

# **Strengthening Evidence for Programming on Unintended Pregnancy (STEP UP)**

## **Developing and Validating Measures of Unintended Pregnancy and Reasons for Contraceptive Non-use among Married Women in Nairobi's Informal Settlements**

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### **Interviewer's Manual**



**August, 2016**

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## I. INTRODUCTION

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The Strengthening Evidence for Programming on Unintended Pregnancy (STEP UP)'s *developing and validating measures of unintended pregnancy and reasons for non-use of contraceptives project* is a survey designed to provide information on fertility desire, unintended pregnancy, and reasons for non-use of family planning in Kenya and Bangladesh. The study will be conducted in Nairobi and Homa-Bay County in Kenya and Matlab in Bangladesh in collaboration with London School of Hygiene and Tropical Medicine, Population Council, African Population and Health Centre, icddr,b and Ohio State University. The survey will involve interviewing a randomly selected group of female respondents who are between the ages of 15 and 39 years and are married or living with partner. These respondents will be asked questions about their background, the children they have given birth to, their knowledge and use of family planning methods, their fertility desire, and other information that will be helpful to policy makers and administrators in health and family planning fields.

You are being trained as an interviewer for this project. After the training course, which will take about a week to complete, selected interviewers will be working in teams and going to different parts of the study site to interview women in *Korogocho and Viwadani*. Depending on the areas assigned to your team and on how well you perform the tasks given to you, you may be working on this study for about 1 month. However, we have recruited more interviewers to participate in the training course than are needed to do the work, and at the end of the course, we will be selecting the best qualified among you to work as interviewers. Those not selected may be retained as alternates.

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

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

## A. Survey Objectives

The objectives of this study are:

1. To measure the validity of enhanced prospective fertility preference data in terms of the power to predict subsequent pregnancy/births.
2. To measure the validity of enhanced prospective fertility preference and other possible influences to predict contraceptive use-continuation, adoption and unmet need for family planning.
3. To assess consistency of prospective fertility intentions and retrospective statements about intendedness.

## B. Study Sample

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

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

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

The accuracy of a sample survey also helps control or prevent bias from creeping into the results, the selection of people included in the sample must be absolutely random. This means that every person in the total population to be studied has the same opportunity to be selected in the sample. This is why it is so important to make callbacks to reach those people who are not at home, since they may be different from people who are at home. For example, it may be that women who have no children are more likely to be working away from the house, and if we don't call back to interview them, we may bias the fertility estimates.

For this study, the sample consists of a sample of married women that have been randomly selected to be included in this study from the list of individuals living in the Nairobi DSS. Each of these women aged 15-39 and are married or living with partner will be interviewed using the Women's study questionnaire designed for this study. We expect to interview about 2,600 women in this survey.

## C. Survey Organization

This study is being conducted at the request of the United Kingdom's Department for International Development (DFID), and provided financial support for the study.

The African Population and Health Research Center (APHRC) are the principal investigators for this study in Nairobi. The APHRC will take responsibility for operational matters including planning and conducting fieldwork, processing of collected data and organizing the writing and distribution of reports. Staff from the APHRC will be responsible for overseeing the day-to-day technical operations

including recruitment and training of field and data processing staff and the supervision of the office and field operations.

During fieldwork, you will work in a team consisting of 34 female interviewers, a supervisor, and a field coordinator.

At APHRC offices, there will be a team of researchers and coordinators responsible for supervising fieldwork teams. These coordinators will ensure regular progress of data collection. They will monitor data quality and provide for the regular synchronization of completed interviews to the main server for the project. Data analyst and a computer programmer also will be assigned to the project.

#### D. Survey Questionnaires

You will use the Study Questionnaire to interview the women you are assigned. The Questionnaire collects information on the following topics:

- Section 1: Screening
- Section 2: Respondent's Background
- Section 3: Reproduction
- Section 4: Contraception
- Section 5: Reasons for non-use of contraceptives (General)
- Section 6: Reasons for non-use of contraceptives (Method-specific)
- Section 7: Fertility preferences

#### E. Interviewer's Role

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

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

- Locating the structures and households in the sample
- Identifying all eligible respondents in those households
- Interviewing all eligible respondents in the households using the Study Questionnaire
- Checking completed interviews to be sure that all questions were asked and the responses neatly and legibly recorded
- Returning to households to interview respondents who could not be interviewed during the initial visit.

These tasks will be described in detail throughout this manual.

#### F. Training of Interviewers

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

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

- Questionnaire and tablets
- Interviewer's Manual
- Study information sheets and consent forms

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

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

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

After you have learnt how to fill the paper questionnaire, you will be trained on the use of computer tablets. It is important for you to learn both the paper questionnaire and the computer tablet.

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

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

#### G. Supervision of Interviewers

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

- Spot-check some of the addresses selected for interviewing to be sure that you interviewed the correct households and the correct respondents
- Review each interview to be sure it is complete and consistent
- Observe some of your interviews by sitting in, to ensure that you are asking the questions in the right manner and recording the answers correctly
- Meet with you on a daily basis to discuss performance and give out future work assignments
- Help you resolve any problems that you might have with finding the assigned households, understanding the questionnaire, or dealing with difficult respondents.

#### H. SURVEY Regulations

**The project Principal Investigator (PI) may terminate the services of any interviewer who is not performing at the level necessary to produce the high-quality data required to make the study a success.**

For the workload to be equally divided and the support equally shared, the following survey regulations have been established and will be strictly enforced:

1. Except for illnesses, any person who is absent from duty during any part of the training or any part of the fieldwork (whether it is a whole day or part of a day) without prior approval from the supervisor may be dismissed from the survey.
2. The selection of the survey team members is competitive; it is based on performance, ability, and testing results during the training. Therefore, any person found offering assistance to or receiving assistance from another person during tests will be dismissed from the survey.
3. Throughout the survey training and the fieldwork period, you are representing APHRC. Your conduct must be professional and your behavior must be congenial in dealing with the public. We must always be aware of the fact that we are only able to do our work with the good will and cooperation of the people we interview. Therefore, any team member who is consistently overly aggressive, abrupt, or disrespectful to the people in the field may be dismissed from the survey team.
4. For the survey to succeed, each team must work closely together, sharing in the difficulties and cooperating and supporting each other. We will attempt to make team assignments in a way that enhances the cooperation and good will of the team. However, any team member who in the judgment of the field supervisor and project PI creates a disruptive influence on the team may be asked to transfer to another team or may be dismissed from the survey.
5. It is critical that the data gathered during the fieldwork be both accurate and valid. To control for inaccurate or invalid data, spot checks will be conducted. Interviewers may be dismissed at any time during the fieldwork if their performance is not considered adequate for the high quality this survey demands.
6. The study data are confidential. **They should not be discussed with anyone other than members of your survey team.** Under no circumstances should confidential information be passed on to third parties. In keeping with this policy, it is also important that you never interview anyone you may know in the survey. Persons breaking these rules, and therefore the confidence placed in them, will be dismissed.

