary in countries where polygamy is common. A suitable rewording would include listing each wife and her children in order of the wife's rank, e.q., first wife and her offspring, second wife and her offspring, etc.

EXAMPLE	Line No.	Relationship
	01	Head
	02	Wife of 01
	03	Son of 01 and 02
	04	Brother of 01
	05	Wife of 04
	06	Daughter of 04 and 05
	07	Wife of 03
	08	Daughter of 03 and 07
	09	Mother of 02

Four principles will guide you in asking for and listing the members of a household:

- 1) Ask who is the head and list each nuclear family in order, if possible.
- 2) Use terms such as wife, son or daughter, and relate each person to a person higher up on the list. Relationships should be stated as simply as possible. For instance, in the example above, 07 is not to be specified as daughter-in-law of 01, and 08 is not to be specified as granddaughter of 01.
- 3) Use terms such as brother, sister and mother only when you cannot use wife, son or daughter to describe the relationship.
- 4) Do not use grandson, granddaughter, grandfather, grandmother, uncle, aunt, niece, nephew, cousin, unless necessary.

Sometimes the names of household members will not be given to you in an order that makes it easy to relate them to members higher on the list.

EXAMPLE

GIVEN TO YOU BY THE RESPONDENT A BETTER ARRANGEMENT, IF POSSIBLE

Line No.	Relationship	Line No.	Relationship
01	Head	01	Head
02	Wife of 01	02	Wife of 01
03	Son-in-law of 02	03	Daughter of 01 and 02
04	Daughter of 01; and	04	Daughter of 01 and 02
	wife of 03	05	Husband of 03
05	Daughter of 01 and 02		

In the case on the left, it is not sufficient to specify 04 simply as 'daughter of 01 and 02' or simply as 'wife of 03'; she must be specified as both in order to have all necessary

information on household members related to her. In many cases the household members will not be given to you in an order that makes it easy to specify relationships as in the example on the right. Thus you must be careful to specify relationships completely.

You will probably encounter cases where one or more parents of a particular child are not usual members of the household. In these cases you should proceed as follows:

 If only one parent is a usual member of the household, specify the absent parent with an 'X'.

EXAMPLE:	Line No.	Relationship
	01	Head
	02	Wife of 01
	03	Son of 01 and X
	04	Daughter of 01 and 02

2) If both parents are not usual members of the household but the child is related to one of the household members, do not write 'son of X and Y', but specify the relationship:

EXAMPLE:	Line No.	Relationship
	01	Head
	02	Wife of 01
	03	Daughter of 01 and 02
	04	Son of brother of 01

Here the relationship of 04 to the head of the household has been precisely specified.

3) If the child is not related to anyone in the household, then you will write 'servant', 'friend', 'lodger', etc., as the case may be.

After obtaining the list of usual members of the household, you must, in all cases, ask the three questions listed at the bottom of the household schedule to make sure that you have listed:

- i) All children, or babies, who live in the household.
- ii) Any servants, friends, or lodgers, who usually live in the household.
- iii) In addition to the usual members, we also want a complete list of any other people (including children) who stayed in the household (slept there) the previous night.

In the relationship column, for those not related to the head, or the family, write 'servant', 'friend', 'lodger', etc., as the case may be.

Finally, you have to show all married or cohabiting couples on the list. Do this by linking their names with a curved line. Draw the line on the left of the relationships where it will not interfere with the coding.

EXAMPLE:

Line No.	Names of usual residents and visitors	Relationships
01	Ali Tama	∠Head
02	Aya Tama	(Head Wife of 01
03	Moyo Tama	Son of 01 and 02
04	Mina Aya Tama	Son of 01 and 02 Daughter of 01 and 02 Wife of 03
05	Binta Moyo	Wife of 03
06	Ojyo Goma	
07	Anyi Goma	(Lodger Wife of Lodger

IMPORTANT: There are spaces for 12 persons on the household schedule. In cases where there are more than 12 persons in the household you have to use a second sheet. In such cases you must tick the box 'CONTINUATION SHEET USED' on the first sheet, fill in the proper identification information on the second, and secure the two sheets together.

2. QUESTIONS 3-23

Next ask questions 3-23, working across the page for each person listed. Preface the questioning by saying: 'Now I would like some information about the people who ordinarily live in your household, or are staying with you now'. It is important to note that even though the answers to Q. 3 may seem obvious you must still ask it in every case to confirm the information.

Normally your respondent should have no difficulty in answering Q. 3 for each person listed, but sometimes there can be difficult cases specially when some member has to stay outside the house a lot of the time. For example, there may be a person who works in a neighbouring town, but comes 'home' every weekend. If such a case arises, the best thing is to ask if the person is considered by the respondent as 'living at this address these days'.

(NOTE:

Country may prefer to use some objective definition of usual residence consistent with practice in previous surveys.)

Note that if the answer to both questions 3 and 4 is 'No', the person should really not be listed here: for such a case cross out the entire row by drawing a horizontal line across the page.

Normally you will not need to ask question 5 since it will be obvious from the name and relationship. However, you must ask it in case of doubt; be particularly careful of young children, or babies. Write down the appropriate answer in all cases whether or not you explicitly had to ask the question.

Q. 6: We want the completed years (for example, if a child is 5½ years old, write only '5'). It is very important to obtain the age of each person as accurately as possible since, among other things, eligibility for the individual interview depends upon age. This is so especially for women who are around the upper age limit (50). If there seems to be any doubt, it may help to ask the person concerned herself if she is available at the house when the interview is being conducted.

Sometimes it may be possible to ask for documentary evidence, e.g., birth certificate, to obtain age more accurately. In case of difficulty, it may also help to try to relate the age to that of some other member whose age is known. For example, if there is a woman whose age is not known but who has a son aged 30, you may ask 'How old was she when she had that son?'. If this question can be answered, you can easily calculate the age of the mother. Even if age is unknown it is very important to obtain an estimate, however rough, whenever possible.

If age of the person is under 8 years no other questions are to be asked about him/her, and you should proceed to the next person listed.

Qs. 7 and 8: These questions on education are to be asked for all people aged 8 years or over. The aim is to find out whether the person has ever been to school, and if so, up to what level and how many years at that level were completed.

(NOTE:

These questions are for country adaptation as they depend upon the particular system of education.)

If the age of the person is under 15 years, no further questions are asked, and you proceed to the next person listed.

Qs. 9 and 10: These questions on marital status are for all people, male or female, aged 15 years or over. In Q. 9, we are not asking whether a person is now living as married (or in a union) but whether he or she has done so at any time in his/her life. Q. 10 is about their present marital status: whether they are at present married and living with spouse, widowed, divorced, or separated.

The rest of the questions (11-23) are only for ever-married women aged 15 years or over ('F' in column 5), 15 or more in column (6), and 'Y' in column (9)). For all other people, cross out the entire line from column (11) onwards and proceed to the next person listed.

Qs. 11-17: These aim at finding the total number of live births a female member has had (a 'live birth' is when a new-born baby cries, or shows any other sign of life.) Questions 18-21 are about the most recent live birth she has had (whether or not the child is now alive). Though the household schedule can be answered by any adult who is a usual

member of the household, it is preferable that these questions (11-21) be answered by the women to whom they relate. Thus, you should try to get answers to these questions from the woman concerned if she is available in the house. In any case, note down the line number of the person who answered these questions in column (22).

The total number of live births is obtained in three steps:

- i) Qs. 11-12: Those children who are living with her in her household. If the woman concerned is a usual member of the household check that the children mentioned here have been listed in column (1). In other words, check that the number of sons and daughters mentioned here corresponds to the number of sons and daughters of that woman listed in column (1).
 - If the mother is a guest who stayed in the household the previous night but does not usually live here, then the numbers in Qs. 11-12 are the children who live in the household where that woman usually lives. In other words, we want to know the number of her children who live with her usually and not necessarily accompanying her to the household where the interview is being held.
- ii) Qs. 13-14: Children who are alive, but live elsewhere, for example, with some relative, or who have been adopted by someone else, or who are grown up and have moved away. This may be particularly the case with married daughters.
- iii) Qs. 15-16: Children who were born alive but have since died.
- Q. 17: For each of these groups of children, you may find out how many of them are/were boys and how many girls. Finally, sum the total number of live births she has reported in Qs. 11-16 and enter the total in column (17). Enquire if this sum is, in fact, the number of live births she has had; if not, probe to correct the answers to Qs. 11-17 where required.
- Qs. 18-21: Next you ask the date of the last live birth she has had, whether the child is alive at present. Obviously, these questions are asked only if at least one birth has been mentioned for her in the previous questions (otherwise, simply draw a horizontal line in columns (18)-(21). Note that the information relates to the mother and should be filled in on her line, and not in the line for the child.

In Qs. 18–19 write down the month and the year of birth.

IMPORTANT: For babies born in the last 2 years, it is essential to obtain both the MONTH and the YEAR in all cases. Never write 'D.K.' in either column (18) or (19). If the date of birth is not known exactly, an estimate must be obtained.

For children over 2 years old, if the month cannot be recalled by the respondent, write 'D.K.' in (18); but you must probe to find out the year of birth. You may for example ask 'How long ago was it?' and then calculate the probable year of birth. Never write 'D.K.' in column (19); it is essential to get some estimate.

Before proceeding to ask Q. 20, probe to make sure that this is the last birth she has had by asking 'Have you had any other births since then?'

