

No. 12

CARLETON



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**Economic Modules for use in
Fertility Surveys in
Less Developed Countries**

OCCASIONAL PAPERS

OCTOBER 1974 No. 12

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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.

This publication is part of the WFS Publications Programme which includes the WFS Basic Documentation, Occasional Papers and auxiliary publications. For further information on the WFS, write to the Information Office, International Statistical Institute, 428 Prinses Beatrixlaan, Voorburg, The Hague, Netherlands.

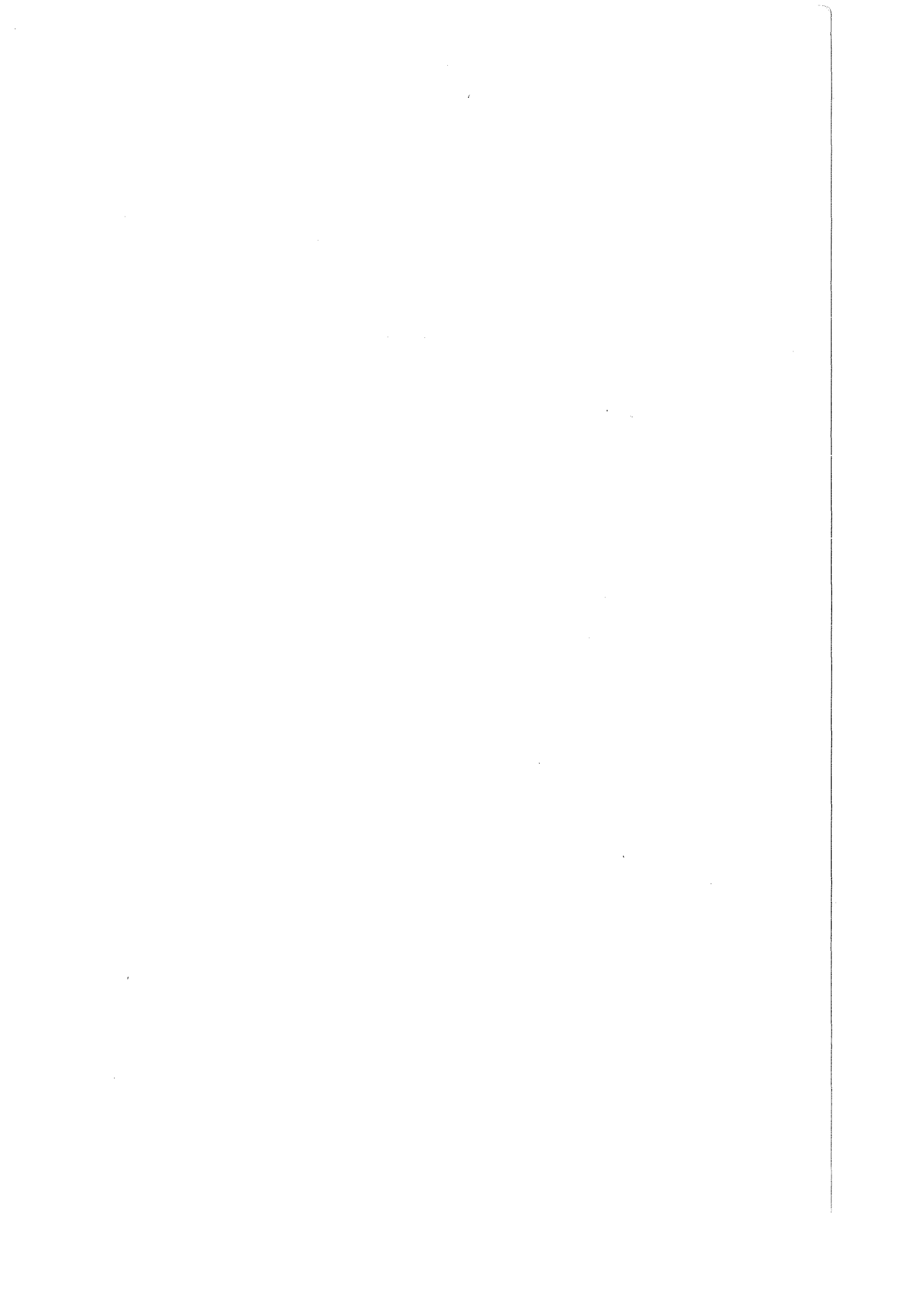
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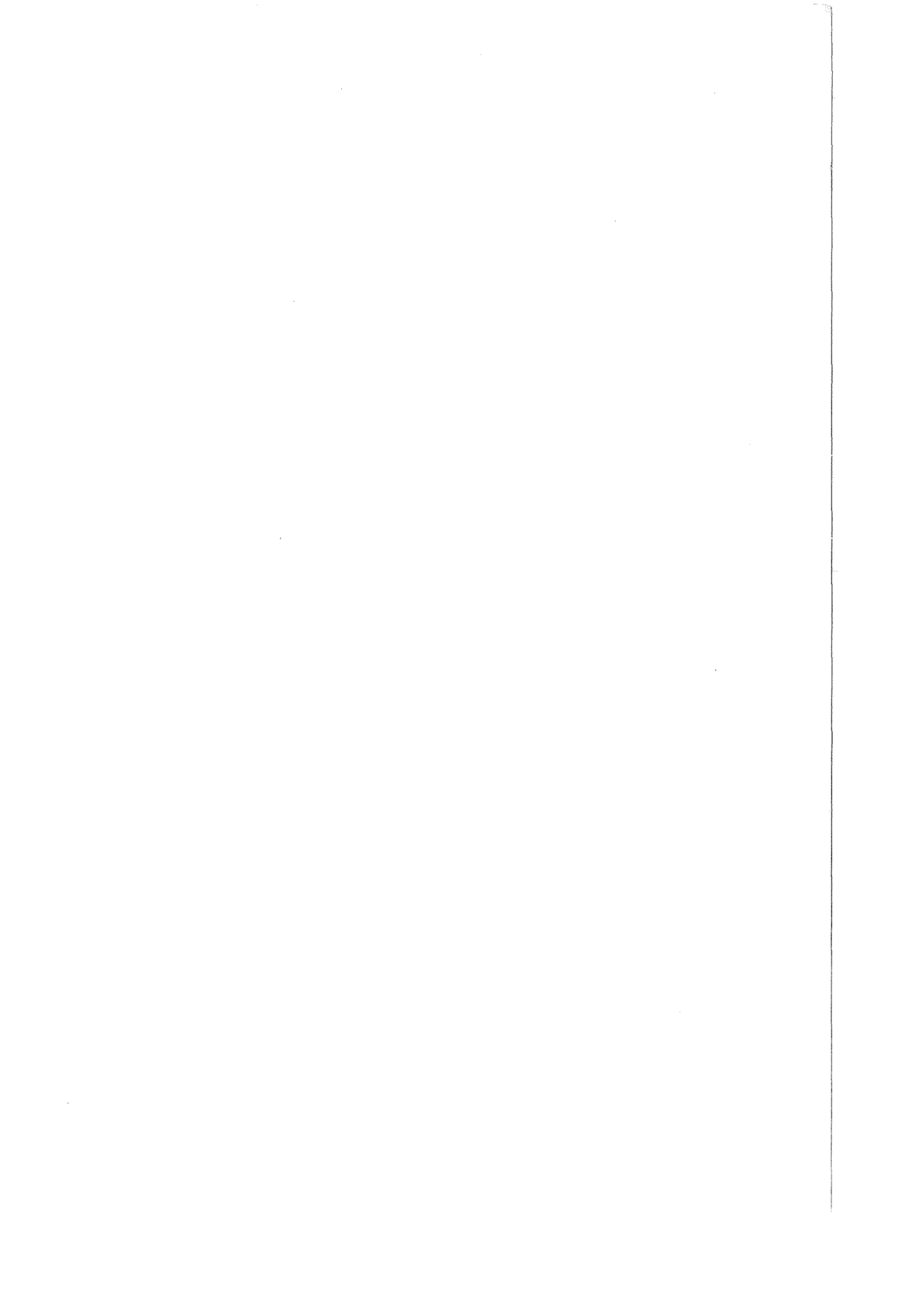
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Economic Modules for use in Fertility surveys in Less Developed Countries