#### I. Sexual Harassment

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

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

Anyone who feels that he or she has been the target of sexual harassment or who has witnessed an apparent incident of harassment should immediately report the incident to his or her supervisor, or to the project PI.

## II. CONDUCTING AN INTERVIEW

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

### A. Building Rapport with the Respondent

The supervisor will assign an interviewer to make the first contact with each of the women selected for the study.

As an interviewer, your first responsibility is to establish a good rapport with a respondent. At the beginning of an interview, you and the respondent are strangers to each other. The respondent's first impression of you will influence their willingness to cooperate with the survey. Be sure that your manner is friendly as you introduce yourself. Before you start to work in an area, your supervisor will have informed the local leaders about this activity. You will also be given a letter and an identification badge that states that you are working with APHRC.

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

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

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

You must obtain a respondent's informed consent for participation in the survey before you begin an interview. Please read the study information sheet and consent form to the respondents. Answer any questions the respondent may have. This information assures respondents that participation in the survey is completely voluntary and that it is their right to refuse to answer any questions or stop the interview at any point. Be sure to read the informed consent statement exactly as it is written before asking a respondent to participate in a household or individual interview.

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

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

#### 4. **Assure confidentiality of responses.**

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

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

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



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

The respondent may also be concerned about the length of the interview. If they ask, tell female respondents that the interview usually takes about 45 minutes. Indicate your willingness to return at another time if it is inconvenient for the respondent to answer questions then.

Respondents may ask questions or want to talk further about the topics you bring up during the interview, e.g., about specific family planning methods. It is important not to interrupt the flow of the interview so tell them that you will be happy to answer their questions or to talk further after the interview.

## **6. Interview the respondent alone.**

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

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

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

- If there is more than one eligible respondent in the household, you must not interview one in the presence of the other
- Extra effort should be made to gain privacy if the other person is of the opposite sex, particularly the husband or wife. One way to ensure privacy in this case is to have the husband and wife interviewed simultaneously in two different areas of the household

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

## **B. Tips for Conducting the Interview**

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

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

The questions are all carefully worded to be neutral. They do not suggest that one answer is more likely or preferable to another answer. If you fail to read the complete question, you may destroy that neutrality. For example, the following is a question in the study: “Would you like to have another child or would you prefer not to have any more children?” It is a neutral question. However, if you only ask the first part—“would you like to have another child?”—you are more likely to get a “YES” answer. This is what we call a “leading question.” That is why it is important to read the whole question as it is written.

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

“Can you explain a little more?”

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

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

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

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

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

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

**4. Handle hesitant respondents tactfully.**

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

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

If the respondent is reluctant or unwilling to answer a question, explain once again that the same question is being asked of women or men all over the site and that the answers will all be reported in summary form. If the respondent is still reluctant, simply write REFUSED next to the question and proceed as if nothing had happened. Remember, the respondent cannot be forced to give an answer.

**5. Do not form expectations.**

You must not form expectations of the ability and knowledge of the respondent. For example, do not assume women from rural areas or those who are less educated or illiterate do not know about family planning or various family planning methods.

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

Ask the questions slowly to ensure the respondent understands what is being asked. After you have asked a question, pause and give the respondent time to think. If the respondent feels hurried or is not allowed to formulate their own opinion, they may respond with “I don't know” or give an

inaccurate answer. If you feel the respondent is answering without thinking just to speed up the interview, say to the respondent, “There is no hurry. Your opinion is very important, so consider your answers carefully.”

### C. Language of the Interview

The questionnaires for the study are in English and have also been translated into Kiswahili. One of the first things you will do when you approach a household to do an interview is to establish the language or languages that are spoken there. Respondents will be interviewed in the language they are most comfortable with.

If in some cases, it is not possible for you to find a language which both you and the respondent speak, tell your supervisor or Team Leader so that he or she can arrange for that another person to conduct the interview.

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

### **III. FIELDWORK PROCEDURES**

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

#### **A. Preparatory Activities and Assignment Sheets**

##### **1. Interviewer's Assignment Sheets and Cover Sheets**

Each morning, your supervisor will brief you on your day's work and explain how to locate the respondents assigned to you. The identifying information such as the household number, structure number or address, name of the head of the household will be written on a cover sheet that will be given to you daily. An Interviewer Assignment Sheet will be provided to you allow you include information of the work completed in the field on a daily basis. This sheet also allows us to monitor the work you are doing.

At the beginning of each day, you should examine the cover pages of your questionnaires to see if you made any appointments for revisiting a household or eligible respondent. If no appointments were made, make your callbacks to a respondent at a different time of day than the earlier visits; for example, if the initial visits were made in the early afternoon, you should try to arrange your schedule so you make a call back in the morning or late afternoon. Scheduling callbacks at different times is important in reducing the possibility of missing a respondent.

You will return the cover sheet for eligible women to your team leader as soon as you have completed work in a household. At the end of the each day, your team leader and supervisor will go over the completed interview before it uploaded to the server. Be sure to record information on the result of the interviewing processing in the household on the Interviewer's Assignment Sheet.

It is important that you fill in the visit record on the Interviewer's Assignment Sheet accurately since this form provides a summary of all eligible respondents in the study sample. These forms and other monitoring tools will be returned to APHRC Main Campus for review after completion of interviews and will be used to check that there are interviews for all eligible respondents.

##### **2. Keeping questionnaires confidential**

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

**Keep the tablets secure: remember if you lose a tablet, you expose respondent information to unauthorized persons.**

##### **3. Supplies and documents needed for fieldwork**

Before starting fieldwork each morning, verify that you have everything you need for the day's work. Some necessary supplies include:

- Interviewer's Assignment Sheet
- A fully charged and working tablet

- Informed consent forms
- Interviewer's Manual
- Identification badge
- Something hard to write on
- Blue ink pens
- A bag to carry you tablet and materials

## B. Contacting Households and Eligible Respondents

### 1. Locating the sampled respondent

Your field supervisor will give you details of the woman who should be interviewed and where these women live. It is important to confirm the details of the woman before you start interviewing them.