If the last live birth resulted in twins, fill in columns (20) and (21) for both the twins, and write the word 'TWINS' underneath the date in columns (18) and (19) keeping, of course, to the line for the mother. For example:

	(18)	(19)	(20)	(21)
Line for mother	May	1969	В	Y
	(Twin	s)	G	Y
Line for the next member listed				

- Q. 22: Write down (in the line for the woman) the line number of the person who answered questions 11-21 for the woman. It is preferable that it should be the woman herself who answered these questions: in that case write her own line number here.
- Q. 23: Here you tick the line for the woman if she is eligible for the individual interview. You must be very careful here that no eligible woman is missed. Any woman (F in column 5) who has

'Y' in column (4) (slept in the household last night)

Aged 49 or less in column (6)

'Y' in column (9) (ever married)

is eligible for individual interview.

To summarize: Qs. 1-6 are for all usual members of the household and guests who slept there the previous night.

Qs. 7-8 are for all people aged 8 or over.

Qs. 9-10 are for all people aged 15 or over.

Os. 11-23 are only for ever married females aged 15 or over.

6.3 QUESTIONS ON CHARACTERISTICS OF DWELLING AND HOUSEHOLD POSSESSIONS

(NOTE:

Explanation of the questions on this topic is included in the country questionnaire).

6.4 CHECKING THE INFORMATION OBTAINED

Before leaving the respondent

- 1) Quickly check that for all members listed the relevant questions, as explained above, have been asked.
- 2) For the children listed, compare their reported ages with their mother's age (if she is also present on the list); if there are any brothers and sisters compare their ages also, one with another. A woman must be at least 12 before she has her first child. If two of her children are reported to be of the same age enquire whether they were twins; if not, check that their ages have been recorded correctly.
- 3) Check the date of her most recent birth in a similar way by comparing this date with the mother's age and with the ages of her other children who are listed. Also, she can hardly be over 50 when she had her last birth. If you find any apparent inconsistency, probe to check that you have recorded dates and ages correctly.
- 4) Check that women eligible for the individual interview have been correctly marked in column (23).

7 Explanation of Questions: The Individual Questionnaire

(NOTE:

The following description relates to the WFS Individual Core Questionnaire (November 1974 version). It will need modification if any questions or modules are added to it.)

This chapter is concerned with detailed explanation of the questions in the individual questionnaire. You should be thoroughly familiar not only with all the individual questions, but also with the document as a whole, and with how the individual questions fit together. As you know, the questionnaire has been divided into seven sections. Within each section, the various questions form smaller groups. For example, Section 1 is concerned with the respondent's background, the questions in this section can be divided into four groups: Qs. 101–106 on residence, Qs. 107–108 on age, Qs. 109–113 on education, and 114 onwards on religion, etc.

The cover sheet for this individual questionnaire is very similar to that for the household schedule, except that, in addition, you must fill in the respondent's 'line no', from the household schedule for the household in which she was listed. You must also complete the comment sheet at the back of the questionnaire.

7.1 SECTION 1: RESPONDENT'S BACKGROUND

Before starting the interview, you should fill in the 'place name' (name of the city, town, village, etc.) above Q. 101. This is the place name which is entered on the cover sheets of both the household schedule and the individual questionnaire.

As mentioned above, the questions in this section can be divided into four main groups: 1) Residence, 2) Age, 3) Education and 4) Religion, etc.

RESIDENCE: QUESTIONS 101–106

These questions concern the usual residence of the respondent. As pointed out in Chapter 6, normally there should be no difficulty in determining where she 'usually' lives, but in case of doubt what we want is her own opinion: where does she consider herself as living?

(NOTE:

See comments on Q. 3 of the household schedule in Chapter 6).

Q. 101: This is answered by 'NO' for a respondent who is a visitor or a guest in the household where the interview is being held.

- Q. 102: In the space provided, write down the place name mentioned above in 101 before asking the question. Note that wherever there is a space provided in the questionnaire you are supposed to write something specific before asking the question.
- Q. 103: Write clearly the name of city, town, village, etc., where the respondent usually lives. You must provide sufficient information so that the place is clearly identified. For example, in the case of a village you must also mention the district, or the name of the nearest town.
- Q. 104: Here write the name of the place where the respondent usually lives before asking the question. For a respondent who says 'YES' to Q. 101 or 102, this place name is the same as that written on the top of the page; for a visitor from another place ('NO' to 102), this is the name mentioned in 103.
- In Q. 104, ignore temporary visits, holidays, or stays away of less than one year for deciding whether the respondent has 'always' lived in the place.
- Q. 105: This obviously is for respondents who have always lived in their present place of residence. We want to know what their impression of this place was when they were growing up: was it a village, town or a city.

(NOTE:

Categories in Qs. 105 and 106 are for country adaptation. If the categories suggested in the core questionnaire are used, operational definitions of town and city should be specified here. A town may be distinguished from a village by its size (say, a place with more than 500 households is a town), and/or by the presence of such things as a post office, or intermediate school, etc. Further, the interviewers may be given a list of place names which are classified as cities.)

In 105 use 'this' if the answer to Q. 101 or 102 is 'YES', use 'that' if the answer to Q. 102 is 'NO'.

Q. 106: Note that we again want the respondent's impression of the place in which she grew up — whether it was a village, town, or city. We do not want the name of the place, but only what kind of place it was. (Note that this place may, or may not, be the same as the one at which the interview is being held). If the respondent gives you the name of the place (instead of directly answering Q. 106), you have to 'probe' to find the appropriate answer. The best way to probe in such a situation is to use the wording of Q. 105: 'What kind of place would you say . . . (PLACE NAME) was?'

If the respondent lived at more than one place in the first (say 12) years of her life, you should ask for the place where she spent the most time when she was growing up. If the respondent spent almost the same amount of time in two places, then you should ask for the second place (i.e. where she lived most recently).

2. AGE: QUESTIONS 107–108

The respondent's age is a very important piece of information for the study. Therefore, you must do your utmost to obtain the best possible information about the age of the respondent.

Q. 107: If the respondent knows her age by knowing her birthday, you simply write down the information required, i.e., the month (IN LETTERS) and the year (IN NUMBERS). If appropriate, try to obtain some certificate, or official document, that states her age. Birth certificates, marriage licences, identification cards can be used if they are available. If the respondent does not know her date of birth you must pass to Q. 108.

Q. 108: Take your time to obtain the information. First, ask the respondent how old she is; if she does not know the answer to this question directly you may still be able to obtain her age indirectly. You can do this in several ways. You can ask her if she can relate the time of her birth to some important local event. You can try to find out how old she was when she was married and how long she has been married, sum the two numbers and you will have an estimate of her age. Similarly you may be able to relate her age with that of a child of hers whose age you may be able to find out; if you can then get an estimate of the age of the mother when she gave birth to that child, you can sum the two numbers to get her present age.

If all this fails, you may ask her simply to guess her age; or, in the last resort, you may make your own estimate, even if this estimation can be no better than a range, e.g. '40-44'. You must specify in the margin if any estimation was made and by whom; for example, write 'ESTIMATED BY R' or 'ESTIMATED BY INTERVIEWER'.

Note that an answer to one of the two questions, 107 and 108, must be obtained.

Answers to questions 101 and 107 (or 108) for the respondent are also available from the household interview. You must obtain the answer to these questions independently in the individual interview as if nothing were known to you from the household interview. In other words, never 'correct' the information in the individual interview from that obtained during the household interview. Also always ask the above questions as they are written in the individual questionnaire; never for example, put Q. 108 as 'I was told that you are 34 years old (during the household interview), is that correct?'

Even if the household and the individual interview take place during the same visit to the household, and the respondent for both of these interviews happens to be the same woman, you still ask Qs. 101 and 107 (note that in 107 we also want the month in which

she was born).

(NOTE:

The above two paragraphs are relevant only if the household and individual interviews are done at the same time in the survey.

3. EDUCATION: QUESTIONS 109–113

(NOTE:

Qs. 109–113 are for country adaptation depending upon the system of education. The aim is to find the level <u>completed</u> in a regular educational institution. What 'regular' schooling is in the context of the country should be defined precisely for the interviewer).

Q. 113: This question is asked only of those who have completed less than six years of schooling. The aim is to find out whether the respondent can read at all. If she is unfamiliar with a newspaper or a magazine, you ask whether she ever received any letters, and if so, whether she herself reads the letters she receives or whether someone else reads them to her. You may also give her something to read to you. It does not matter which language she can read,

(NOTE:

The interviewers may be provided with some material printed in bold type and appropriate languages to test literacy.)

4. RELIGION, ETC.: QUESTION 114 ONWARDS

(NOTE:

Explain the questions added in the country questionnaire on the topics listed in the WFS Core Questionnaire).

7.2 SECTION 2 - MATERNITY HISTORY

This section is particularly important and you need to be especially careful to obtain and record correctly all the required information. In this section we obtain information about the respondent's children and about all the pregnancies and/or births she has had in her life. Some women may forget to mention a dead child, or a child who is not living with them at present. Some even may forget to count a daughter. Questions 201–211 aim at avoiding such misreporting.

In addition to the number of births or pregnancies the respondent has had, the dates for these are also obtained. IMPORTANT: You must never try to relate the dates of births to the marriage history (Section 4) of the respondent. It does not matter in this section whether a child is 'legitimate' or not.