INTRODUCTION

The following three economic modules – on family income, asset holdings and economic costs and benefits of children – are designed to be used in less developed countries (LDC) in conjunction with the core questionnaire of the WFS. The income and asset modules provide measures of the family's economic position; the costs and benefits module obtains information about the effect of children on the family's economic situation. Where possible, all three should be used together to provide a basic core of economic data. Where time constraints do not permit this, the modules can be used independently. However, countries using the costs and benefits module also should obtain some measure of economic status so that a control on economic status can be utilized in assessing the economic impact of children.

The modules are designed to accompany the core questionnaire. However, some adjustments will be necessary in each country, both to adapt the modules to specific economic and cultural conditions and to integrate them properly into the larger survey instrument. A series of notes following the modules comment on the purpose of the various questions and make some suggestions for varying the questions in different situations. In using these modules, care should be given to making the filters and skip instructions appropriate within the context of the total questionnaire layout.

The questions in these modules are designed to obtain measures of the economic variables which relate to the family as an economic entity. They do not necessarily provide meaningful data for individuals. Hence it is recommended that the use of these modules be restricted to currently married women and omitted for women who have been married at some time but are not currently married.

Each module is preceded by a brief discussion of its objectives and of some of the problems involved in attaining these objectives by survey methods. A more comprehensive treatment of economic data for fertility analysis is contained in WFS Occasional Paper No. 11.

INCOME AND ASSET MODULES

OBJECTIVES

Data on the family's economic position are needed for understanding fertility behavior, partly because the interaction of income with fertility may itself be important, but even more because some measure of income is needed as a control in analyzing the relationship of fertility to other variables. Education, consumption, occupation, and access to mass media, for example, are all related to income as well as to fertility. In addition, income data, when combined with education, permit the ordering of families along a rough socio-economic scale. Data on occupation have been used to construct such scales in developed countries, but in less developed countries it is very difficult to meaningfully rank families by this criterion (for example, more than half of the population may be farmers).

Properly measured, family income data should provide the best single measure of the family's economic position. Questions about income frequently are excluded from surveys in LDC because the income concepts are complex and the questions may yield unreliable answers from many respondents. The problem of measuring income in LDC should be faced realistically. First of all, the wife is usually the most suitable respondent for a fertility survey, but is less likely than the husband to be knowledgeable about the family's economic situation.¹ Secondly, income data are difficult to collect in LDC since a large sector of the economy may not be monetized and accounting practices may be rudimentary even in the market sector. Despite these problems, income is so widely recognized as an important variable that many KAP studies in developing countries have obtained income data, usually by means of one summary question about family income. Despite the considerable limitations of such income data from KAP surveys, they have proved useful in analysis for understanding fertility behavior. The validity and reliability of income data can be improved substantially by asking a sequence of questions about different sources of income and about specific income recipients.² A short module of questions designed to facilitate the accurate reporting of income is presented.

Reports on monthly or annual expenditures are a possible alternative to income as a measure of economic position. The argument here is that the wife, who does much of the marketing, may be able to give a more accurate estimate of expenditures than of income and that total family expenditures can serve as a reasonable approximation to income, despite discrepancies due to changes in total assets. However, there are several reasons why a summary measure of family expenditures is likely to be quite inaccurate. If a single question is asked about total expenditures, the wife will find it difficult to estimate total monthly or annual expenditures. Asking about different categories of expenditures may reduce memory error, but it is difficult to compress the great variety of family expenditures into meaningful categories for a brief sequence of questions. Month to month variations may be considerable. In addition, most wives in farm or business families seem to have difficulty in separating con-

¹ Few studies are available which compare the income data obtained from different respondents. One study in the U.S. found that wives interviewed at two different times gave less consistent answers about income than did their husbands, but the magnitude of the difference was not unduly large. Monroe G. Sirken, E. Scott Maynes, John A. Frechtling, "The Survey of Consumer Finances and the Census Quality Check," in *Studies in Income and Wealth, Vol. 23, An Appraisal of the 1950 Census Income Data*, Princeton Univ. Press, 1958, pp. 127-168.

² Lansing, John B. and Morgan, James N., *Economic Survey Methods*, Institute for Social Research, The University of Michigan, Ann Arbor, Michigan, 1971.

sumption expenditures from purchases for the operation of the farm or business. A study in Taiwan of the comparative reliability of direct income data and expenditure based income estimates obtained from the same sample of women showed expenditure data to be much less accurate.³ Therefore this route is not recommended for obtaining income data.

A third possible way to measure the family's economic position is via data on the family's holdings of selected assets. Data on assets frequently are easier to collect than are income data. For example, the short module on assets emphasizes housing quality because most of this information can be collected by the interviewer via direct observation. Another important asset holding, modern durables, is already included in the WFS core questionnaire. The problem with asset questions is that data on selected assets must be combined somehow to create a measure of economic status. Families hold assets in many forms, including their own dwelling units, land, cattle, business property, rented structures, insurance policies, bank accounts, and many more. A short module on asset holdings does not obtain the monetary value of such holdings but only the incidence of ownership with an occasional indication of the physical magnitude of these holdings. This limited information does not readily cumulate into a measure of economic status. Ideally, both income and asset data should be obtained, with asset holdings providing a useful supplement to the income data. We recognize that in many countries only a brief question sequence on economic status is wanted. In that case the income module is preferable, if it is deemed at all feasible. If it seems not feasible, then selected asset holdings do provide a rough measure of the family's economic situation and the asset module could be substituted. The asset questions are chosen so as to differentiate rich from poor, and further to distinguish various gradients of asset holdings within the poorer and better off segments of the population. Some of the information, such as that on housing quality, should provide a rough ranking of all families, from the poorest to the richest while other questions ask about assets which are held only in the upper segments of the income distribution.

³ "The Measurement of Income in Fertility Surveys in Less Developed Countries," M. McDonald and E. Mueller, Taiwan Population Studies, Working Paper No. 24. Population Studies Center, University of Michigan, 1973.

INCOME MODULE

QUESTIONS

1a. "Did your husband work for either wages or a salary during the past year?"

Yes () No () (IF NO, GO TO Q. 2a.)

(IF YES)

1b. "What kind of work did he do?" _____

1c. "How much did he earn on the average each month from the work he did?"

Amount _____ Amount _____
(per month) (per year)

2a. "Did you or anyone else in your household have a business during the past year?"