### 2. Problems in obtaining individual interviews

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

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

**b) Interview Postponed.** An eligible respondent may at home when the interviewer visits for an interview, but is unable to carry out the interview at the time you visit them and ask for you to come back at another time. In this case, the interviewer should arrange an appointment to see the respondent again as soon as possible to conduct the interview. Be sure that you record on the cover sheet of the questionnaire that the interview is postponed by entering Code '3' (POSTPONED) and indicate the time you agreed on for a revisit.

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

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

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

**f) Respondent ineligible.** There may be cases in which the woman selected for the interview is no longer within the age range of 15 to 49 years or not in a union. In these cases, recode '7' (INELIGIBLE) on the cover page and on your Assignment Sheet.

### C. Checking Completed Questionnaires

It is the responsibility of the interviewer to review each interview when it is finished. This review should be done before you leave the household so that you can be sure every appropriate question was asked, that all answers are clear and reasonable. You may be able to make minor corrections on the tablet, and in the eventual case that you need to talk further with the respondent, simply explain to the respondent that you made an error and ask the question(s) again.

Anything out of the ordinary should be explained on the notes section on the cover sheet. These comments are very helpful to the supervisor and project team in checking the consistencies of the interviews that were completed on the tablets. Comments are also read in the office and used to resolve problems encountered during data checks.

### D. Returning Work Assignments

At the end of fieldwork each day, check that you have filled out the cover sheet for each respondent identified, whether you were able to interview her or not. For all of the interviews that you have completed write the final result on the Cover Sheet and make any notes on the cover sheet, such as any problems you experienced in locating a household or conducting an interview with an eligible respondent. For difficult cases, at least three visits will be made to a household during the study in an effort to obtain a completed interview.

### E. Data Quality

It is the responsibility of the Field supervisor and Team Leader to review the completed interviews from a field site while the field team is still collecting data in the area. It is especially important for the Team Leader to conduct thorough checks and monitoring of the interviews at the initial stages of fieldwork. The supervisor will also assist in monitoring of interviews during the duration of the fieldwork. The Team Leader will discuss with each interviewer the errors found in the collection of data. It may sometimes be necessary to send an interviewer back to a respondent in order to correct some errors.

## IV. GENERAL PROCEDURES FOR COMPLETING THE QUESTIONNAIRE

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

### A. Asking Questions

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

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

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

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

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

*Example:*

902	How old was your (husband/partner) on his last birthday?	AGE IN COMPLETED YEARS . . . . . <input type="text"/> <input type="text"/>	
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The question above is asked to female respondents. How you phrase the question – that is, which word in parentheses you choose to insert into the sentence – will depend on whether the respondent is married or is unmarried but lives with a man as if married. If the woman is married, you would ask “How old was your husband on his last birthday?” If the woman was unmarried but lives with a man, you would ask “How old was your partner on his last birthday?”

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

*Example:*

		a.Pills	b.Injectables	c.IUDs	d.Implants	e.Condoms	f.Female sterilization
602	Now I have some questions about method (METHOD). Do you know a place or person where you could get (METHOD), if you wanted to use it? YES..... 1 NO..... 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notice that the word in parentheses is in all in capital letters. As you will learn about later, words in all-caps are instructions to interviewers that are not meant to be read out loud. Instead, in this example, substitute in the name of the individual the question is being asked about. For instance, if you are asking the series of questions about pills, ask “Now I have some questions about method PILLS. Do you know a place or person where you could get PILLS, if you wanted to use it?”

## 3. Parentheses that indicate an additional word may be needed:

*Example:*

804	Now I have some questions about the future. Would you like to have (a/another) child, or would you prefer not to have any (more) children?	HAVE (A/ANOTHER) CHILD ..... 1 NO MORE/NONE ..... 2 SAYS SHE CAN'T GET PREGNANT ..... 3 UNDECIDED/DON'T KNOW ..... 8	→ 807 → 813 → 811
-----	--	---	-------------------------

The way the respondent has answered a prior question can affect the way you will ask later questions. If you had learned that the respondent did not have any children you would then ask in Q. 804 “Now I have some questions about the future. Would you like to have a child, or would you prefer not to have any children?” If you had learned that the respondent already had children, you would instead ask in Q. 804 “Now I have some questions about the future. Would you like to have another child, or would you prefer not to have any more children?”

## B. Recording Responses

In this study, Computer Assisted Person interview (CAPI) methodology will be used. The SurveyCTO software will be used to create and administer electronic questionnaires. With the CAPI, the data collector will read out the question and record the response from the participant on an electronic form. These questionnaires will be displayed on tablets. The electronic forms will implement skip patterns. Some information will be preloaded on the cover sheet, but interviewers will use pens to complete the forms. Supervisors and Team Leaders will do all their work using pens with red ink. Use of pencil will not be permitted.

There are three types of questions in the STUDY questionnaire: 1) questions that have pre-coded responses; 2) questions that do not have pre-coded responses, i.e., that are “open-ended”; and 3) filters.

### 1. Questions with pre-coded responses

For some questions, we can predict the types of answers a respondent will give. The responses to these questions are listed on the electronic questionnaire. To record a respondent’s answer, you merely select the response code that corresponds to the reply given by the respondent.



*Example:*

107	Have you ever attended school?	YES ..... NO .....	① 2	→ 111
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In some cases, pre-coded responses will include 'OTHER'. The OTHER code should be selected on only when the respondent's answer is different from any of the pre-coded responses listed for the question. Before using the OTHER code, you should make sure the answer does not fit in any of the specified categories. When you select the OTHER code for a particular question you must always write the respondent's answer in the space provided, usually the space is provided on the next screen on the electronic questionnaire.

## 2. Recording responses that are not pre-coded

The answers to some questions are not pre-coded but require that you write the respondent's answer in the space provided.

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

Usually for such questions, you be able to write in the numbers or dates given by the respondent. However, this will also follow the normal convention and you will only be able to fill a certain number of digits as response to the question. For example, a response of '5' is recorded '05' if the limit for that question has been set to two digit limit, or if three digits limit had been provided, you would record '005'.