The questions in this section may be divided into six groups:

- 1) What is the total number of live births she has had? A 'live birth' means that at birth the baby cried or showed some other sign of life whether or not the child is alive at present.
- 2) For each live birth she has had: When did the birth take place? Was it a boy or a girl? Is the child still alive? etc.
- 3) Did she feed her last two babies at the breast?
- 4) Is she pregnant at present?
- 5) In addition to the live births she has already told you about, did she have any other pregnancies, which perhaps did not result in a live birth (miscarriages, abortions, etc.)? Were any of the pregnancies mentioned here, in fact, an additional live birth, omitted earlier?
- 6) Two questions on your observations: How reliable, do you think, are the respondent's answers? Are any other people present during the interview that is, near enough to hear you?

NUMBER OF LIVE BIRTHS: QUESTIONS 201–211

All the children mentioned in these questions must be those that the respondent has actually given birth to: any children which she may have adopted or any other children living with her which she has not given birth to must not be included. Similarly, any of her own children who do not live with her must be included.

(NOTE:

If adoption is common in the country, this point should be especially emphasized, with additional probes if appropriate.)

- Q. 201: Read the question slowly. Give a pause before saying 'Do you have...?' Obviously the sons being considered are those who live with her in her household (which may or may not be the household in which the interview is being held).
- Q. 203: This refers to her sons who do not live with her. For example, they may be living with some relative, staying in a boarding school, may have been given in adoption, or may be grown up children who have left home.
- Qs. 205, 207: Same as above for daughters.
- Q. 209: Note that both boys and girls (who have died) are included here.

- Q. 211: Add up the numbers in Qs. 202-210 and enquire from the respondent if the total is correct. If she says 'NO' first check your own total, and then go through the list to check with the respondent whether you have obtained the information correctly, starting with Q. 202 by saying 'You have . . . sons living with you. Is that correct?', and similarly for Q. 204, 206, 208 and 210. Finally enter the correct sum in 211.
- 2. BIRTH HISTORY TABLE: QUESTIONS 212-215

In this table we want a complete list of all the 'live births' she has had in the order in which they occurred. Note the skip instruction after Q. 211. If the respondent has had two or more live births, you must make it clear to her that she should start with the first birth she had and proceed in order to her last live birth. She should not tell you first about all the living children, and then about all those who have died; she must proceed in the birth order whether or not a child is now alive.

Q. 212: Write the month in LETTERS (JAN. MAY etc.) and the year in NUMBERS (1969, etc.). If the respondent cannot recall the date when the live birth occurred, ask her how many years ago it was and write the answer in the third line in the box.

As in other questions concerned with finding dates (e.g., Q. 107), there may be difficulties sometimes: if the respondent fails to answer the question directly, you must try to obtain the information indirectly, e.g., by trying to relate the event to some other event in her life.

For example, if the respondent cannot tell in 212 when her first birth occurred, or even how many years ago it was, you may try the following methods to obtain the information:

- i) Ask for some documentary evidence, a birth certificate, for example, if available.
- ii) Ask her how old she was when she had that birth, then subtract this from her age.
- iii) Proceed to Qs. 213-215: if you find that the child is still alive, ask how old the child is.

In all cases, you must fill in 212 as required: always give either the date of birth or the number of years ago the birth took place (and not some other number).

- Q. 214: The name is obtained only if the child is now living.
- Q. 215: Here we want the age of the child when it died in months and years. Note that if the answer is simply 'so many years', you must probe to find out more exactly how many months, and how many years. This is particularly important for babies who died young. If a baby died very young and the answer is given in days or weeks you must be careful and correct the answer to MONTHS before noting it down. If it is up to 2 weeks (or 15 days) write 'O' in MONTHS and in YEARS.

If a child died before it was one year old, you must write 'O' in YEARS, and specify the number of months.

IMPORTANT: for children who died in the first two years of life, you must obtain both the MONTH and the YEAR in 215.

Note that this is a table of live births. If, in 215, the respondent says that 'The baby was not alive when it was born', probe by saying 'Did it cry or show any sign of life when it was born?' If not, then it was not a live birth and cross out the entry in the table. Repeat Q. 210, asking the respondent to count only those babies which were born alive but later died. Correct 210 and 211 as required. Note that such a pregnancy must appear in the 'other pregnancies' table (Qs. 229-233).

Note also the following points about the table:

- i) If there are any twins, record the information (i.e., answers to 212-215) about each twin on a separate line. Connect these two by a bracket on the left hand side of the table. See the example on the next page.
- ii) There is a place for 18 live births on the two pages of the table. If in an exceptional case you find a respondent with more than 18 live births, write at the bottom of the table 'CONTINUED ON A SEPARATE BOOK', and do not forget to write the same identification number on the cover sheet of the second questionnaire used for the respondent, together with the word 'CONTINUATION'.
- iii) If you find that the respondent reports a live birth which is not in order of birth, draw an arrow indicating the position in the table where it belongs according to that date when it occurred. See the example on the next page.
- iv) After completing the table make the following checks before proceeding:

The total number of entries is the same as recorded in 211. The number of dead children is the same as the number in 210. All the births have been recorded in the order in which they occurred (if not, draw arrows to indicate positions as explained above). Check that (apart from twins), any two birth dates differ at least by 9 months. If not, probe to correct the answers. If the answer to 'Years ago' in 212 is the same in two cases, probe to find if the children were twins.

AN EXAMPLE OF A BIRTH HISTORY TABLE (It is assumed that the interview took place in 1974 or 1975)

BIRTH HISTORY

ļ		212	2.12	214	215	
		1212. In what month and year did your (first.second) birth occur? IF D.K., ASK HOW MANY YEARS AGO.	213. Was it a boy or a girl?	214. Is this child still living? IF YES: What is (his/ her) name?	215. 1F DEAD: For how long did the child live?	4 1 4 1 2 4 1 5 7 9
	01	MTH_MAY_ YR_L955_ YRS_ AGO	BOY V	YES W NAME 20HN NO 2	MOS	10 12 14 15 16
	02	MTH YR YRS17 AGO7_	BOY 1	YES T NAME NO 1	MOS_6_ YRS_3_	17 I9 21 22 23
	03	MTH YR YRS17	BOY W	YES V NAME PETER NO 2	MOS YRS	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$
	04	MTH JULY YR 1956 YRS AGO——	BOY 1	YES V NAMEMARY NO 2	MOS YRS	31 33 35 36 37
	0.5	MTH YR YRS AGO	BOY W	YES NAME MARKEN	MOS 8 YRS 6	38 40 42 43 44
	06	MTH YR YRS	BOY []	YES NAMEZANE	MOS YRS	45 47 49 50 51
	07	MTHDECEMICA YR 1963 YRS	BOY OF	NAME NO P	MOS	[H] 52 54 56 57 58

NOTES:

- * 02 and 03 are twins.
- * 04 should have been recorded between 01 and 02.
- * Probe to find if 05 and 06 were twins, is not check date in Q. 212.
- * 05 shows the correct way of cancelling a mistake in recording.
- * 07 was not a live birth. Check Q. 210, correct 210 and 211 if required.
- * Finally, check that the answer to 210 is '2' and to 211 is '6'. Note that 07 must appear in the 'other pregnancies' table, 229-233.

3. BREAST-FEEDING PRACTICE: QUESTIONS 216-220

These questions aim at finding out whether the respondent fed her two most recent babies at the breast. Note that these concern the last two babies she has had: whether or not they are alive, and even if either of them lived only for a short time. Before asking the questions look at the last two entries in the Birth History Table. If the last child is alive write down his/her name in 216 in the space provided; if the child is dead write 'most recent child'. Similarly in 219 write down the name of the second to last child if the child is now alive (or simply 'second to last child' if not alive).

For a child who is not now alive, make clear to the respondent what particular child you are referring to. For example, in the case shown on the previous page, Q. 216 will read:

'Did you feed Jane at the breast?'

while you will read out Q. 219 as:

'Did you feed the child you had after Mary and before Jane, and who later died, at the breast?'

If the child concerned died just after birth, write 'DIED JUST AFTER BIRTH' in place of the number of months.

4. CURRENT PREGNANCY: QUESTIONS 221–223

Q. 221: If the respondent does not know for sure if she is pregnant you must tick 'D.K.' (whether she says 'I hope I am' or whether she says 'I hope I am not'.)

Q. 222: If she cannot give the month directly, you must calculate it by asking 'In how many months is the baby coming?' (and then add this to the month in which the interview is held). Alternatively, you may ask 'How many months pregnant are you now?', again calculating the month in which the baby is due.

5. OTHER PREGNANCIES: QUESTIONS 224-233

These questions are about any other pregnancies the respondent has had, apart from the live births she has mentioned in 211, and the current pregnancy if mentioned in 221.

Qs. 224-228: If the answer to Q. 211 is 'O', and that to 221 is 'NO' or 'D.K.', tick the first box 'NO REPORTED PREGNANCIES'. If she has had any live births (211) or she is currently pregnant (YES to 221), tick the second box.

If the answer to 226 (or 225) is 'NO', you must probe as written on the questionnaire. Note that if the respondent has already told you about a past pregnancy which did not result in a live birth (as in line 07 in the example of a Birth History Table given on a previous page) you obviously have to take that into account in choosing the appropriate

wording for 226. In such a situation you must obviously tick 'YES' to 226, and include such a pregnancy (which did not result in a live birth) in the total in 228 (or 227).

Qs. 229-233 (Other Pregnancies Table): For each of the pregnancies mentioned in 228 (or 227) we want the date when the pregnancy ended. Write the month in LETTERS (MAY, JUNE etc.) and the year in NUMBERS (1955 etc.).