Yes () No () (IF NO GO TO Q. 3a.)

(IF YES)

2b. "What kind of business was this?" _____

2c. "About how much did your household earn from this business during the last year, after deducting the cost of running the business?"

Amount _____
(for 12 month period)

3a. "Did you or anyone else in your household do any farming or engage in animal husbandry during the past year?"

Yes () No () (IF NO GO TO Q. 5a.)

3b. (IF YES) "About how much did your family earn from farming and animal husbandry during the last year, after deducting the cost of running the farm and any other related expenses?"

Amount _____
(for 12 month period)

4a. "Has your family used food from the farm, in addition to the income you said you earned from the farm above?"

Yes () No () (IF NO GO TO Q. 6a)

4b. (IF YES) "About what would it have cost you to buy this food on the market during the past year?"

Amount _____
(for 12 month period)

(GO TO QUESTION 6a)

(INTERVIEWER: Ask this only of respondents who said they did *no* farming or animal husbandry in Q. 3 and who live in areas where they could raise some food.)

5a. "Have you or anyone in your household raised any food or animals during the past year either for sale or for your own use?"

Yes () No () (IF NO GO TO Q. 6a.)

5b. (IF YES) "About what would it have cost you to buy this food on the market during the past year?"

Amount _____
(for 12 month period)

6a. "Have you yourself earned or received any income during the past year which you have not already included above?"

Yes () No () (IF NO GO TO Q. 7a.)

6b. (IF YES) "How much would that be for the year?"

Amount _____
(for 12 month period)

7a. "Apart from you and your husband, is there anyone else living in your household who earned wages, or a salary, or other income in the last year which we have not included yet?"

Yes () No () (IF NO GO TO Q. 8a.)

7b. (IF YES) "How much of that was contributed to your household during the year?"

Amount _____
(for 12 month period)

8a. "In addition, did anyone in your household receive any of the following during the last year which you have not yet included?" (INTERVIEWER: Read the following list and record the answer for each)

	Yes	No
Free food or housing, or food or housing allowances	()	()
Pay from a second job or from extra work	()	()
A bonus, cost of living allowance, or other extra pay	()	()
Rent from a house, farm, or share in a farm	()	()
Income from a business or share in a business	()	()
✓ Money sent by relatives who do not live in the household	()	()
Any other income	()	()

8b. (IF YES TO ANY OF THEM) "What did you get from all of them together, in cash value?"

Amount _____
(for 12 month period)

QUESTION NOTES

Question 1. asks about wage and salary income for the husband, presumably the principal earner in the family. A monthly figure is specified since this is probably easier to report for wage and salary income. To make sure that the respondent understands the reference period, the interviewer is instructed to ask both monthly and yearly earnings and should be instructed to reconcile or explain any discrepancies. If pay is on a daily or piece rate basis, the interviewer must help the respondent to estimate what this may amount to in an average month.

Questions 2. and 3. are designed to find out whether anyone in the household has income from a farm, business, or both and to obtain the relevant income data. One difficulty in obtaining farm and business income is that both farmers and businessmen often find it difficult to distinguish between gross and net income. This module does not solve this problem; that would require many detailed questions about both receipts and expenses. What the module does accomplish is to separate the farmers and businessmen from the wage and salary workers so that the farmer and businessman are explicitly told what is wanted in the answer – namely, earnings after the ordinary costs of the enterprise have been deducted. Examples of ordinary costs which should be deducted from receipts are expenses for materials, hired labor, fuel, water, fertilizer, seed, small tools, animal feed, etc. Extraordinary costs like buying a bullock or a machine should not be deducted from receipts. It is also important that the interviewer make sure that the respondent clearly understands the relevant period for which income data is being asked. For both farmers and business men, annual data should be the best measure of income since it avoids the problem of seasonality.

Questions 4. and 5.: Farmers usually raise a good share of their own food which they may not consider as income unless specifically asked about it. Question 4 is to be asked of everyone who said they farmed or raised animals to make sure that the value of home produced food is included in income. In rural areas families who do not farm often have a small plot on

which they raise food and this could be a significant source of income. Question 5 should be asked wherever it is possible that the family might raise food, even though their principal occupation is not farming. Undoubtedly there will be urban areas where this question will be inappropriate and should be omitted.

Question 6. asks about wife's income, which is of interest as an element to family income and also as a determinant of fertility. The costs and benefits module asks about wife's average weekly hours of work and the resulting compensation. The inclusion of both questions where the modules are used together should present no problem.

Question 7. asks about contributions to family income from members of the household other than the husband and wife, not yet obtained in answers to previous questions.

Question 8. is designed to get sources of income other than from regular job earnings. The items included in question 8 must be chosen to be germane to the particular country. The next to last item on the list, money sent from relatives not living in the household, is an important source of family income in many countries. A more complete income survey might ask the amount of income from each of these sources, but this lengthens interviewing time so only a summary figure is obtained.

ASSET MODULE

QUESTIONS

- 1a. "Do you or anyone else in your household own any agricultural land?"
Yes () No () (IF NO GO TO Q. 2.)
- 1b. (IF YES) "How much land does that amount to?"
Amount _____
(In units appropriate to country)
- 1c. "How much of that land is irrigated?"
Amount _____
(In units appropriate to country)
2. (ASK ONLY OF BUSINESSMEN)
Do you or anyone else in your household have a separate place of business – I mean some rooms or a structure which are used almost exclusively for business?
Yes () No ()
3. (ASK ONLY OF FARMERS OR BUSINESSMEN)
"Some people own power equipment or a power vehicle (that is one which runs on fuel or electricity) such as a tractor or a motorized pump for the farm or power tools, equipment, or a motorized vehicle for use on a farm or business? Do you own any such vehicles or equipment?"
Yes () No ()
4. "Do you or anyone else in this household own this dwelling unit?"
Yes () No ()
5. "How many rooms do you have in your compound (house, apartment) which are for the exclusive use of your family?"
Number of rooms for your family _____
6. "Do you or anyone else in your family own any buildings which you rent out?"
Yes () No ()
7. "Do you or anyone else in your family have a savings, checking or postal savings account or a life insurance policy?"
Yes () No ()

8. (INTERVIEWER: The following information about the dwelling unit is to be filled in from your observations)

Information About the Dwelling Unit of the Respondent

- a. Type of building materials used in structure
(List of alternative materials to be specified in each country)
- b. Type of flooring
(List of alternative materials to be specified in each country)
- c. Type of roofing
(List of alternative materials to be specified in each country)
- d. Type of drinking and cooking water supply
 - () Running water piped into their own dwelling unit
 - () Water available in the yard for the family's exclusive use
 - () Water available in a common court or room of a group of apartments or housing units for all the occupants of that group of buildings
 - () Municipal or village source of water accessible to everyone
 - () River or stream
 - () Other (Specify) _____

e. "Does the house have electricity?"

() Yes, has electricity

() No electricity

Q.9. *Ownership of Modern Objects:**

(INTERVIEWER: Read each listed item separately and record below whether or not they have the item)

"Do you have in this household any of the following household items?"

Modern Objects Using Electricity	Yes	No
1.		
2.		
Etc.		

"Do you have in this household any of the following household items?"

Modern Objects	Yes	No
1. Watch or clock		
2. Bicycle		
3. Radio		
4. Sewing Machine		
Etc.		