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

*Example:*

913	What is your occupation? That is, what kind of work do you mainly do?	_____ Selling fruit in _____ the market _____ _____	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>
-----	---	--	---

## C. Correcting Mistakes

It is very important that you record all answers as precisely as you can on the tablets. For pre-coded responses, be sure that you select the code for the correct response carefully. For open ended responses, the reply should be written typed in so that it can be easily read. If you made a mistake in entering a respondent's answer or she changes her reply, be sure correct the response and enter the right answer on the tablet.

## D. Following Instructions

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

## 1. Skip instructions

The electronic forms will implement skip patterns. It is very important not to ask a respondent any questions that are not relevant to her situation. For example, a woman who is not pregnant should not be asked for how many months she has been pregnant. In cases where a particular response makes subsequent questions irrelevant, an instruction is written in the questionnaire and a skip pattern will be implemented.

*Example:* In Q. 303, notice that if you circled Code '2' you would skip to Q. 312. Q. 304 is about the methods of contraception the woman is currently using and is only asked of women who responded 'YES' to Q. 303.

303	Are you or your partner currently doing something or using any method to delay or avoid getting pregnant?	YES ..... 1 NO ..... 2	→ 312
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## 2. Filters

To ensure the proper flow of the questionnaire, you will sometimes be directed to check a respondent's answer to an earlier question, indicate what the response was by selecting a response, and then follow various skip instructions. Questions of this type are called "filters"; they are used to prevent a respondent from being asked irrelevant, and perhaps embarrassing or upsetting, questions. For electronic questionnaires, these filters are already programmed into the tablet and then follow the skip instructions.

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

*Example:*

302	CHECK 226:  NOT PREGNANT <input type="checkbox"/> OR UNSURE ↓  PREGNANT <input checked="" type="checkbox"/>	→ 312
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## **VI. WOMAN'S/STUDY QUESTIONNAIRE**

The Woman's Questionnaire consists of a cover page and 7 sections as follows:

- Section 1: Screening
- Section 2: Respondent's Background
- Section 3: Reproduction
- Section 4: Contraception
- Section 5: Reasons for non-use of contraceptives (General)
- Section 6: Reasons for non-use of contraceptives (Method-specific)
- Section 7: Fertility preferences

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

### **A. Cover Sheet and Page**

The cover sheet allows the interviewer fill in the area labeled "Interviewer Visits." Here, you will record your own name (and/or interviewer's code), keep a record of your visits, language of interview and interview, and record the final date and result code. You will also be entering this information into your Interviewer's Assignment Sheet. The cover sheet will also have space to fill information such as the Household ID, Respondent's ID, Name of Household Head, Name of Respondent, Village Code, and Enumeration Area Code. This sheet also provides space for the interviewer to include notes that will be useful to the team to track any issues the field.

As this study is planned to follow up the respondents after 12 and 18 months, ask a respondent to provide two telephone numbers and names of the owners, which we could reached her with. For instance, ask respondents to provide mobile phone numbers of her own, neighbors or a close friend.

### **B. Section 1: Screening**

In the first section of the questionnaire, you will begin by obtaining the respondent's consent to the interview and then determine if the respondent is eligible for the study.

#### **INFORMED CONSENT**

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

After reading the statement, **you** and the respondent must sign in the space provided to affirm that you have read the statement to the respondent. Two copies must be signed. A signed copy of the informed consent should be kept with the respondent and you keep the other copy.

If the woman does not agree to be interviewed, thank the respondent, and end the interview. Then write '4' (REFUSED) as the result on the cover sheet.

#### **Q. 101: MONTH AND YEAR OF BIRTH**

Qs. 101 and 102 must be asked independently. Even if you already asked the respondent her age you must ask again for her date of birth on the Woman's Questionnaire.

If the respondent knows her date of birth, fill it in the appropriate boxes for MONTH and YEAR. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', and so on. If she does not know her month of birth, circle '98' for DON'T KNOW MONTH and ask her

for the year of her birth. If she knows the year, write it in the boxes for YEAR. Try under all circumstances to obtain at least the year of birth.

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

#### Q. 102: AGE

This is one of the most important questions in the interview, since almost all analysis of the survey data depends on the respondent's age. You must ask Q. 102 even if the woman provided her birth date in response to Q. 101.

If the woman **knows** her age, write it in the space provided. If the woman **does not know** her age, you will need to use one of the following methods to estimate her age. *(However, a check will be inputted in the tablet to assist the interviewer estimate the age more accurately)*

(a) If the **year of birth is reported** in Q. 101, compute the woman's age as follows:

- **Already celebrated birthday in the current year.** If the woman has had her birthday in the current year, subtract the year of birth from the current year [2016].
- **Not yet celebrated birthday in the current year.** If the woman has not yet had her birthday in the current year, subtract the year of birth from last year [2015].
- **Does not know when her birthday is.** If the woman does not keep track of the time within a year when her birthday falls, it is sufficient to subtract year of birth from the current year [2016].

(b) If the woman **does not know** her age, and **year of birth is not reported** in Q. 101, you will have to probe to try to estimate her age. There are several ways to probe for age:

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

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

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

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

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

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

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

If the woman answers both Qs. 101 and 102, i.e., she gives both her birth date and her age, you must check that her answers are consistent. There are two methods for checking whether the age and year

of birth are consistent: the **arithmetic method** and the **chart method**. A detailed description of each method follows. You may use either method to check the consistency of birth date and age information.

### **Arithmetic Method**

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

#### **(1) IF BOTH MONTH AND YEAR ARE RECORDED IN QUESTION 101**

- If the month of birth is before the month of interview (the respondent has had her birthday this year), then her age plus the year of birth should equal the year of interview [2016].

*Example:* A respondent that you interview in September [2016] tells you that she was born in January 1989 and is [27] years old. Her responses are **consistent**, i.e., her month of birth (January) is before the month of interview (September) and the year of birth (1989) and age ([27]) sum to the year of interview ([2016]).

Another respondent that you interview in September [2016] says she was born in May 1991 and she is [23] years old. Her responses are **inconsistent**, i.e., her year of birth (1991) and age ([23]) sum to [2014] rather than to [2016] as would be expected given that her month of birth (May) is before the month of interview (September).

- If the month of birth is after the month of interview (she has not had her birthday this year), then her age plus her year of birth should equal the previous year [2015].