If the respondent cannot tell the month and the year you must find out when such a pregnancy occurred in relation to her marriage and other births. You may start by asking 'How many years ago did that happen?' and depending upon the answer, enquire whether or not this pregnancy occurred between the births of two particular children. Refer to living children by name. In writing the answer in 230 you may use the serial numbers of live births in the Birth History Table. For example, you may have 'before 01', or 'between 03 and 04', or 'after 07' (where 07 is the last live birth listed in the Birth History Table), etc. In 231, write down the number of months the pregnancy lasted. If it lasted for 7, 8 or 9 months, tick '7 or MORE' and ask question 232.

After you have completed the table for all the pregnancies mentioned in Q. 228 (or 227), it is very important to check to see if there are any YESes to 232, i.e., if there are any pregnancies mentioned here which in fact resulted in live births. If that is the case you must do as follows:

- i) For each YES in 232, probe to confirm that the respondent has not already included this in her answer to 211. If it has already been mentioned there, cross this pregnancy out from the Other Pregnancy Table and correct the number in 228 (or 227) accordingly. Otherwise:
- ii) Go back to 211 and correct the 'SUM' there. Do not cross out the sum already mentioned there, but simply add the number of live births discovered in 232 as shown below (the example shows a case with 5 live births previously mentioned, and one more discovered in 232).

211	INTERVIEWER: SUM ANSWERS TO 202, 206, 208 and 210 AND ENTER TOTAL HERE:
	NOW ASK: Just to make sure I have this right, you have had 5 (SUM) births. Is that correct?

Do not change anything else in the questions already completed. For subsequent skip instructions, for example, in Q. 507, use the new sum (6 in the above example) as the number of live births the respondent has had.

6. INTERVIEWERS OBSERVATIONS: QUESTIONS 234–235

These are for you to record your observations of the interview situation and obviously are not questions to be asked of the respondent. Nor should you show these to her. These questions must be completed before you proceed to the next section.

Q. 234: tick one of the boxes. If the respondent was able to answer most of the questions with ease and directly, if dates (months and years) of all the births and pregnancies were obtained without difficulty, if she reported all her live births in 211 (i.e., there were no YESes in 232), and if you did not correct any totals in 201-211 or in 228 (or 227), tick the box for GOOD in 234.

On the other hand, if you had to do considerable probing for determination of the dates of births and pregnancies, or if you had to correct the numbers in 201-211 or in 228, and, in general, if you had the impression that the respondent was not herself sure of many answers she gave, tick the POOR box. Occasionally you may come to the conclusion that the respondent is not properly telling the truth: in that case also tick the POOR box.

For other cases, where a moderate amount of probing or correcting of answers was required, tick the FAIR box.

Q. 235: This differs from most other questions in that here you can tick more than one box (except that, obviously, if the box for 'NO OTHERS' was ticked, no other box should be ticked). Tick the appropriate box(es) to indicate if anybody other than yourself and the respondent was present at this moment.

'Present' means near enough to hear what you or the respondent said. Note that you should not include any person who left you alone before you finished Section 2. 'OTHER MALES' means any males other than the respondent's husband or boys under 10 or so. Similarly 'OTHER FEMALES' means any women (apart from the respondent) aged over 10 years or so.

7.3 SECTION 3: CONTRACEPTIVE KNOWLEDGE AND USE

This section deals with the various contraceptive methods, i.e., the ways a couple can avoid, or delay, pregnancy.

Note that these questions apply to all respondents, whether or not they are currently living as married. If the respondent has been married more than once, it does not matter

with which particular husband she may have used a method. The questions involving the husband's use of contraception must always be addressed in the past tense for all women. The topic of contraception and family planning may be considered a personal matter by a respondent and she may feel embarrassed to talk about it. To overcome her embarrassment, you must show that you do not feel embarrassed or uncomfortable in any way. You must ask these questions as if they were no different from any other questions in the questionnaire. If she is hesitant to answer any of these questions, you may need to reassure here that all she says will be treated as confidential and that the same questions are being asked all over the country.

1. METHODS THE RESPONDENT HERSELF MENTIONS: QUESTIONS 301–303

The respondent is first asked to name any method of contraception she herself knows or has heard of. Write clearly in 302 the names of the methods she mentions, and as far as possible, in the respondent's own words. Then tick the boxes in column (1) for the methods she has mentioned. If there are any methods she mentions which are not included in the list 304-313, tick the 'OTHER' box in column (1) of 314 and write down the names of these methods in the space provided in 314.

Then for each of the methods mentioned in 302, and ticked in column (1), ask Q. 303, i.e., whether the respondent, or her husband, has ever used the method. Refer to a method using the same words as the respondent. Tick answers in column (3) where the method appears in 304-314.

Note that even if she used a particular method a long time ago, or for a very short time, it still counts as YES to 303.

2. METHODS READ OUT TO THE RESPONDENT: QUESTIONS 304-314

These questions list 10 different methods of contraception. You must slowly read out this list of methods one by one, leaving out any methods mentioned in 302 and ticked in column (1). For each method two questions are asked: Has she ever heard of the method? If YES, has she ever used it? The answers are ticked in column (2) and (3) respectively.

The respondent may not always understand what you are talking about when you read out one of the questions. You may need to explain the method in different words, or in slightly greater detail, if she cannot understand you even after you have repeated the question. For this, you need to have some knowledge of these contraceptive methods yourself, and must be familiar with names which people use in referring to each method.

(NOTE:

Add to the following description the popular and brand name by which each method is commonly referred to, and whether the use of the method is or is not so widespread in the country. It should also be very useful to expand the following description summarizing what the interviewers will be taught about contraceptive methods during their training period.)

- Q. 304: This question deals with the contraceptive pill. Remember that sometimes a respondent may tell you that she used the pill for medical reasons to regulate her cycle or to reduce excessive bleeding, or she may tell you that she she took it for some months in order to help her to get pregnant. If the respondent tells you that she has used the pill for either of these reasons tick the YES box, in column (3), but make a note next to the question to explain the situation.
- Q. 305: This question deals with the IUD, and will probably cause no problems.
- Q. 306: In this case, we have grouped together a large number of female methods. You must find out if the respondent has heard of any of these methods, and if so, whether she has used any of them.
- Q. 307: It is possible that some women may use 'douching' solely for hygienic reasons and not consciously as a method of contraception. To ensure that the respondent does not misunderstand the intention of the question, stress the phrase 'to avoid getting pregnant' in 307.
- Q. 308: Deals with the condom or rubber. If she has had more than one husband, we are interested in finding out whether any of them ever used this device with her.
- Q. 309: The Rhythm Method is based on the principle that by not having sexual relations on certain days of her monthly cycle, a woman can avoid becoming pregnant. Note that this is not the same thing as abstinence (Q. 311) where the couple avoid having sexual relations to avoid pregnancy without regard to the woman's monthly cycle. To ensure that the respondent understands the purpose of 309, stress the phrase 'on particular days of the month' while putting the question to the respondent.
- Q. 311: There are obviously a number of reasons why a woman can go without sex for months. For example, she or her husband may be ill, or he may be away for some reason, or she may be divorced, or have been abandoned by her husband, etc. Note that in this question we are concerned only with deliberate avoidance by the couple of sexual relations with the purpose of avoiding pregnancy. Stress the phrase 'to avoid getting pregnant' while putting this question to the respondent.
- Q. 312: There are several types of operations a woman can have, for example, 'tube tie' (tubal ligation), and removal of the womb or removal of the ovaries. It is not necessarily the case that an operation is always done for contraceptive purposes. Again you should stress the phrase 'in order not to have any more children' when you ask the question. Note that in this method you should not ask the 'ever used' question (i.e. you should

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not ask here whether the respondent has had an operation). The only question for this method is whether she has heard of such an operation.

- Q. 313: Vasectomy is a comparatively minor operation for men done for contraceptive purposes. Again do not ask the 'ever used' question.
- Q. 314: You need to be particularly careful with this question.
- i) Even if a respondent mentions a method in 302 which is not listed in 304-313 so that the 'OTHER' box in column (1) in 314 has been ticked, you must still ask this question after 313.
- ii) When you ask Q. 314 the respondent may just possibly mention a method here which in fact has appeared in the list given in Qs. 304-313. If this happens, you must correct the response (both in column 2 and in col. 3) to the question where that method has been listed and not enter it in 314.
- iii) Only a method mentioned in 314 which does not appear in 304-313 should be recorded in 314. There is a place for two additional methods in 314. If more than two additional methods are mentioned here, draw small boxes like the ones shown in column (3) and tick the appropriate answers. For example if the respondent has mentioned four methods in 314 and has used the first and the third, you will write all the four methods in the space provided, numbering them 1, 2, 3 and 4, and tick the boxes in column (3) as follows (Note that there is no col. 2 for 314):

	314. Have you ever heard of any other methods which women or men use to avoid pregnancy?	3. YES	YES ₁	M/
OTHER	IF YES: (SPECIFY) 1FOR EACH METHOD, ASK	4. NO	NO ₁ YES ₂ NO ₂	1 2
	Did you and your husband ever use this method so that you would not get pregnant?			

3. ADDITIONAL PROBES FOR NEVER USERS: QUESTIONS 315-317 If the respondent has reported never having used any method of contraception (not a single YES in col. 3 of Qs. 304-314), this set of questions provides you with another opportunity to find out if she in fact has used a method sometime in her life. If she says YES to 316, write down the methods clearly, and using the respondent's own words as far as possible, in 317. Even if it turns out to be one of the methods listed in 304 to 313, you must not go back to correct the response in those questions.