* The WFS plans to obtain information about the ownership of modern objects on the household schedule. In situations where the household schedule is not utilized, it is planned to include the following question on modern objects in the main body of the questionnaire. This question could alternatively be included as part of the asset module in surveys which utilize this module. Many modern objects require electric power and are not relevant for households lacking electricity. A filter on the availability of electricity is incorporated to restrict questions about ownership of electrical items to appropriate households.

QUESTION NOTES

Question 1. asks about the ownership of land by persons in the household. This should not include land owned by relatives who live elsewhere. It should include all land, whether or not the family is farming it at that time. Information about whether the land is irrigated should provide a quality gradient for land holdings in many countries. In some countries 1c may be omitted as inapplicable.

Question 2., which asks about a separate place of business, is designed to separate the peddlers and home-based artisans from more substantial businessmen. The interviewer should be instructed to probe to make sure that the respondent has either a separate building for his business, or some rooms or a structure attached to the dwelling unit which are used almost exclusively for business purposes. For example, the family may run a restaurant in the front part of a structure and reside in rooms located at the back of the restaurant. They may eat their meals in the restaurant while working, but still use those rooms almost exclusively for business. A separate location, such as a spot on the street which a vendor customarily uses, is not to be regarded as a "separate place of business." Similarly, a woman who weaves a few baskets while sitting in her living room is not considered to have a separate place of business.

Question 3. asks about whether the family owns *any* power or motorized equipment, regardless of the kind, number, or value of that equipment. Although a more complete asset module might ask about ownership of specific types of equipment, ownership of any power equipment for use on the farm or in the business is an indication both of the adoption of modern techniques and of more extensive use of capital.

Question 5. asks about how many rooms in the dwelling unit is for the exclusive use of the respondent and her own family.

Questions 6. and 7. likewise ask about the assets of the respondent's family. Whatever the respondent considers as "her family" is to be accepted here.

Question 8. is to be based on observation by the enumerator. If the presence of electricity is not obvious by inspection, the respondent could be asked this question. The list of flooring, construction materials and roofing should be locally designated. Ideally the list in each case should range from the best to the worst materials, with a limit of about 4 or 5 choices. These choices should be pre-coded on the questionnaire so that the interviewer has only to check the appropriate choice. The choices on water supply are intended to separate out families who have their own running water within their house, at one extreme, families who use either a village well or a river at the other extreme, and in between, families who have a private but outside water source and those who share a water source with a restricted number of families.

Question 9.: Ownership of Modern Household Objects. A list of at least eight items is suggested. A common core of four items, a clock or watch, bicycle, radio, and sewing machine are suggested for use in all countries. At least four additional items should be selected for inclusion in each participating country. Ideally, the additional items should be chosen so as to include some items which are owned by a sizeable proportion of the population and some items which are available and highly desired, but owned by a smaller, though not insignificant proportion of families. A filter on the availability of electricity is suggested to restrict questions about ownership of electrical equipment to appropriate respondents.

COSTS AND BENEFITS MODULE

OBJECTIVES

Couples want children because they derive pleasure from them as well as economic benefits. Raising children also involves costs for parents. In developed countries, children rarely are a net economic asset since their cost far exceeds any contribution they might make to their parents. In LDC children can be an important asset to parents, as a source of labor, financial assistance and care in old age. Such economic considerations may influence a couple's decisions about family size. However, little empirical evidence is available on either the costs of children in LDC or on the economic contributions they make to parents.

In view of the importance of economic considerations in influencing behavior, data on the costs and benefits of children may make a valuable contribution to our understanding of fertility. The policy implications of such information are evident. Many diverse government policies already may be influencing these economic costs and benefits. For example, tax burdens frequently vary in relation to family size. Government education programs, child labor laws, or social security programs will affect the economic usefulness of children to parents. Rarely are the implications of such programs for population growth considered, in part because we lack data about ways in which the costs and benefits of children affect parents, not to speak of precise quantification of these costs and benefits. In some countries, explicit economic incentives are used or contemplated to influence population growth rates. It would seem necessary first to know in what sense children are viewed as economic assets or burdens.

This module is designed to be asked of the wife as an addition to the WFS core questionnaire. Because it is restricted to questions which can be asked of the wife in a brief addition to the interview, it can assess only limited aspects of the costs and benefits of raising children. The module begins with a couple of open-ended questions on the advantages and disadvantages of large versus small families. These questions have been used in a number of LDC and have yielded spontaneous responses about the economic costs and benefits of children.¹ The respondents had no difficulty in expressing their views and the answers were not difficult to categorize. The definition of a small and large family (in terms of number of children) will of course differ from country to country and must be adjusted to local views.

No direct questions are included on the maintenance *costs* of children. Parents rarely can pinpoint that portion of their routine every-day expenditures devoted to children. A detailed statistical analysis of budgets would require very extensive consumer expenditure data. Questions about the costs of children therefore are restricted to two types of child costs which seem particularly important and manageable. One is the parental perception of the costs of providing educational opportunities for their children. The aspiration level of parents for their children's future is rising throughout the world and education is perceived as an important avenue of advancement. Education expenses are readily identified as child-related and are likely to be a substantial item in the family budget. The other cost is the limitation

¹ These questions have been used in Taiwan, India and, in a similar form, in Thailand.

child care imposes on the wife's ability to work, either for pay or in a family enterprise. Many women in LDC contribute to family income by working on the family farm or business and this activity may be limited by the demands of child care. Child care probably limits even more severely the wife's ability to do work for pay in the market sector. Even in very poor countries women have some opportunities to work for pay, if only as agricultural laborers, and economic development may increase the employment options for women. The opportunity cost of time spent in child care and the effect this may have on fertility will depend on the availability of employment opportunities, the social acceptability of market work for mothers and the extent to which mothers can combine market work with the provision of adequate child care. It will also depend on the extent to which child care conflicts with work in a family enterprise. The WFS questionnaire already obtains information on wife's current and past labor force status. This module will add information on job availability and pay rates, child care arrangements, and on husband's and wife's attitudes about work for mothers. The economic *benefits* which children in LDC provide parents take the form of labor on the farm, in the business, or in the house, or of financial assistance to parents, particularly when the parents become old. Accurate measurement of the total benefits which children provide is not possible in a short question module, particularly since these benefits are received over the lifetime of the parents. The module includes a few questions on the benefits parents already have received, but most of the questions concern the types of assistance parents *expect* from their children, including the extent to which they regard them as their source of support for old age. Differing cultural conditions will determine the age at which children are economically useful and the extent to which sons and daughters have different roles. The questions are framed for LDC generally and will need modification to be suitable for particular situations.

COSTS AND BENEFITS MODULE

INTRODUCTORY QUESTIONS

"We are interested in studying the financial problems of parents in supporting children nowadays. We would like to ask you a few questions about your family."

1. "How many children do you have – children who are alive, including those living away from home?" _____
(Number of children)
2. "How old is your oldest child?" _____
(age of oldest child)

ADVANTAGES AND DISADVANTAGES OF LARGE AND SMALL FAMILIES

- A.1. "Most people feel that a couple with (5) or more children has a large family. In your view, what are the main advantages of having such a large family?"

A. 1a. "Are there any important disadvantages to having (5) or more children?"

() Yes () No (IF NO, SKIP TO Q. A. 2.)