*Example:* A respondent interviewed in September [2016] tells you that she was born in December 1982 and is [33] years old. Her responses are **consistent**, i.e., her month of birth (December) is after the month of interview (September) and the year of birth (1982) and age ([33]) sum to the previous year ([2015]).

Another respondent interviewed in August [2016] says that she was born in September 1977 and is [39] years old. Her responses are **inconsistent**, i.e., her year of birth (1977) and age ([39]) sum to [2016] rather than to [2015] as would be expected given that her birth month (September) is after the month of interview (August).

- If the month of birth is the same as the month of interview, then a sum of either [2015] or [2016] is acceptable.

#### **(2) IF ONLY YEAR OF BIRTH IS RECORDED IN Q. 101.**

Add the year of birth to the respondent's age. Accept the sum if it is equal to either to the year of interview [2016] or the previous year [2015].

*Example:* A respondent tells you she was born in 1985 and is [31] years old. Her answers are **consistent** since the sum of her year of birth (1985) and her age ([31]) is [2016].

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

A third respondent tells you that she was born in 1985 and is [32] years old. Her responses are **inconsistent** since the sum of her year of birth and her age ([32]) is [2017].

### **Chart Method**

You may use the Age/Birth-Date Consistency Chart (Figure 1) to check the consistency of the information the respondent provides. In using the chart, you will choose one of two approaches, depending on the type of information you have recorded in Q.101.

#### **(1) IF BOTH MONTH AND YEAR ARE RECORDED IN Q. 101.**

Enter the chart at the age you recorded in Q. 102. If the month of birth is before the month of interview (she has already had her birthday this year), use the right hand column to see what year of birth is consistent with that age. If the month of birth is after the month of interview (she has not yet had her birthday this year), use the left hand column to see what year of birth is consistent with that age.

If the year of birth recorded in Q. 101 is not the same as the year of birth in the chart, then Qs. 101 and 102 are inconsistent and you will have to make a correction.

#### **(2) IF ONLY YEAR OF BIRTH IS RECORDED IN Q. 101.**

Enter the chart at the age you recorded in Q. 102. The year of birth listed in either the left or right hand column is consistent with that age.

If the year of birth recorded in Q. 101 is not the same as one of the two years of birth recorded in the chart, then Qs. 101 and 102 are inconsistent and you will have to make a correction.

**FIGURE 1. AGE/BIRTH-DATE CONSISTENCY CHART FOR SURVEY IN 2016**

Current Age	Year of birth			Current Age	Year of birth	
	Has not had birthday in 2016	Has already had birthday in 2016			Has not had birthday in 2016	Has already had birthday in 2016
	Don't know				Don't know	
0	2015	2016				
1	2014	2015		31	1984	1985
2	2013	2014		32	1983	1984
3	2012	2013		33	1982	1983
4	2011	2012		34	1981	1982
5	2010	2011		35	1980	1981
6	2009	2010		36	1979	1980
7	2008	2009		37	1978	1979
8	2007	2008		38	1977	1978

9	2006	2007		39	1976	1977
10	2005	2006		40	1975	1976
11	2004	2005		41	1974	1975
12	2003	2004		42	1973	1974
13	2002	2003		43	1972	1973
14	2001	2002		44	1971	1972
15	2000	2001		45	1970	1971
16	1999	2000		46	1969	1970
17	1998	1999		47	1968	1969
18	1997	1998		48	1967	1968
19	1996	1997		49	1966	1967
20	1995	1996		50	1965	1966
21	1994	1995		51	1964	1965
22	1993	1994		52	1963	1964
23	1992	1993		53	1962	1963
24	1991	1992		54	1961	1962
25	1990	1991		55	1960	1961
26	1989	1990		56	1959	1960
27	1988	1989		57	1958	1959
28	1987	1988		58	1957	1958
29	1986	1987		59	1956	1957
30	1985	1986		60	1955	1956

[Note: A new chart must be constructed for surveys in 2017 or later.]

#### HOW TO CORRECT INCONSISTENT ANSWERS

If the recorded birth date (Q. 101) does not agree the age in Q. 102, you must correct the inconsistency. Do this by further probing and adjusting the age, the birth date, or both. It is important to understand that either or both of the two pieces of information may be incorrect. Do not always assume that an inconsistency means, for instance, that the date of birth was given correctly and that the age is incorrect. It could be that the date or the age or both the date and the age are incorrect.

Remember, you **MUST** fill in an answer to Q.102.

#### Q. 103: CURRENTLY MARRIED OR LIVING WITH A MAN

Q. 103 asks if the respondent is currently married, living with a man in an informal union, or not in union. Remember that there are two different categories of YES responses: (1) "YES" woman is married and (2) "YES" lives with a man. Be sure, therefore, that you distinguish between these two categories. If the woman just responds YES, then ask her, if she is currently *married* or currently just *living* with a man. An informal union is one in which the man and woman live together for some time, intending to have a lasting relationship, but do not have a formal civil or religious ceremony. Casual sexual encounters are not included here.

*Example:* If a woman went to live with her boyfriend and his family and has stayed for several years, they would be considered as "living together," whether or not they have any children.

On the other hand, if a woman has a boyfriend but has never lived with him, she would not be considered in a union.

#### **Q104 and Q105: FILTERS FOR ELIGIBILITY**

Finally, before moving on to the next question, verify that the respondent is indeed eligible. If the woman is younger than 15 years or 40 years or older, you have to terminate the interview. If the woman is neither married nor living with a man, you have to also terminate the interview. Do this tactfully by asking two or three more questions and then thank the respondent for her cooperation. Circle '7' (INELIGIBLE) in the RESULT CODES on the cover sheet.

#### **C. Section 2: Respondent's Background**

##### **Q. 200: TIME**

Record the time of the day you start the woman's interview using the 24-hour system. E.g. 1.00 PM should be 1300 HRS. The tablet should have the exact time and you will have to select that time.

##### **Q. 201: EVER ATTENDED SCHOOL**

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

##### **Q. 202: HIGHEST LEVEL ATTENDED**

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

##### **Q. 203: HIGHEST GRADE/FORM/YEAR COMPLETED**

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

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

Note that you will record the number of years completed at the level that was recorded in Q. 202.

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

##### **Qs. 204-205: EMPLOYMENT**

(NAIROBI)

Qs. 204 and 205 ask if the respondent worked recently. In Q. 204 ask about work in the last 4 weeks. If the respondent has not worked in the last 4 weeks, ask Q. 205 to determine if she has worked in the last 6 months.