7.4 SECTION 4: MARRIAGE HISTORY

(NOTE:

The questions in this section deal with 'marital unions' in the respondent's life. A 'marital union' means a more or less stable cohabitation with a man whether based on a marriage which is sanctified by religion, law, or custom, or is simply a 'marriage' of convenience. Depending on the cultural situation, the country may have to adapt the word 'married' in the questionnaire to correspond to the concept of marital union defined above. It may be important to clarify here to the interviewer the precise meaning of the expression used in the country questionnaire. The terminology in the following description will also need adaptation.)

- 1. CURRENT MARITAL STATUS: QUESTIONS 401-406
 The aim of these questions is to find out whether or not the respondent is currently married and living with her husband.
- Q. 403: For those who are currently married, in 403 you have to write down the date when she started living with her present husband. Record the month in LETTERS (MAY, JUNE, etc.) and the year in NUMBERS (1963, etc.).

IMPORTANT: The date in 403 is the date she started living with her present 'husband', which may not necessarily be the date of formal marriage.

Some respondents may not be able to remember the month and year when they started living with their present husbands.

It may be possible to obtain from the respondent her marriage licence or certificate. If no such document is available, you must try to obtain the year of marriage indirectly, as, for example, has been explained in the notes to questions 107–108. You may ask how many years ago she was married. If that fails, you may ask how old she was when her present marriage began. By asking such questions which she may be able to answer, you can easily calculate the number of years she has been married. But note: you must always record the answer in the form required in the questionnaire. In this case you must record the year (and the month, if available) in which the marriage began (and not how many years ago, etc.). You can easily calculate the year in which she was married from the number of years she has been married. You must become expert in such calculation. Here are two examples:

- i) To find the answer to 403, you ask a woman how old she was when she got married. Suppose she tells you that she was 18 when she got married; now she is 32 (from Q. 108). How many years ago did she get married? 32 minus 18, i.e. 14 years ago. What year was that (if now it is 1975)? 1975 minus 14 i.e., 1961. Write 'D.K.' in MONTH and 1961 in YEAR.
- ii) Suppose you are told that 2 years after her present marriage she had a son, who is

now 13 years old. How many years ago did she get married? 2 plus 13, i.e., 15 years ago. What year was that? 1975 minus 15, i.e. 1960,

(NOTE:

If reporting of dates is not a problem, the above paragraphs may be deleted. The same is true of notes to other questions concerned with dates).

Qs. 404-405: It can sometimes happen that a woman who describes herself as 'MARRIED' in 401 may in fact be permanently separated from her husband, in which case she should really have been classified as 'SEPARATED'. Questions 404 and 405 are aimed at discovering if such is the case. If she answers 'YES' to 404, her response ('MARRIED') to 401 is obviously correct and you proceed to 407. However, if she answers 'NO' to 404, you ask 405 to find out whether her husband is away only for the time being, or they have stopped living together for good. If he is 'AWAY FOR THE TIME BEING', say he is working in a neighbouring town or is travelling, then her answer to 401 ('MARRIED') is still correct and you proceed to 407.

However, if they have stopped living together FOR GOOD, then she should really have been classified as 'SEPARATED' (and not as 'MARRIED') in 401. In such a case, you should **not go** back to correct the response in 401, but for subsequent filters (in Q. 501 or 702) you must treat her as 'separated' and not as 'married and living with husband', even though the box 'MARRIED' is ticked in 401. (In other words, for filters 501 or 702, you must look at both Qs 401 and 405. If the box 'STOPPED FOR GOOD' is ticked in 405, then her current marital status is 'SEPARATED'; if this box is not ticked in 405, 401 gives you her current marital status directly.)

Q. 406: In this question you obtain the month and the year when the couple stopped living together for good, i.e. when they were permanently separated. Again, if she has difficulties in remembering the date of separation, try to find it indirectly by methods similar to those described above in notes to Q. 403.

2. FORMER MARRIAGES: QUESTIONS 407-412

Q. 408: Note that in this question, you must write down the total number of times the respondent has been married, i.e., including her current marriage (if any). Also note that the answer to this question must be at least 2 (since she has already told you that she has been married more than once in 402 or 407).

For a woman who is ticked as 'MARRIED' in 401 (whether or not she is ticked 'STOPPED FOR GOOD' in 405) the number of entries in the FORMER MARRIAGES table (409-412) is one less than the number mentioned in 408. For other women (ticked 'WIDOWED', 'DIVORCED' or 'SEPARATED' in 401) the number of entries in the table is the same as the number mentioned in 408. In other words the table is for FORMER

marriages, i.e., excluding what the respondent regards as her current marriage in 401 (irrespective of her answer to 405).

If a woman is ticked as 'MARRIED' in 401, and has been married only once ('NO' to 407) there is no entry in the table for her. If a woman is ticked as 'WIDOWED', 'DIVORCED' or 'SEPARATED' in 401, and has been married only once ('ONCE' to 402), there is only one entry for her in the table. Note that in this case you should not ask 410, but must tick the appropriate box there from what she has already told you in 401.

To stress the point again: the table 409-412 is only for FORMER marriages. For a woman ticked 'MARRIED' in 401, her 'current' marriage is not to be entered here even if it has resulted in separation 'FOR GOOD' in 405. For a woman ticked other than married in 401, all her marriages must be entered in the table. Remember that you should never compare the marriage dates in this section with the dates of birth of children in Section 2. It is also important to note that the date in 409 is the date when she actually started living with her 'husband', which is not necessarily when a formal marriage took place. Similarly, in 411 the respondent is asked when she and her husband stopped living together. If, for example, a woman first separated from husband 'FOR GOOD' and subsequently obtained a legal divorce, then the date in 411 is the date when the separation took place, and not when the divorce was obtained.

3. OUESTION 413

Before proceeding to the next section tick one or more boxes, as explained in notes to 235 above.

7.5 SECTION 5: FERTILITY REGULATION*

This section is aimed at finding out the extent to which a respondent plans the spacing and size of her family.

In this section perhaps more than any other section, it is very important to follow the exact wording of the questions as written on the questionnaire. Also, there are more skip instructions and filters in this section than in other parts of the questionnaire.

You have to bear in mind the particular circumstances of the respondent, for example, whether or not she:

- is married and living with husband;
- is currently pregnant;
- has had any live births;
- has ever used contraception.

**NOTE*:

Since we expect that many countries will wish to use the Fertility Regulation Module (which replaces Section 5 of the questionnaire); explanatory notes to this module are included in the appendix. If the module is adopted, these notes will replace this section, 7.5 of the manual.

Q. 501: Note that to tick the appropriate box in this filter, you are asked to check both 401 and 405.

It can sometimes happen that a respondent who describes herself as MARRIED in 401 may in fact be permanently separated from her husband (STOPPED FOR GOOD in 405). For such a woman tick the second box (SEPARATED, WIDOWED, OR DIVORCED) in 501.

If she is ticked MARRIED in 401, but YES in 404, or AWAY FOR TIME BEING in 405, then tick the first box in 501. Obviously, if any of the three boxes WIDOWED, DIVORCED, or SEPARATED, is ticked in 401, you simply tick the second box in 501, and do not need to refer to 405.

Q. 502: Note that in this filter both NO or D.K. in 221 are ticked in the second box.

Q. 503: In this filter tick the first box if either 'AT LEAST ONE YES IN Col. 3' is ticked in 315, or if YES is ticked in 316. Tick the second box in 503 if NO is ticked in 316

Qs. 504-505: These questions concern current use of contraception. Note that here as well as in other questions dealing with contraception (namely 507, 523 and 529), any method of contraception is included, i.e. it does not need to be a method like the pill, loop or condom which requires supplies from a doctor. It may be any other method like rhythm or abstinence. If the respondent is consistent she should mention in 505 (or in 507, 523 or 529) only those methods she has named in Section 3.

In 505, use respondent's own words to describe the method she mentions.

Finally, make sure you understand how to handle the situation if the respondent (or her husband) has been sterilized. If such is the case, the respondent may tell you of the fact at any of the following three places in the questionnaire.

- 1) In questions 316, 317. In that case write clearly in 317 that 'R sterilized' or 'Husband sterilized' depending on the answer. When you come to 504, 505 you do not have to ask these questions, but simply tick the appropriate box ('WIFE' or 'HUSBAND') on the right hand side of the question and skip accordingly.
- 2) She may mention sterilization in response to the questions 504, 505. In this case, after recording the answers to these questions, tick one of the boxes on the right hand side and proceed accordingly.
- 3) Finally, of course, she may mention sterilization, only when directly asked whether she or her husband has been sterilized (520, 512 or 525); this case raises no special problems.

Q. 506: Make sure that you have corrected the total in 211 for any live births discovered

in 232, as explained before.

Q. 507: If R has had more than one live birth (in 211) you must use the word 'last' in 507; if she has had only one live birth, the word 'last' should be omitted while asking the question.

Q. 508: Here the method R has used most recently has to be recorded. Also, see notes to 504-505 above.

Q. 509: This question is about the physical capability of having a child and not whether she wants to have a child. You must stress the phrase 'if you wanted one' while putting the question to the respondent.

Note that the category 'D.K.' is treated just like the category 'YES'. In other words tick 'NO' only if the answer is definitely 'no', i.e., if the respondent is sure that she and her husband are not physically capable of having a child, even if they wanted one.

- Q. 510: Include the word 'more' while asking the question if R has had any live births. If she has never had any live births, leave out the word 'more'. In this question it does not matter what kind of sterilization operation she had, only whether she has had an operation that makes it impossible for her to have children.
- Q. 511: There can be health reasons for having sterilization operations which have nothing to do with family planning. Such is usually not the case with tube tie, but may be the case with other kinds of operations, i.e., removal of the womb or ovaries.