(IF YES) 1b. "What are they?" _____

- A.2. "Most people feel that a couple with only (3) children or less has a small family. What are the main advantages of having such a small family?"

A. 2a. "Are there any important disadvantages to having only (3) children?"

() Yes () No (IF NO, SKIP TO Q. B. 1.)

(IF YES) 2b. "What are they?" _____

EDUCATIONAL ASPIRATIONS FOR CHILDREN

- B.1. "We are interested in some information about schooling for children. In your opinion, what is the *least amount* of education (if any) that a boy needs nowadays to make what you consider a satisfactory living?"

(INTERVIEWER: If the respondent answers by giving a level of schooling such as primary graduate, go on to ask:)

"Let's see, how many years of schooling _____ Number of years
would that amount to?" _____ of schooling _____

B.2. "Are your sons (any sons you might have) likely to go to school to at least that level?"

Yes () No () Depends ()

(Go to B.3.) ↓ (IF DEPENDS) "Depends on what?" _____

(IF NO) "Why is this so?"

(INTERVIEWER: Check as many reasons as given)

() School expenses are too high for our family

() Children needed for work; cannot go to school for that reason ✓

() Other reasons mentioned (Specify) _____

() No Reason given or reason not clear

B.3. "In your opinion, what is the least amount of schooling (if any) that is necessary for girls nowadays?"

(INTERVIEWER: If the respondent answers by giving a level of schooling, such as primary graduate, go on to ask:)

"Let's see, how many years of schooling would that amount to?"

Number of Years of schooling _____

B.4. "Are your daughters (any daughters you might have) likely to go to school to at least that level?"

Yes () No () Depends ()

↓ (IF DEPENDS) "Depends on what?" _____

(IF NO) "Why is this so?"

(INTERVIEWER: Check as many reasons as given)

() School expenses are too high for our family

() Children needed for work: cannot go to school for that reason ✓

() Other reasons mentioned (Specify) _____

() No reason given or reason not clear.

OPPORTUNITY COST OF WIFE'S TIME

Introduction

Q. 1. "Outside of taking care of your house and family, have you done any other work, either for pay or profit, or to help in a family farm or business during this past year?"

() Yes () No → (GO TO BOX I)

↓

1a. (IF YES) "What kind of work did you do?" _____

- 1b. "Did you do this work at home or away from home?"
() At home () Away from home () Other (Specify) _____
- 1c. "Were you working in a family farm or business, working for someone other than a family member or were you self-employed?"
() Worked for someone else → (GO TO BOX III)
() Self-employed → (GO TO BOX III)
() Worked in a family farm or business* → (GO TO BOX II)

* Low Priority Choice in that women who combine help on the farm with working for someone else or self employment should be routed to Box III, which has higher priority.

BOX I (FOR THOSE WHO HAVE NOT WORKED IN PAST 12 MONTHS)

C.1. "If you wanted to work to earn money, do you think you could find work around here which would be alright for you?"

- Yes or yes, qualified
- Maybe, uncertain, don't know
- No or no, qualified (SKIP TO Q. C.2.)

C.1a "What kind of work might that be?" _____

C.1b "Is this work that you would do year-round or would it be available only at certain times of the year?"

- Seasonal work (GO TO Q. C. 1d)
- Year round work

↓

C.1c "When you do that kind of work, how much would you be likely to earn for a days (or a weeks) work?"

Likely Earnings per day _____

Likely Earnings per Week _____

Family Work - no pay involved ()

C.1d "Are you interested in finding some work?"

- Yes
- No
- Maybe; depends. "On what does it depend?" _____

C.2. "Do you think it is alright for a mother to work if her children can be adequately cared for, or should she confine herself to caring for the children and doing housework?"

(INTERVIEWER: Check only one response)

- Should confine herself to child care and housework
- Alright for mothers to work; or alright, qualified
- Depends "On what does it depend?" _____
- Uncertain; don't know

C.3. "And how would your husband feel about your working?"

(INTERVIEWER: Check only one response)

- Against it; thinks I should confine myself to child care and housework; Against it; qualified
- Wouldn't mind; thinks it's a good idea to work
- Depends. "On what does it depend?" _____
- Uncertain; don't know

C.4. "In your case how would the children be cared for while you were at work?"

(INTERVIEWER: Check as many as are mentioned)

- Children old enough to get along without any supervision; in school, working, etc.
- I could work at home, so it's no problem
- Could take children with me to work
- Siblings or other family members could care for children
- Servants can take care of children
- It would be difficult to provide adequate care
- Other (Specify) _____

BOX II (FOR THOSE WHO HAVE WORKED IN A FAMILY ENTERPRISE DURING PAST YEAR)

C.5. "You told us earlier that you have been working on the family farm (in the business) during the past year. How many hours have you worked in the average week during the past year?"

Hours worked in average week _____

C.6. (INTERVIEWER: Obtain filter from WFS Core Questionnaire, as follows)

Have living children

Have no living children

↓

(SKIP TO C.6d)

"Some women find that having children makes it difficult for them to work in the family business (on the farm) as much as they want to. In your case, does caring for your children interfere with your ability to work in the business (on the farm)?"

Yes

No ————— (GO TO C.6c)

↓

C.6a (IF YES) "Does it interfere a great deal, somewhat, or only a little?"

Interferes a great deal

Interferes somewhat

Interferes only a little

C.6b "In what way do they interfere with your ability to work?" _____

(GO TO C. 7)

C.6c (IF NO) "How much would having another baby interfere with your ability to work? Would it interfere a great deal, somewhat or only a little?"

Would interfere a great deal

Would interfere somewhat

Would interfere only a little

(GO TO C. 7)

C.6d (FOR WOMEN WITH NO LIVING CHILDREN)

"How much would having a baby interfere with your ability to work?

Would it interfere a great deal, somewhat, or only a little?"

Would interfere a great deal

Would interfere somewhat

Would interfere only a little

C.7. "In addition to helping on the family farm (business), did you do any work by yourself during the past year for which you earned any money?"

Yes

No

(IF YES) "What kind of work was that?" _____

"About how many hours did you spend

on such work in the average week?" _____

(hours) (Explain if necessary)

BOX II CONTINUED

- C.8. "If you wanted to work to earn money outside of your family business (your family farm), do you think you could find work around here which would be alright for you?"
 Yes or yes, qualified
 Maybe, uncertain, don't know
 No or no, qualified (SKIP TO Q C. 9.)
- C.8a "What kind of work might that be?" _____
- C.8b "Is this work that you would do year-round or would it be available only at certain times of the year?"
 Seasonal work (GO TO Q C.8d.)
 Year-round work
↓
- C.8c "When you do that kind of work, how much would you be likely to earn for a days (or a weeks) work?"
Likely Earnings per day _____
Likely Earnings per Week _____
- C.8d "Are you interested in finding such work?"
 Yes No Maybe; depends
"On what does it depend?" _____
- C.9. "Do you think it is alright for a mother to work away from home if her children can be adequately cared for, or should she stay at home?"
(INTERVIEWER: Check one response only)
 Should stay at home
 Alright for mothers to work
 Depends. "On what does it depend?" _____
 Uncertain
- C.10. "And how would your husband feel about your working outside of the family enterprise?"
(INTERVIEWER: Check one response only)
 Against it; Against it, qualified
 Wouldn't mind; thinks it's a good idea to work
 Depends. "On what does it depend?" _____
 Uncertain; don't know
- C.11. "What additional provision would you have to make for the care of your children if you were to work outside the family enterprise?"
 Children could be cared for as they are now
 Could take children with me to work
 Siblings or other family members could care for children
 Servants could care for children
 It would be difficult to provide adequate care
 Other (Specify) _____

BOX III (FOR THOSE WHO HAVE WORKED FOR SOMEONE ELSE OR WERE
SELF EMPLOYED DURING THE PAST YEAR)

C.12. "You told me earlier that you have done some work for pay or profit this past year. How many hours have you worked in the average week during this past year?"