Q. 204 and 205 is asked because it often happens that women who sell things, or work on the family farm, will not consider what they do work, especially if they do not get paid for the work.

##### **Q. 206: TYPE OF PAYMENT**

This question asks for the type of payment that the respondent receives for her work. Payment can come in two forms: in "cash" and in "kind." For example, a woman who sells fruit in the market to



people who pay money for it earns cash for her work. If the woman receives a portion of the fruit she takes to the market as payment, she receives “kind” for her work.

To answer Q. 206, you will need to determine if the woman receives payment in cash only, in kind only, both in cash and in kind, or whether she is not paid. If a respondent is a clerk and gets paid a regular salary, she earns CASH ONLY. If she is a domestic servant and she gets food and some cash, she is paid in CASH AND KIND. If she works as a domestic servant and she is not paid a salary but instead gets lodging and food only, she is paid IN KIND ONLY. If she is working on a farm owned by the family and receives no payment of money or other goods, then she is NOT PAID.

#### Q. 207: RELIGION

Ask the respondent what religion they identify with. If she does not have religion, circle code ‘4’ (NO RELIGION).

#### Q. 208: IMPORTANCE OF RELIGION

Q208 asks how important her religion is in her life. The purpose of this question is to find out to what extent her religion makes an influence on her life, everyday activities and in making daily and life decisions.

#### Q. 209: ETHNICITY (KENYA ONLY)

Ask the respondent to which ethnic group / tribe they belong, and select the response that matches her response from the response categories provided on the electronic questionnaire.

#### Q210-212: MARRIAGE/UNION

##### Q. 210: AGE WHEN FIRST LIVED WITH A PARTNER

We want to know the age when the respondent started living with her (first) husband or partner. If she can’t remember the age, you will need to probe. Note that we are interested in her age at her first union (marriage or living together), not the age of first sex or first birth. Do not assume that the age of first union comes older than the age at first birth; it may be that she had her first birth before her first union. *If she answers in terms of the number of years ago (for example, “two years ago”), probe to find her age at first union.*

##### Q. 211: MULTIPLE MARRIAGES

We are interested in formal marriages as well as informal arrangements. If a woman was married or lived with a man and then was widowed, divorced, or separated from her partner and is now either married to or living with someone else, record MORE THAN ONCE. If she has married or lived together only once, select the response code ONCE.

##### Q. 212: AGE WHEN FIRST LIVED WITH CURRENT HUSBAND/PARTNER

Similar to Q210, ask the age when the respondent started living with her current husband or partner. As with other age questions, if she doesn’t know, probe. Use information on events for which you already have information, *However, if you were unable to obtain a numerical response, you will have to provide the AGE in Q. 210.*

##### Q. 213: HUSBAND’S/PARTNER’S AGE

If you have difficulty obtaining the husband’s age, use the same methods to probe for his age as described in Qs. 101-102 for obtaining the respondent’s age.

#### Qs. 214-216: HUSBAND'S/PARTNER'S EDUCATION

These questions are identical to Qs. 201-203, which were asked of the respondent. Again, note that in Q. 215, you record the highest level attended, and in Q. 216, you record the highest grade [form/year] completed at that level.

#### Qs. 217 and 218: RECENT WORK

Qs. 217 and 218 ask if the respondent's husband/partner worked recently. In Q. 217 ask about work in the last 4 weeks. If the respondent's husband/partner has not worked in the last 4 weeks or the respondent doesn't know, ask Q. 209 to determine if he has worked in the last 6 months.

#### Q. 219: HUSBAND'S/PARTNER'S CURRENT (OR MOST RECENT) OCCUPATION

Q. 219 asks what is respondent's husband's or partner's occupation. By occupation, we mean what kind of work the respondent's husband/partner MAINLY does.

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

*Example:* The respondent says her husband works in the Ministry of Planning. This response tells you where he works but not what his occupation is. You ask what he does at the Ministry of Planning and learn that he is an accountant. Record 'PROFESSIONAL, TECH, MANAGERIAL.'

If the respondent says that her partner works on a farm and he is paid, you select AGRICULTURE EMPLOYEE. If the partner works on a farm that he owns, you will select AGRICULTURE SELF EMPLOYED. If they work as a domestic employee in a household, you will select HOUSEHOLD DOMESTIC from the list of response codes.

**If you are not sure which response category the occupation respondent provided belongs to, write the answer in the respondent's own words in OTHER, SPECIFY '99'.** If you are not sure how to write the occupation, it is better to give more detail than less.

"Not currently working" is not an acceptable response. If he is unemployed, get a description of his most recent job. If he does more than one job, write down what he does most of the time. If he is not working because he is in school, write "student" in OTHER, SPECIFY '99'.

#### Q. 220: WHERE HUSBAND/PARTNER LIVES

When asking this question and subsequent questions, choose the appropriate term for the woman's relationship (husband or partner).

Ask whether her partner actually lives with her or lives elsewhere. If the woman's partner usually lives with her but is away only temporarily, record LIVING WITH ME.

#### Q. 221: LENGTH OF HUSBAND'S/PARTNER'S ABSENCE

When husband is away but comes home sometimes; ask the woman how long her husband has been away from her and then record it in days/weeks/months/years in box. Note that the answer can be given in days, weeks, months or years. Select and put in the answer in the appropriate response categories provided on the tablet.

#### Q. 223: FREQUENCY OF HUSBAND'S VISIT IN LAST 12 MONTHS

For women whose husband has been away for 12 months or longer, take the last 12 months as the

reference period and ask how often her husband came home in this period. It could be that he came home at least once a week or once a month or even less frequent, or he never came home in the last 12 months.

*Example:* The respondent says her husband is away for 3 years and currently working and living in Middle East, but came back home twice in the last 12 months during Christmas and Easter. Record '03' in YEAR in Q221, and '02' in Q222.

#### D. Section 3: Reproduction

In this section, information is collected about the births that a woman has had during her life, her current pregnancy status, and her knowledge of the monthly menstrual cycle. This is a particularly important section, and you need to be especially careful to obtain all the required information.

##### GENERAL NOTES ABOUT Qs. 301-305

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

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

##### Q. 301 & 302: EVER GIVEN BIRTH

This question serves two purposes: to introduce the section and to learn whether the respondent has ever given birth. Then fill the total number of births ever born to her in her whole life in Q302.