It does not matter if there were any additional reasons for the operation; so long as one of the reasons was to prevent her from having any more children, the answer to the question is 'YES'. For example, if she was sterilized because the doctor told her it would be dangerous for her health to get pregnant again, the answer to 511 is 'YES' even if she wanted to have more children.

If, however, the operation was done purely for reasons other than to prevent her from having more children, the answer to the question is 'NO'.

If respondent finds it difficult to understand the question, you may probe first by directly asking why the operation was done, and then if required, probe further by repeating the original question.

- Q. 512: Note that this question is asked if R herself is not sterilized.
- Q. 513: Same as 506.
- Q. 514: Note that 514-516 are for women who have not had any live births. The purpose of question 514 is to find out if the respondent would like to have a child at any

time in the future. She need not at present have definite plans for one, nor is it necessary that she wants it right away or as soon as possible.

Q. 515: 'EITHER' means that she does not care whether her next child is a boy or a girl. If she gives some OTHER ANSWER like 'it depends upon God' or 'it is up to my husband', etc., then you must write it down clearly, using the respondent's own words as far as possible.

Q. 516: Write down the total number of children she wants to have.

Some respondents may not have a very clear idea of the number of children they want. You should try to help them to give a proper answer to the question. It may help in such a case to say: 'Take your time, think about it', and wait for her to give an answer. If that fails you may say, 'Well, would you like many children, or only a few', and subsequently repeat again the question 'How many in all?'

If you cannot obtain a precise answer, you may be able to get a range like '3 or 4'. Sometimes you may be able to do no better than a vague answer like 'Not too many' or 'As many as possible', It depends upon what God gives', etc. In such cases, record the complete answers, using respondent's own words as far as possible.

Qs. 517-519: These questions are similar to the above three questions, except that these are asked of a woman who has had at least one live birth.

In 519 you ask how many MORE children she wants — that is, not counting the ones she already has. You are reminded that it is very important to use the exact wording of the questions in this section.

Qs. 520-521: These two questions are similar to the above, except that they are addressed to a woman who is currently pregnant.

In 520 you are asking for any more children after the one she is currently expecting. Similarly, the number in 521 does not include any children R already has, nor the child she is currently expecting. See also notes to 516.

Q. 522: Same as 503.

Q. 523: You know from 522 that respondent has never used any contraceptive method. This question is not concerned with whether or not she would like to use contraception; the question means: does she think she and her husband will use contraception; or have they planned to use contraception?

If she says that she does not know, you should probe by asking whether she and her husband have ever discussed the matter, and if so what they decided.

If you cannot obtain an answer, tick UNDECIDED.

Qs. 524-530: This set of questions is only for those women who are currently separated, widowed or divorced.

Q. 524: Here, unlike 502, you have to tick one of the 3 boxes.

Os. 525-526: See notes to 510-511.

Q. 527: Same as 503.

O. 528: Same as 506.

Q. 529: See note to 507. Question 529 is addressed to a woman who is not currently married and living with her husband. Hence the question must be addressed in the past tense.

Q. 530: See notes to 508.

Q. 531: This question is asked of all respondents.

You should give a short pause before asking 531. You may preface the question by saying, 'Finally one more question on this topic . . .'

This question is not the same as 516 (or 519 or 521), although you may get the same answer. Here you are asking what is the total number of children she would ideally like to have 'if she could choose exactly', irrespective of whether she can accomplish it, and irrespective of the number of children she already has. If she enquires what you mean by 'choose exactly the number of children', you simply say what she likes it to mean. If she wishes, she can take it to mean if she were younger and just married, or her husband did not have any trouble with his job which he may be having, or she or her husband's health were better, etc; she can take it to mean whatever she likes, but you yourself must not suggest anything.

See notes to 516. You must always try to get as precise an answer as possible. If she cannot give a precise answer, write down the range, or other answer in her words as explained in 516 above.

7.6 SECTION 6: WORK HISTORY

(NOTE:

The particular problems associated with obtaining occupational information depend very much on the patterns of economic activity in a country. Hence the following notes may need modification.)

In this section we determine some details of any work the respondent may have done in addition to her own housework.

- Q. 601: We are interested in any work a respondent does other than her own housework. She could be an employee in an office, a factory or a farm; she may have her own business or merely visit the market for selling the produce from a family farm. If she is engaged in any such activity the answer to 601 is 'YES'. You must read out this question slowly to the respondent; and when in doubt you must make clear to her what you mean by 'work' in this section.
- Q. 602: If she has been married more than once, make clear to her that you are referring to the time since the start of her first marriage.
- Q. 603: If there is difficulty in determining the year she worked last, (i.e., the year in which she stopped working), you will have to obtain it by suitable probing and then by calculating the year. For example, you may ask 'How many years ago?' or 'How many years after you first got married did you stop working?'
- Q. 604: In this question, and the following three questions, you will have to choose the appropriate phrases in parentheses. This will depend on whether she works at present ('YES' to Q. 601) or has worked since she was first married ('YES' to Q. 602) but no longer works. If she is not working at present, get the details of her most recent job. You must obtain a detailed description of her work. This may be particularly important if she does various jobs (like selling produce in the market, making things at home for sale, working in other people's homes for money, etc.). If she does more than one job, describe them all, beginning with the one that takes up most of her time.
- Q. 605: Depending upon the answer to 604, you have to tick one of the boxes. If some of the work she does (or did) is in farming and some not in farming, then go by the work she does the majority of the time. Note that selling farm produce is not counted as farming.
- Q. 606: If she worked as a labourer on someone else's farm or on a plantation, the answer to the question is 'NO'. Only if she works on a farm owned or leased by her husband, herself, or someone else in her household, is the answer 'YES'.
- Qs. 607-609: These three questions supplement the description of her occupation in 604. There are two important points to remember:
- 1) Sometimes it may be difficult to decide which box is the most appropriate. For example, a woman may work partly at home and partly away from home (607); or,

2) Sometimes it may happen that the description of her occupation (in 604) itself makes it quite clear what the answers to some of these three questions are. For example, if in 604 she tells you that she works as a labourer in a machine factory, you already know that in 607 she works AWAY from home, and 609 she is paid in CASH. The same is true if she works in an office. In such cases, you should not actually ask her a question to which the answer is quite obvious from 604, but you must tick there the appropriate response. But be careful: the questions can only be omitted if the answer is absolutely certain.

Note that in 608, 'FAMILY MEMBER' means her husband or someone closely related to her or her husband. It does not cover everybody in her clan or lineage.

(NOTE:

Use a definition of 'family member' most appropriate to the country's cultural situation.)

- Q. 610: For a woman who has been married more than once, make clear that this means 'since her first marriage'.
- Q. 612: The first child means here the first 'live birth', which is not always the oldest living child. (The first child may have died).
- Q. 613: See notes to 601 about the meaning of 'work'. Also see notes to 610.
- Q. 615: If she had done several jobs before she was first married, ask her to tell you about the last job she did before she got married. If she did more than one job simultaneously, describe them all, beginning with the one that took up most of her time.
- Qs. 616-617: See notes to 607-609. Sometimes you may be able to tick appropriate boxes without actually asking the question of the respondent. Of course, you should do so only when you are absolutely sure of the answer.
- 7.7 SECTION 7: CURRENT (LAST) HUSBAND'S BACKGROUND

(NOTE:

This section may need modification for the same reasons as 7.6.)

This is one section in the questionnaire where the woman does not have to answer all the questions herself in private. She may consult her husband if he is available during the interview, or he himself may answer.

In this section we obtain information on the background and occupation of the respondents husband.

If she is currently married, it is about her present husband; if she is not currently married, it is about her last (i.e., most recent) husband.

Most of the questions in this section are similar to certain questions in Sections 1 and 6. However, as you will notice, in several of the questions you have to make a choice of the appropriate wording to be used while putting the question to a particular respondent. You must do this with great care.

Qs. 701-702: These explain the appropriate wording to be used in the following questions. For example, if the respondent has married only once (whether or not she is currently married) 703 should be read as 'Did your husband ever attend school?' If the respondent was married more than once, then the words 'present' (if she is currently married and lives with husband) or 'last' (if she is not currently married) should be used.

Qs. 703-707: See notes to 109-113. In 707 use 'can' if respondent is currently married and living with husband; use 'could' otherwise.

Q. 708: See note to 106.

Q. 709: See notes to 604. Be careful to use the appropriate wording. Use the present tense ('is', 'does') if she is currently married and living with husband.

When the question is first put, it is assumed that if she is currently married, her husband is currently working. If she says that he is not working, put the question in the past tense and ask for a description of his most recent occupation.

If, however, she tells you that he has never worked in his life, write 'never worked' in 709 and end the interview.

Qs. 710-711: See notes to 608-609.

Qs. 712-713: Any people whom he employs purely as household servants and not in this 'business' are not to be counted here. In 713, if she says the number of people employed varies, ask her to give the present figure (if applicable) or the average figure (if the question is in the past tense). Sometimes you may have to accept a range.

7.8 SUMMARY OF IMPORTANT POINTS

SECTION 1

In Q. 104 ignore temporary visits, holidays, or stays away of less than *one year*. Qs. 105-106 concern R's impression of the kind of place in which she grew up. In 107-108, one of the two questions must be answered.

SECTION 2

This section is particularly important and you should be especially careful to obtain and record all the required information. First, you record all the live births R has had. A live birth means that at birth the baby cried or showed any other sign of life. It does not matter whether the child is now alive or not. Check the Birth History Table carefully after completing it. All live births should be recorded in the order in which they occurred. Also check that it is consistent with answers to questions 201-211.