Hours worked in average week: _____

C.12a "How much have you been earning from this work in the average week?"

Earnings _____

(Per Week)

C.13. "And how does your husband feel about your working?"

(INTERVIEWER: Check one response only)

Against it; thinks I should not work

Doesn't mind; thinks it is a good idea to work

Other (Specify) _____

Uncertain; don't know.

C.14. (INTERVIEWER: Obtain filter from WFS Core Questionnaire, as follows)

Have living children

Have no living children

↓

(SKIP TO C. 16.)

"Some women find that having children makes it difficult for them to work as they want. In your case, does caring for your children interfere with your ability to work?"

Yes No → (GO TO C. 14c)

↓

C.14a (IF YES) "Does it interfere a great deal, somewhat, or only a little?"

Interferes a great deal

Interferes somewhat

Interferes only a little

C.14b "In what way do they interfere with your ability to work?" _____

(GO TO C. 15.)

C.14c (IF NO) "How much would having another baby interfere with your ability to work? Would it interfere a great deal, somewhat or only a little?"

Would interfere a great deal

Would interfere somewhat

Would interfere only a little

BOX III CONTINUED

- C.15. "In your case how are the children cared for while you are at work?"
(INTERVIEWER: Check as many as are mentioned)
- Children old enough to get along without supervision, in school, working, etc.
 - I work at home (so it's no problem)
 - Take children with me to work
 - Siblings or other family members care for children
 - Servants care for children
 - Other (Specify) _____

(GO TO C. 17.)

- C.16. (FOR WOMEN WITH NO LIVING CHILDREN)
"How much would having a baby interfere with your ability to work? Would it interfere a great deal, somewhat, or only a little?"
- Would interfere a great deal
 - Would interfere somewhat
 - Would interfere only a little

(ASK EVERYONE)

- C.17. "Have you also helped in a family farm or business during the past year?"
- Yes No
- (IF YES) "About how much of such work did you do in the average week?"

(hours)

(explanation if necessary)

BENEFITS

D.1. "Children often help on the farm, in the business, or around the house. Thinking of a family like your own, at what age would you say sons begin to make a useful contribution to the work that needs to be done?"

_____ () (No help or contribution expected)
(age)

D.1a. "And how about daughters, at what age would they begin to make a useful contribution?"

_____ () (No help or contribution expected)
(age)

D.2. (FOR FAMILIES WITH AT LEAST ONE CHILD AGED 8-12 YEARS LIVING IN THE HOUSEHOLD) (Others go to Q. D.3.)

"Do your children between the ages of 8 and 12 years presently help (on the farm) (in the business) or around the house?"

() Yes () No (IF NO, SKIP TO Q. D.3.)

(IF YES) D.2a "What kind of help do they give you?" _____

D.2b "How valuable is that help to you? Is it a great deal of help, a moderate amount of help or only a little help?"

(INTERVIEWER: Check only one response)

- () A great amount of help
- () A moderate amount of help
- () Only a little help
- () No value; more trouble than help
- () Other (Specify) _____

D.3. (FOR FAMILIES WITH AT LEAST ONE CHILD OVER THE AGE OF 12) (Others go to D.4.)

"You told me that you had children over 12 years of age. Are any of them yet unmarried?"

() Yes () No (IF NO, SKIP TO Q. D.4.)

(IF YES) D.3a "Do any of these unmarried children over 12 presently work for pay?"

() Yes () No (IF NO, SKIP TO Q. D.4.)

(IF YES) D. 3b "Are they contributing any of their earnings to the household regularly, occasionally, or not at all?"

Regularly Occasionally Not at all

D.4. (ASK OF EVERYONE)

"Do you expect that your children later on are likely to help the family for a while by working for pay and contributing to your household?"

Yes No Uncertain

D.5. (ASK OF EVERYONE WHO HAS EITHER A FAMILY BUSINESS OR FARM)

"Grown sons often are expected to take over the parents' (business) (farm). How many sons with their families could this (business) (farm) support?"

- One
- One or two
- Two
- Two or three
- Three
- More than three
- None
- Respondent wants sons to do other work
- Uncertain; Depends (Specify) _____

D.6. "What means of financial support do you think you might have when you and your husband are old and your husband can no longer work?"

(INTERVIEWER: Check as many as are mentioned)

- Help from children
- Savings or income from farm, business or other property
- Pension or social security
- Other (Specify) _____
- None

D.6a "Do you expect to rely for financial support on your children a great deal, only a little, or not at all?"

(INTERVIEWER: Check only one response)

- Rely a good deal
- Rely only a little
- Not rely at all
- Depends ("On what does it depend?") _____

D.7. "When your children are grown up and married, do you expect to live together at any time with any of your married children?"

Yes No Uncertain or depends

↓

↓

↓

D.7b "On what does it depend?"

↓

D.7a (IF YES) "Do you expect to live with them only for a few years after their marriage, for the rest of your life, or only when you are old?"

Few years after marriage

Rest of life

Only when old

Other, including some combination of above

Specify _____

QUESTION NOTES

Questions A.1. and A.2.: These questions are designed to get the respondent's general views on the advantages and disadvantages of large and small families. For each country a specification must be made as to the number of children that constitutes a large and a small family. (These could be obtained from earlier KAP surveys or in the pre-test). These questions have been tested in a number of LDC with excellent results. The respondents, if encouraged, talk freely about their views. It should be noted that we are *not* asking the respondent why one has chosen a particular number of children as her ideal family size. Therefore these questions should not be placed adjacent to questions about ideal family size in the questionnaire, lest it create confusion about the conceptual orientation of the questions. A possible code for questions A.1. and A.2. is included in Appendix A following.

Questions B.1. and B.3.: We are measuring educational aspirations for children in this series of questions and first want to know what respondents see as the minimum schooling needed for a boy, and then for a girl. The additional questions with reference to daughters should be included wherever appropriate. Question B.1. is not designed to obtain the parents' educational aspirations for their own sons, but to get a more *general view* of what they consider the necessary *minimum* education for a boy, if he is to make what they consider a satisfactory living. Personal aspirations for their own children are left out purposely, because parents tend to state unreasonably high aspirations for their own children, frequently beyond what is at all likely. It is hoped that this approach may obtain from the parents a more realistic level of the value they attach to education.

The objective in asking that school attainment aspirations be given in years of schooling

rather than level of schooling is to obtain comparable data as between countries and areas. If the schooling levels in the surveyed areas are clearly defined so that this conversion can be made in coding, then it would be satisfactory to get the answer in terms of schooling level and convert it later. In case of doubt, it would be wisest to get the respondent to indicate the number of years of schooling he has in mind. Note that these questions have been worded so that they can be asked of persons who have no children. This is important since we would like the educational aspirations of all couples, even though they have just started family building.