##### Q. 303-304: NUMBER OF CHILDREN ALIVE

Fill in the number of total children who are alive in Q303.

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

##### Q. 305: AGE AT FIRST BIRTH

We want to know the age when the respondent had her first birth. If she can't remember the age, you will need to probe. Note that we are interested in her age at her first birth. *If she answers in terms of the number of years ago (for example, "two years ago"), probe to find her age at first birth.* Record the answer in completed years.

#### **QUESTION 306 -319 REFER TO WOMEN WHO ARE CURRENTLY PREGNANT**

##### Q. 306: CURRENT PREGNANCY STATUS

Ask the respondent if she is currently pregnant or not. If she is not pregnant or unsure, she will be skipped to Q320.

#### Q. 307: MONTHS OF PREGNANCY

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

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

If the woman does not know how many months she has been pregnant, probe to get an estimate by asking, for example, about the date of her last menstrual period.

#### Qs. 308 & 309: DESIRE FOR PREGNANCY

These questions are asked to ascertain whether the respondent's children were wanted at that time or unwanted and, if wanted, whether they were born sooner than preferred.

If respondent answers YES for 307, it will skip to Q. 312. Otherwise, you will proceed with Q. 308.

#### Q. 310: HOW LONG TO WAIT

Note that this question asks respondents who say that they wanted to wait longer to have a/another baby in Q. 309, how long they wanted to wait before becoming pregnant, not before giving birth. Record the answer in either months or years, and circle the corresponding code. If the respondent gives a general answer such as "I would have liked to have waited until I was ready," ask her how many months or years she wanted to wait. Record the extra time that she said she would have preferred to wait before becoming pregnant.

*Example:* A woman became pregnant 18 months after her previous birth but she tells you she would have preferred a two-year (24-month) interval before becoming pregnant again. You would select MONTHS and record '06' in the adjacent boxes (24-18 = 6).

Note that the answer can be given in months or years. Select 'months' if the response is in months or 'years' if in years, and record the answer in the appropriate boxes. If she says she doesn't know, record DON'T KNOW (code 98).

#### Q. 311: HOW IMPORTANT TO AVOID CURRENT PREGNANCY

In Q.311 ask the currently pregnant respondent if delaying or avoiding pregnancy was very important, somewhat important or not at all important, before she became pregnant.

#### Q.312 and Q313: FAMILY PLANNING USE BEFORE PREGNANCY

Ask a respondent if she was doing something to avoid or delay the pregnancy right before she became pregnant. This includes use of rhythm method and withdrawal as well as use of a modern method such as injectables, implant or pills. If a respondent answers YES for Q312 go to Q313 and select all methods she was using right before she got pregnant.

#### Q.314-317: FEELINGS WHEN SHE FOUND CURRENT PREGNANCY

These questions ask a respondent about her feelings when she found her current pregnancy.

In Q.315, select NO PARENT/NO CONTACT WITH PARENT (S) if she has no parent or no contact with her parent(s).

#### **Q318: FILTER FOR WANTING PREGNANCY AT THAT TIME**

The respondent who says that she wanted the current pregnancy at that time in Q.308 is unlikely to have considered terminating the pregnancy (i.e. abortion). Thus Q319 is to be asked of the respondents who said they did not want to get pregnant at that time.

#### **Q.320: FILTER FOR THE LAST BIRTH**

Q321-Q337 are to be asked of all women who had given at least one birth, which include currently pregnant women with at least one child.

#### **Q.321 and Q322: DATE OF BIRTH AND AGE OF LAST BIRTH**

If you have difficulty obtaining the last child's age, use the same methods to probe for his/her age as described in Qs. 101-102 for obtaining the respondent's age.

If the respondent knows last child's date of birth, select the appropriate boxes for MONTH and YEAR. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', and so on. Try to obtain at least the year of birth. You can request mother to show immunization card/ birth certificate to check the date of birth. If age of the baby is less than one year, record "00". If the baby is dead, record 99.

#### **Q.323-334: FERTILITY PREFERENCES OF THE LAST BIRTH**

As with Q308-319, we want to know fertility preferences. These questions refer to the last birth, instead of current pregnancy. Women who had one or more children are asked about their fertility preferences and preferred timing for the last birth, contraception use right before being pregnant with the last birth and feelings when she found out she became pregnant with the last birth.

Note that you need to ask the questions to women who had at least one birth including currently pregnant women with at least one child.

#### **Q335: FILTER FOR CURRENT PREGNANCY**

#### **Qs. 336: MENSTRUAL PERIOD AFTER BIRTH**

After a woman has given birth, there is a length of time when she will not have her monthly menstrual periods. Q. 336 asks about whether a woman's period has resumed following the last birth.

#### **Qs. 337: POSTPARTUM ABSTINENCE**

Couples may decide to wait a certain length of time after the birth of a child before resuming sexual relations (postpartum abstinence). Qs. 337 asks to determine if a woman resumed sexual intercourse after the birth of her last child.

#### **Q. 338: LAST SEXUAL INTERCOURSE**

A respondent may consider Q337 and Q338 a personal matter, and she may feel embarrassed to talk about it. To overcome her embarrassment, you must show that you do not feel embarrassed or uncomfortable in any way. Ask the questions as if it is no different from any other questions in the questionnaire. If she is hesitant to answer any of these questions, reassure her that everything she says will be treated confidentially and that the same questions are being asked of all women in this study and other surveys in the country.

Q. 338 applies to the respondent's last, or most recent, sexual partner. Fill in the respondent's answer in the space according to the units that she uses. The YEARS AGO response should be used only if the last intercourse was at least one year ago. In other words, there should never be a response '00' YEARS.

*Example:* If she says “three weeks ago,” WEEKS AGO and write ‘03’. If she says “four days ago,” select DAYS AGO and write ‘04’.

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

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

*Example:* If the respondent says, “this morning,” select for DAYS AGO and write ‘00’.

#### Q339: FREQUENCY OF SEX IN THE LAST 4 WEEKS

Q339 asks a woman how many times she had sexual intercourse in the last 4 weeks. In case a woman refuses to answer, record ‘97’.