In Q. 215, for children who died in the first two years of life, you must obtain both the MONTH and the YEAR of death. It is very important to do this.

Qs. 211 to 220 concern the last two live births, which is not necessarily the same thing as the two youngest living children.

In the Other Pregnancies Table, one of the two questions, 229 and 230, must be answered. The total number of pregnancies recorded must be the same as in 228 (or 227). If any live birth is discovered here ('yes' to 232), you must correct the total in 211.

SECTION 3

Assure the respondent of the confidential nature of the information, if required. Do not show any sign of embarrassment while asking these questions. Read description of methods slowly. Explain where required.

For methods which men use, always put the question in the past tense.

Take particular care with Q. 314. This question must be asked after Q. 313 even if the OTHER box is ticked in column (1). Number the names of the methods mentioned as indicated in the notes to this question in 7.3 above. Only those methods which do not appear in 304-311 should be recorded here.

On the other hand, in 317 even if a method mentioned turns out to be one of the methods listed in 304-311, you must not go back to correct the responses to those questions.

SECTION 4

If dates of beginning and end of marriages cannot be obtained directly, you should try to obtain a marriage licence or certificate. Failing that you must obtain these dates indirectly by relating them to other events in the respondent's life. Remember that these dates relate to when she actually started (or stopped) living with her husband, which may

not in all cases be the dates of formal beginning (and end) of marriage. Note that the current marital status is decided by both 401 and 405. In the Marriage History Table, dates for all former marriage(s) are to be recorded.

SECTION 5

Be very careful to word the questions in this section exactly as they are written.

Q. 509 is about physical capability of having a child and not whether the respondent wants to have a child. Stress the phrase 'supposing you wanted one'.

In questions relating to the 'number of children wanted' or 'number more wanted' try to obtain as precise answers as possible. Do sufficient probing when required, but you must never suggest any single number to the respondent. In other words, be very careful that you always probe in a neutral way. In Q. 531, remember that it is up to R to decide what the phrase 'if you could exactly choose' means to her. You should never suggest anything. In questions such as 505, remember that we are interested in any methods, including methods like rhythm and abstinence.

SECTION 6

In Q. 601 read out the introductory statement slowly and fully to every respondent. This statement helps her to appreciate what we mean by 'work'. It includes any work outside the usual housework, irrespective of whether she does it at home or goes out for it. In Q. 604 obtain details of her current or most recent work. If she does two jobs simultaneously, describe both, starting with the one she spends the most time on.

In Q. 605 selling farm produce is not counted as farming. Qs. 607-609 supplement her description in 604. Always ask these questions unless the answer is already quite obvious. In Qs. 602, 610 and 613, if R has been married more than once make it clear that these refer to her first marriage.

SECTION 7

If R is currently married this section is about her present husband; if she is not currently married, this is about her last (i.e., most recent) husband.

Be careful to choose the appropriate wordings for these questions.

Appendix

EXPLANATION OF THE QUESTIONS IN THE FERTILITY REGULATION MODULE

(NOTE:

It is expected that many countries will wish to use the Fertility Regulation Module, which replaces section 5 of the Individual Core Questionnaire,

If this module is used, the notes given below will replace section 7.5 of the Interviewers' Instructions.

Also appropriate additions to section 5.4 of this manual and section 4.6 of the Supervisors' Instructions (as indicated in footnotes in those sections) should be made.)

(NOTE:

Suitable modification to the following section will be required if printing of the pages of the Module on different coloured paper is not practicable.)

This section is aimed at finding out the extent to which a respondent plans the spacing and size of her family.

Qs. 501-508 are used to place the respondent in one of five groups of women. For each group the questions to be asked are printed on pages of a particular colour. Apart from the first one *white* page which applies to everyone, any one respondent is asked questions only from one set of coloured pages. That is, for any respondent all the relevant questions are printed on a page (or pages) of a single colour.

Note that question 599, which applies to all respondents, is repeated on each set of coloured pages. Of course, to a particular respondent, the question is asked only once where it appears on the page of the particular colour relevant to her. For example, for a widowed respondent, all the relevant questions after 508 are on the *blue* pages (questions 570–595). For her, the answer to 599 must be recorded at the bottom of the *blue* page itself, where this question appears after 595.

Important note:

In this section perhaps more than any other section, it is very important during the interview to follow the exact wording of the questions as written on the questionnaire. One of the reasons for printing questions separately for different groups of women is to help you in this.

THE FIRST PAGE (Qs. 501-508)

Q. 501: In this filter both 'NO' and 'D.K.' in 221 are ticked in the second box.

Q. 502: In this filter tick the first box if either AT LEAST ONE 'YES' IN COL.. 3 is ticked in 315, or if 'YES' is ticked in 316.

Tick the second box in 502 if 'NO' is ticked in 316.

Q. 503: In order to tick the appropriate box in this filter, you are asked to check both 401 and 405.

It can sometimes happen that a respondent who describes herself as MARRIED in 401 may in fact be permanently separated from her husband (STOPPED FOR GOOD in 405). For such a woman tick the second box (SEPARATED, WIDOWED OR DIVORCED) in 503.

If she is ticked as MARRIED in 401, but 'YES' in 404 or AWAY FOR TIME BEING in 405, then tick the first box in 503.

Obviously if any of the three boxes, WIDOWED, DIVORCED OR SEPARATED, is ticked in 401, you simply tick the second box in 503 and do not need to refer to 405.

Q. 504: Same as 502.

Qs. 505-507: These questions concern current use of contraception. Note that here, as well as in other questions dealing with contraceptive methods (namely 524, 527, 532, 535, 543, 546, 557, 559, 564, 566, 582), any method of contraception is included. It does not need to be a method like the pill, loop or condom, which requires supplies or help from a doctor. It may be any other method like rhythm or abstinence. If the respondent is consistent she should mention in 507 (or in 524, 527, etc.) only from among the methods she has mentioned as having used in Section 3.

In 507 use respondent's own words to describe the method she mentions. Sometimes R may mention in answer to 507 that she or her husband is sterilized. If so, write clearly in 507 that 'R sterilized' or 'Husband sterilized' and skip appropriately.

Q. 508: This question is about physical capability of having a child and not whether she wants to have a child. You must stress the phrase 'if you wanted one' while putting the question to the respondent.

Note that the category 'D.K.' is treated just like the category 'YES'. In other words, tick 'NO' only if the answer is definitely 'NO', i.e., if the respondent is sure that she and her husband physically cannot have a child, even if they wanted one.

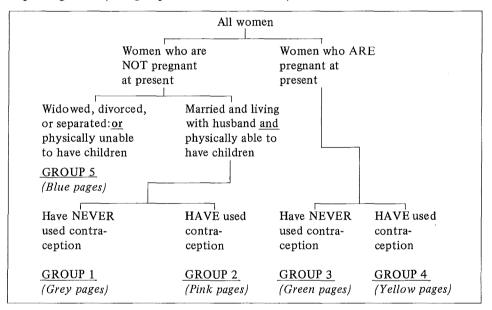
THE COLOURED PAGE

As was explained above, a particular respondent is asked questions from only one set of coloured pages (question 599 appears at the end of each set). This section is much shorter than it may appear at first sight.

You have to bear in mind the particular circumstances of the respondent, for example, whether or not she:

- is married and living with husband;
- is currently pregnant;
- has had any live births;
- has ever used contraception.

Depending on this, five groups of women are formed, as follows:



- 1. QUESTIONS 509-517 (GROUP 1-GREY)
- Q. 509: You should have corrected the total in 211 for any live births discovered in 232.
- Q. 510: The question aims to find out if the respondent would like to have another child at any time in the future. She need not have at present definite plans for one, nor is

it necessary that she should want it right away or as soon as possible.

- Q. 511: 'EITHER' means that she does not care whether her next child is a boy or a girl. If she gives some OTHER ANSWER, like 'It depends upon God' or 'It is up to my husband', etc., then you must write it down clearly, using the respondent's own words as far as possible.
- Q. 512: Write down the number MORE children she wants, that is, not counting the ones she already has.

Some respondents may not have a very clear idea of the number of additional children they want. You should try to help them to give a proper answer to the question. It may help in such a case to say: 'Take your time, think about it', and wait for her to give an answer. If that fails you may say 'Well, would you like many more children, or only a few?', and subsequently repeat again the question 'How many more?'

Your intention should always be to try to obtain a precise answer to the question. If she gives some other answer, you should probe by repeating the original question 'How many more would you say?'

If you cannot obtain a precise answer, you may be able to get a range like '3 or 4'. Sometimes you may be able to do no better than a vague answer like 'Not too many' or 'As many as possible', 'It depends upon what God gives', etc. In such cases, record the complete answers, using respondent's own words as far as possible.

Q. 513: Make sure that you understand the meaning of this question. Occasionally a respondent may not understand it, and you will have to explain what it means.

A similar question appears several times in this section (533, 550, 562, 588, 595), though, of course, at the most only one such question is asked of a particular respondent.

Note that this question is asked only of a respondent who has had at least one live birth, and who does not want any more children.

The question is: since she does not want to have any more children, did she want to have a child before she became pregnant with her last child? The question is not whether now she is happy to have that child, but whether she wanted to have a child before she became pregnant last time.

'Last child' means the last live birth she had — whether or not the child is now alive.

If the respondent has difficulty in answering the question, you must try to help her to remember her feeling before she became pregnant last time.

Sometimes she may not have ever thought about it at all: in that case tick UNDECIDED in 513.