Questions B.2. and B.4.: In these questions we are trying to find out if their sons and daughters are likely to attain these levels of schooling. These questions should be asked of everyone, with the exception of couples who are unable to have children at all (have no living children and are not fecund). If they say their sons or daughters may not attain this schooling level, they are asked why and a group of pre-coded reasons are given. The rationale here is to separate out economic reasons from other reasons. When "Other Reasons" are mentioned, we ask the interviewer to specify them, so that they can be classified as economic and non-economic during the coding process.

In some countries, alternative pre-coded choices might be appropriate, such as "school too far away," or "teacher does not treat our children well." In these questions, we want to get all the respondent's reasons for children stopping school, so all his comments should be checked and entered.

Question Set on Opportunity Cost of Wife's Time – C.1. to C.15.: The objective of this question set is to obtain information to be used in analyzing the relationship of the wife's labor force behavior to her fertility behavior. One thing which must be measured is the loss of income to the family because the wife must devote time to children care. As indicated in the WFS Occasional paper No. 11, estimating this economic cost involves measuring the wife's earning capacity, which depends both on the availability of jobs which she is willing to do and her present or potential wage rate. Two additional important factors affecting the wife's opportunity cost in working are her husband's attitude towards her labor force participation and the availability of alternative child care. Another way in which labor force participation may affect fertility is the opportunity it provides for the wife to participate in a non-familial network of social relations. Work which brings the wife in contact with the market sector or at least extends her contact beyond the immediate family is likely to be a modernizing force which is important for fertility behavior.

Different kinds of work situations will have different impacts on the wife's ability to work and will also differ in the extent to which the work experience is a modernizing force. Work for pay in the market sector is most likely to conflict with child care since it requires the wife to work regular hours, usually (but not always) away from home; it is also most likely to provide non-familial modernizing contacts. However, in some situations child care also may impede the ability of wives to work on the family farm (or business). In fact, women in rural Thailand have volunteered this as a reason for wanting family planning. Since only

scanty data are available on the extent to which differing work situations can affect fertility, this module collects data on all work done outside of housework, whether or not it is done for pay and whether or not it is done for a family enterprise. This objective is pursued in full recognition of the difficulties involved in measuring the meaningful work input of women in rural areas since all farm women do at least minor farm chores. However, it seems wisest to collect information about the full range of work activities so that the researchers can decide later how best to classify the different kinds of work activities for analysis purposes. Thus for each woman who works, information will be collected on several aspects of her work activity which may affect fertility: whether she works at home or away from home, whether she works for some one other than a relative or family member and whether she works for pay or profit or is an unpaid family worker.

The definition of work is very broad. It includes, of course, work for wages or a salary. In some countries, women's work for others may be paid in kind, or even in labor performed for the family; this too can be considered as paid work. Work includes any form of self-employment which the woman engaged in. For example, women who weave mats or do embroidery for sale are to be included, even if the work is done only part-time at home, and even if the pay is received in kind or by barter rather than in money. It is true that such activities may be very minor and thus unimportant. If so, the question on hours spent at such work will reveal this and the casual self-employed can be separated from the more serious entrepreneurs for analytical purposes. Unpaid work in family enterprises is also included within the definition of work activities.

The questions are limited to labor force activity during the past year. Although longer-term labor force information would be useful, it is not possible to collect this without a fairly complicated series of questions. Similar sequences of questions related to labor force participation are provided for women who have not worked at all during the past year (Box I), for those who have worked but only in a family enterprise (Box II), and for those who have worked for others or have been self-employed (Box III). This does not lengthen interviewing time since only one box will be relevant for each woman, and it facilitates asking questions which are pertinent in wording and substance for women with differing labor force participation. To begin, questions are asked to filter wives by working status during the past year. If this information is obtained in other parts of the questionnaire, the filter would refer to these questions. Some women who help in a family enterprise also do some other work for pay or profit. If in answer to the introductory questions on women's work, the wife mentions both work for pay and profit and work in a family enterprise, the former takes precedence and Box III (for those who have worked for pay or profit) should be utilized. This box contains a question as to whether the wife has also worked in a family enterprise, so information on both work activities will be obtained. If she mentions only work in a family enterprise, Box II will be utilized. Since some wives may neglect to mention additional work they have done for pay if their work on the family farm (or business) seems most important, Box II contains a specific question on additional work done for pay or profit.

Question C.1.: The purpose of these questions is to enable us to estimate what her potential earning capacity is, so we can attach some economic value to the time spent caring for children. We recognize that these questions may be difficult for some women, but they should be encouraged to give their best guesses so we get some idea about perceptions of work availability. The “yes, qualified”, and “no or no, qualified” are intended to allow the interviewer to combine answers which give an unequivocal “yes” and those which say “yes, but . . .,” etc.

Question C.1b and C.1c attempt to estimate a potential wage rate for women who indicate they could find work to earn money. In many LDC such jobs will be primarily in agriculture and are likely to be only seasonally available; question C.1b obtains this information. If the respondent indicates that full-time work is available, she is asked how much she might earn if she took such a job. Since the pay might be received either by the day or by the week, provision is made to record expected pay in either way. Only the appropriate blank should be used; do not fill in both. In coding, this information will have to be standardized into a wage rate per day, assuming perhaps a 5-day week as a likely norm. Some women might say they could work with their husbands on the family farm (in the business). This is a legitimate work activity and should be recorded. However, this is unlikely to involve work for pay, so provision is made in question C.1c to record the fact that it is family work with no pay involved. Question C.1d asks whether they would like to work. This last question can be used analytically, with the desire for additional children, to see if they are interrelated.

Question C.2.: This question is intended to get the non-working mother’s views on the appropriateness of work for mothers in general. It is purposely made impersonal to attempt to get more general views of a mother’s role, instead of her analysis of her own situation. Note that the choices are not to be read and only one can be checked. “Alright for mothers to work; or alright, qualified” includes cases where the respondent says “it’s alright if the children are old enough or if my husband doesn’t mind,” thus qualifying her approval by specific conditions.

Question C.3.: This question is intended to get the wife’s perception of her husband’s attitude toward her working, given the present circumstances. The “against it; qualified” includes such statements as “he wouldn’t like it but would accept it if we really needed the money or if the children were older,” indicating approval under specific conditions. If they simply say “it depends,” check this choice and probe for the reason. Only one response should be checked and the choices should not be read to the respondent.

Question C.4.: This question asks how their children would be cared for if they were to work so that we get some idea of how much of a barrier child care is to their working. As many responses as mentioned are to be checked since she might use different alternatives for children of different ages. The question should not be asked of women who currently have no living children and are not fecund. This avoids offending women who can not have children. The core questionnaire provides the information for the necessary filter.

Question C.6.: This question directly tries to ascertain if children conflict with the wife’s

work in a family enterprise. Since some women may have only older children who no longer need care, if the woman says caring for her present children does not interfere with her working she is then asked C. 6c – to what extent an additional child would interfere with her ability to work. Only one choice is to be checked. Question C. 6 should be asked only of women who have living children as it asks about how they care for their children while they work. Question C. 6d is for women who can have children, but do not now have living children, asking whether having a baby would be a problem for their work.