Finally, in 513 two alternative wordings are given. Be careful to choose the right wording. If she has had two or more live births, use the second wording, i.e., refer to the last child.

Qs. 514-516: These are similar to 510-512, except that the wording has been appropriately modified in the case when a woman has had no live births ('zero' to 211). Note that in 516 you ask how many children IN ALL she wants. See notes to 510-512.

You are reminded that it is very important to use the exact wording of the questions in this section

Q. 517: You know from previous questioning that the respondent has never used any contraceptive method. This question is not concerned with whether or not she would like to use contraception; the question means: does she think she and her husband will use contraception; or have they planned to use contraception?

If she says 'D.K.' to the question, you should probe by asking whether she and her husband have ever discussed the matter, and if so what they decided.

Q. 599: You should give a short pause after 517 before asking 599. You may preface the question by saying, 'Finally one more question on this topic . . .'

This question is not the same as 516 (or 512), though sometimes you may get the same answer. Here you are asking what is the total number of children she would ideally like to have 'if she could choose exactly', irrespective of whether she can accomplish it, and irrespective of the number of children she already has. If she enquires what you mean by 'choose exactly the number of children', you simply say what she likes it to mean. If she likes, she can take it to mean that she were younger and just married, or that her husband did not have any trouble with his job which he may be having, or that she or her husband's health were better, etc.: she can take it to mean whatever she likes, but you yourself must not suggest anything.

See notes to 512. You must always try to get as precise an answer as possible. If she cannot give a precise answer, write down the range, or other answer in her words as explained in 512 above.

- 2. QUESTIONS 518-546 (GROUP 2-PINK)
- Qs. 518-521: See notes to 509-512.
- Q. 522: Straightforward.
- Q. 523: This question, along with 524-525, concerns any method of contraception which the respondent and her husband have used at any time after the birth of their last child. Note that the respondent has had at least one live birth (due to filter 518): if she has had more than one live birth (see 211), you must use the word 'last' in 523; if she has had only one live-birth, the word 'last' should be omitted while asking the question.
- Qs. 524-525: 'Method' means any method of contraception. Note that it does not need

to be a method like the pill, loop or condom which requires supplies or help from a doctor. It may be any other method like rhythm or abstinence, etc., listed in Section 3. If the respondent is consistent she should mention in 524 only from among the methods she has mentioned as having 'ever used' in Section 3. Use respondents own words to describe the method she mentions. In 524, the method she has used most recently must be recorded.

In 525, note that women can stop using a contraceptive method for reasons other than wanting a baby, e.g. she may do so for health reasons or due to side-effects, due to non-availability, or because she or her husband did not like to use it. Unless one of the reasons for stopping the use of the contraceptive method was the desire for a baby, the answer should be 'NO' to the question.

- Qs. 526-529: Just as questions 523-525 are concerned with the time after the birth of respondent's last child, questions 526-529 concern the period before that birth.
- Q. 526: Two alternative wordings have been provided for 526. Be careful to use the appropriate wording. If she has had two or more live births, the question concerns the interval between her last two births that is the period between her last birth and the next birth before that.

If she has had only one live birth, the question concerns any period before that birth.

- Q. 527: Again, like 507, it may be any method of contraception including, for example, rhythm or abstinence. If the method is abstinence you are asked to skip to 599.
- Q. 528: This question aims at finding out whether she had become pregnant accidentally while still using a method to keep her from getting pregnant.
- Q. 529: See notes to 525.
- Qs. 530-546: The rest of the questions on the *pink pages* are very similar to the questions explained above. These questions are meant for different sub-groups of women. The following diagram of the layout of questions in Group 2 (518-546) may be of help to you in understanding this section.

GROUP 2

Women NOT currently pregnant; Married and living with husband; and physically capable of having children; HAVE 'ever used' contraception

Group 2 (Os 518-546)

	Gloup 2 (Q	3 3 1 8 - 3 + 0)	
ONE or MORE		NO live	
live births		births	
(519–538)		(539–546)	
Want another child	Do NOT want another child	WANT to have children	Want NO children
(Qs. 520-529)	(or D.K.) (Qs. 530–538)	(Qs. 540–544)	(or D.K.) (Qs. 545–546)

Qs. 530-538: 530 is straightforward; for 531-532, see notes to 523-524; for 533, see notes to 513; for 534-538, see notes to 526-529.

Q. 539: See notes to 510 and 514.

Qs. 540-544: For 540, see notes to 511; in 541 you ask how many children in all she wants; see notes to 512; for 543-544, see notes to 524-525.

Qs. 545-546: See notes to 524.

- 3. QUESTIONS 547-552 (GROUP 3 GREEN)
- Q. 548: See notes to 510. We are asking for any more children after the one she is currently expecting.
- Q. 549: See notes to 512. The number of children she wants in addition to the one she is expecting, i.e., not counting the one she is expecting, nor any other children she may already have.
- Q. 550: See notes to 513. Here we are asking about the time before the current pregnancy (and not the last live birth, as in 513). We use the word 'more' while asking the question of a respondent who has had a live birth.

Q. 551: See notes to 517.

Q. 552: Same as 550.

4. QUESTIONS 553-569 (GROUP 4 - YELLOW)

Q. 553: See notes to 503.

Qs. 554-555: See notes to 510 and 512. You are asking for more children after the one she is currently expecting.

Q.557: See notes to 524.

Q. 558: This question is similar to 526. However, the question here concerns the time interval between her last live birth and her current pregnancy. If she has had more than one live birth, you must use the word 'last' while putting the question. If she has had only one live birth, the word 'last' should be dropped while asking the question.

Q. 559: See notes to 524.

Qs. 560-561: See notes to 528 and 525.

Q. 562: This is similar to 513. The question here is: since R does not want (or has not decided) to have another child in addition to the one she is expecting, did she want a child before she became pregnant with her present child? Use the word 'more' if she has had a live birth; otherwise drop this word while asking the question.

Q. 564: See notes to 524.

Qs. 565-566: See notes to 526-527.

Qs. 568-569: See notes to 528-529.

5. OUESTIONS 570–595 (GROUP 5 – BLUE)

This section deals with two groups of respondents: those who are not currently living as married (and are not currently pregnant), and those who are physically unable to have a child. You should be particularly careful to follow the correct skip instructions in this section.

Qs. 570-575: The questions concern sterilization. While male sterilization is normally

done for birth control, this may not necessarily be the case with female sterilization. There can be health reasons for having a sterilization operation for a woman which have nothing to do with family planning. Such is usually not the case with tube tie, but may be the case with other kinds of operations, for example those involving the removal of the womb or ovaries.

- Q. 570: If she has had any live births (see 211), use the word 'more'. If she has had no live births obviously you must drop this word while putting the question.
- Q. 571: This concerns the date (month and year) in which her sterilization operation took place. If there is difficulty in obtaining the date, it may be particularly useful in this case to relate the date of her operation to the date of her last live birth (if she has had one), since quite often the operation is done immediately after a childbirth. For example, you may ask 'How long after the birth of your last child did you have the operation?', and then from the known date of birth of the child, calculate the year in which the operation took place. (It is also possible for her to have had the operation after a still birth.)
- Q. 572: As mentioned above, some women have a sterilization operation for a reason which may have nothing to do with family planning. If such is the case, the answer to 572 is 'NO'.

However, if at least one of the reasons for her having the operation was to prevent her from having any (more) children, the answer to 572 is 'YES' — it does not matter if there were any additional reasons for the operation. For example if she was sterilized because the doctor told her it would be dangerous for her health to get pregnant again, the answer to 572 is 'YES' even if she wanted to have more children.

If, however, the operation was done purely for reasons other than to prevent her from having more children, the answer to the question is 'NO'.

If respondent finds it difficult to understand the question, you may probe first directly by asking why the operation was done, and then, if required, probe further by repeating the original question.

Q. 575: In this question the aim is to find month and year when her husband's sterilization operation took place. As usual, if you have difficulties in obtaining the exact date, you will have to try to obtain indirectly the year in which the operation took place. If the respondent has had any live births (the dates of which are known) the year of her husband's operation may be obtained by relating it to her most recent birth. For example, you could ask 'How long after (or before) the birth of your last child did your husband have his sterilization?' etc., and from that calculate the date when the operation took place.

Q. 579 See notes to 524.

Q. 580 This question does not concern the respondent's present state of mind. Did she want to have a child at any time since she was first married?

Q. 581 This question is similar to 523. But 581 must always be worded in the past tense since the respondent may not currently have a husband. In one special case this question may be particularly difficult, namely if the respondent is not currently married. If required, you should make it clear to a respondent not currently married that the question refers to the period between her last birth and the end of her marriage. Similarly, if the respondent (or her husband) is sterilized you may need to clarify that the question refers to the period between her last birth and the date of her sterilization operation. You will need to explain this if the respondent fails to answer the question satisfactorily, or mentions 'sterilization'. Remember that here we are interested in methods other than sterilization. For example, if the respondent replies 'Well, I was sterilized', you must say 'I mean, did you or your husband use any method or anything to avoid your becoming pregnant, at any time between the birth of your last child and the time when the operation took place?'

Q. 582: See notes to 524.

Q. 583: This question is similar to 580, except that it is asked of a woman who has had a live birth, and concerns the period since her last birth. It does not necessarily concern her present state of mind. Did she want to have a child at any time since the birth of her last child?

Qs. 584-587: See notes to 526-529.

Q. 588: See notes to 513.

Qs. 589-593: See notes to 526-529.

Q. 594: See notes to 583.

Q. 595: See notes to 513.