Question C. 7.: Some women might have done some work for pay or have been self-employed in addition to working in a family enterprise. They may not have mentioned it earlier if their paid work was much less time-consuming than their work in the family enterprise. We would like to get all work activities, so this question asks specifically about such additional work. It is recognized that the estimate of time spent on such work will be very rough, but it will still help to classify such work effort as between that which is fairly substantial and that which is inconsequential. Thus, it is important to press for some estimate of this time input. If it is impossible to get an estimate of the *average* hours per week because the work is too seasonal or she refused to make such an estimate, note all she tells about what periods she works – (seasons, number of months, weeks, etc.) and any information on hours of work.

Questions C. 8.-C. 11.: These explore the possibilities of work outside of the family business or farm and attitudes toward such work. Since work in family enterprises is less likely to conflict with child care or to be modernizing, the possibilities for and interest in other types of labor force participation can be related to fertility. Question C. 8 is like C. 1. above. Question C. 9. is like C. 2., except that it asks about work away from home since most work in a family enterprise will be based at the home. If these questions are used in a country where family enterprises are usually based outside the home, it might be desirable to modify this to read “alright for a mother to work for someone other than the family” . . . C. 11. explores the problems of child care which work outside the family enterprise would entail. For Q. C. 11. use same sensibility filter as in C. 4.

Questions C. 12.-C. 17.: This sequence contains the same type of questions but oriented to women who are currently either self-employed or working for others. Questions C. 14. & 15. require the same filters as questions C. 6. and C. 11., respectively.

BENEFITS FROM CHILDREN

In this section we are exploring the economic benefits parents have already received or expect to receive from their children. The benefits which children can give fall into three categories: help through work, financial help to the family, and support for parents in their old age.

Question D. 1.: This question is designed to get parents views as to how old children must be before they can make a useful work contribution. This question is asked separately for sons and daughters because their contributions and the relevant age is likely to be different. The expected answer is one particular age but some respondents may indicate two ages, specifying different ages for different kinds of work. If so, write this down and it can be coded later. A

few respondents may refuse to designate an age, saying they don't want their children to help. For them an appropriate check box is provided, *but this is not to be suggested to the respondent as a choice.*

Question D.2.: These questions on present help through work from children should be restricted to parents whose children are old enough to do such work. The choice must be made in each country as to what age a child must be in order to perform some helpful work. This question has also been restricted to children not over 12 years of age, assuming that children 13 or older in LDC will invariably help their parents. Each country will have to decide which age group will provide the most meaningful information about physical help from growing children. An appropriate filter should be utilized and the designated group should be clearly specified in the question wording. Both the household schedule and the core questionnaire contain the ages of the couple's children, so this will provide the needed filter data. After finding out if they help, and what kind of help, D.2b, inquires how important this help is to the respondent. The objective is to obtain a ranking, from very little help to very much help, of how the respondent evaluates the help his children give by working in the house or family enterprise. The wording of the first three choices which constitute this scale is chosen to facilitate such a ranking. Only the three choices included in the question are to be read. The other two listed choices *are not to be read.* Only one choice should be checked.

Question D.3.: This question should be asked only of couples whose children (or at least one child) are old enough to be able to earn some money. The designated age must be chosen for each country. This has been restricted to help from unmarried children, assuming parents in the age ranges selected for a fertility survey would be less likely to receive help from married children. This question seeks to ascertain whether families whose children already are old enough to earn money are, in fact, receiving some financial help from them.

Question D.4.: This question requires a sensitivity filter, so it is not asked of persons who do not and can not have children. It is a general question, designed to get expectations for financial help from children later on.

Question D.5.: This is designed to ascertain whether having children to take over the family farm or business is beneficial to the parents. Frequently, having a son to take over the farm or business can be one important benefit of children. However, if the parents have more children than the enterprise can support, their children may constitute a problem rather than a benefit in this respect. This information should be analyzed in conjunction with the number of sons.

Question D.6.: This question is designed to ask about what support the couple is counting on for their old age when they are too old to work. We are particularly interested in how many expect to rely on their children. No suggested answers are to be mentioned, but all sources of support which they indicate are to be checked. Then we specifically ask whether they expect to rely on their children and the scale of choices is here included in the question. Only one response is to be checked. The purpose in this sequence is to find out what they see as their means of support when they are too old to work. If the wife says she'll work

when her husband cannot work we are not getting the desired concept across and the interviewer should explain more fully.

Question D.7.: This question explores a particular aspect of old age and of family dependence – whether they expect to live with their married children. It asks first whether they expect to live with their married children at any time. If they say they are not certain or that it depends on circumstances, they should be asked 7b – on what does it depend. If they say they do expect to live with their children, they should be asked whether they expect to live with them at particular periods. Three choices are specified in the question. The fourth listed choice should not be suggested but used only when necessary.

APPENDIX A

SUGGESTED CODE FOR QUESTIONS A.1. AND A.2.

A.1. "Most people feel that a couple with (5) or more children have a large family. In your view, what are the main advantages of having such a large family?"

Code:

- 1. Less worry about child deaths
- 2. Other non-economic advantages
(Children are fun, interesting; quality of home life better; happier family; stronger family ties)
- 3. Economic advantages
(More people to earn money, support parents; more people to help on farm, in business or around house; siblings can help each other financially; more chance to have gifted or successful child)
- 4. Uncertain; depends; ambiguous whether economic or non-economic advantages; unable to give reasons
- 0. No advantages in having large family

A.1a. "Are there any important disadvantages to having (5) or more children?"

- Yes No (GO TO Q. A.2.)

(IF YES) 1b. What are they? _____

Code:

- 1. Non-economic disadvantages
(Quality of family life suffers, noise, quarrels, etc., health of mother may suffer; children may get less care)
- 2. Economic disadvantages
(Cost of bringing up children; cost of education, housing etc. Can't give children so much education; mother can't work)
- 3. Depends; uncertain; ambiguous whether economic or non-economic advantages; no reasons given
- 0. No disadvantages in having large family

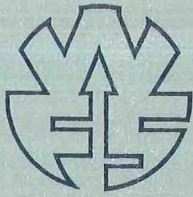
A.2. "Most people feel that a couple with only (3) children or less has a small family. What are the main advantages of having such a small family?"

Code:

- () 1. Non-economic advantages
(Quality of family life better, less noise, quarrels etc., Better for health of mother; children can get more care)
 - () 2. Economic advantages
(Cost of bringing up children less; cost of education, housing, etc.; can give children more education; mother can work more)
 - () 3. Uncertain; depends, ambiguous whether economic or non-economic advantages; no reasons given.
 - () 0. No advantages in having small family
- A.2a. "Are there any important disadvantages to having only —— children?"
() Yes () No
(IF YES) 2b. "What are they?"

Code:

- () 1. More worry about child deaths
- () 2. Other non-economic disadvantages
(Miss the fun of children; poorer quality of home life; less happy family; weaker family ties)
- () 3. Economic disadvantages
(Fewer persons to earn money, support parents; fewer persons to help on farms, in business or around house; siblings can't help each other financially as much; less chance to have gifted or successful child)
- () 4. Uncertain; depends; ambiguous whether economic or non-economic disadvantages; unable to give reasons
- () 0. No disadvantages to having small family.



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