#### Qs. 340 and 341: KNOWLEDGE OF MONTHLY CYCLE

First, ask Q. 340 to see whether the woman thinks there are times during a woman’s monthly cycle when she is more likely to become pregnant. If she says there is no time that is more likely than another or she does not know, record the response and skip to Q. 342. If she says there is a time when a woman is more likely to become pregnant, record YES and ask Q. 341. ***Make sure to read the entire question mentioning each of the four possible times before recording her response.***

#### Q. 342: KNOWLEDGE OF POST-PARTUM FERTILITY

Ask whether the respondent thinks that there is a chance that a woman can get pregnant after giving birth but before her menstrual period returns is none, low or high. Please make sure to read the whole two sentences. ***It is important to explicitly ask “would you say no chance, low chance, high chance of becoming pregnant?”***

#### Q. 343: IDEAL NUMBER OF CHILDREN

Check Q. 303 to see whether the woman has any children who are alive. This question checks if the woman has no living children or if she has at least one living child. Select the appropriate response from the respondent.

If she already has living children, we ask her to imagine the time when she had no children and could choose exactly how many to have. We are not asking how many she would like to have by her current age (now), but rather, how many she would like over her entire life (including the future).

If she tells you a number, record the responses provided, then proceed with Q. 401. If she gives an answer that is not a number, for example, “It’s up to God,” probe for a numeric response. If after probing, the woman will not state a number, write down her exact words in the OTHER category, and skip to Q. 401.

If she has no living children, you ask if she were to have kids, we ask her to imagine the number of children she would want to have. If she tells you a number, record the responses provided, then proceed with Q. 401. If she gives an answer that is not a number, for example, “It’s up to God,” probe for a numeric response. If after probing, the woman will not state a number, write down her exact words in the OTHER category, and proceed to Q. 401

### **E. Section 4: Contraception**

This section collects information relating to the knowledge and use of various contraceptive methods, which a couple can use to avoid or delay pregnancy. A respondent may consider the topic of contraception and family planning a personal matter, and she may feel embarrassed to talk about it.

To overcome her embarrassment, you must show that you do not feel embarrassed or uncomfortable in any way. Ask these questions as if they were no different from any other questions in the questionnaire. If she is hesitant to answer any of these questions, reassure her that everything she says will be treated confidentially and that the same questions are being asked of women all over the country.

#### Q. 401: Contraceptive Table

The contraceptive table (Figure 2) is used to record the information that the respondent provides about her knowledge and use of specific contraceptive methods in response to Q. 401. This is how you should work through this table:

- 1) Read the introductory sentence at the top of the table.
  - a) Ask the question “which methods or ways have you heard about?”
- 2) Q401a: KNOWLEDGE  
Then, starting at the top of the list, select ‘YES’ in Q401a for each method mentioned spontaneously.

Then ask, “Have you ever heard of (METHOD)?”, then proceed down column Q401a, reading the name and description of each method not mentioned spontaneously. Select ‘YES’ if method is recognized, and ‘NO’ if not recognized.

#### 3) Q401b: EVER USE

Then, for each method with ‘YES’ code selected in 401a, ask 401b. Select ‘YES’ if method has ever been used, then ask the same question for each method with ‘YES’ selected in 401a.

**Note that Q401b for FEMALE AND MALE STERILIZATION need to be phrased differently as they are permanent methods. You could say:**

**“Have you had an operation to avoid having any more children?”**

**“Has your husband/partner had an operation to avoid having any more children?”**

#### 4) Q401c: CURRENT USE

Note that this question will be asked among women who said who have ever used a method in Q401b. If a respondent is either pregnant or sterilized (including male sterilization), record ‘PREGNANT’ or ‘STERILIZED’ accordingly for each of the methods.

These questions are some of the most important in the questionnaire. Depending on the method a respondent mentions, you may need to probe to determine that the method is being used currently. Current users of pills should be taking pills daily. Some methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may have been administered two to six months earlier and still provide protection, while implants provide protection for up to five years, or until removed. An IUD, once inserted, protects against pregnancy until it is removed or expelled.

**For coitus-related methods, such as male and female condoms, rhythm method, and withdrawal, and a one-off method such as emergency contraception, we ask whether a respondent used the methods in the last 4 weeks.**

If the woman says she is using an IUD as a form of emergency contraception, record IUD and not EMERGENCY CONTRACEPTION.

Note: If a woman says the current method she is using is abstinence or staying away from her husband/partner, write abstinence in Q401\_13 (OTHER WAYS/ METHOD)

Check to be sure that the response to Q. 401c is consistent with the responses to Q. 401a and Q401b. For example, the respondent may say that she is using the pill but reported in Q.401a that she did not know the pill. If this happens, probe further and correct the responses in Q. 401a and Q401b as necessary.

If the woman currently using multiple methods, then select 'YES' on all the methods she mentioned.

### **Description of Contraceptive Methods**

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

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

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

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

IUD. Women can have a plastic, T-shaped device placed inside them by a doctor or a nurse. There are two types of IUDs: hormone IUDs and copper IUDs. Both types are effective in preventing pregnancy. The IUD is a reversible form of contraception and can be used for up to 5-10 years (depending on type) before needing to be replaced.



FIGURE 2 CONTRACEPTIVE TABLE

SECTION 4. CONTRACEPTION

KNOWLEDGE, EVER USE AND CURRENT USE OF CONTRACEPTION

401	<p>Now I would like to talk about family planning - the various ways or methods that a couple can use to delay or avoid a pregnancy.</p> <p>Which ways or methods have you heard about?</p> <p>CIRCLE CODE 1 IN 401a FOR EACH METHOD MENTIONED SPONTANEOUSLY. THEN PROCEED DOWN COLUMN 401a, READING THE NAME AND DESCRIPTION OF EACH METHOD NOT MENTIONED SPONTANEOUSLY. CIRCLE CODE 1 IF METHOD IS RECOGNIZED, AND CODE 2 IF NOT RECOGNIZED.</p> <p>THEN, FOR EACH METHOD WITH CODE 1 CIRCLED IN 401a, ASK 401b. CIRCLE CODE 1 IF METHOD HAS EVER BEEN USED.</p> <p>THEN FOR EACH METHOD WITH CODE 1 CIRCLED IN 401b, ASK 401c</p>			
		401a Have you ever heard of (METHOD)?	401b Have you ever used (METHOD)?	401c Are you currently using (METHOD)?
01	Female Sterilization. PROBE: Women can have an operation to avoid having any more children.	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2 PREGNANT ..... 3 NEXT METHOD ..... 4	YES ..... 1 NO ..... 2 PREGNANT ..... 3 STERILIZED ..... 4
02	Male Sterilization. PROBE: Men can have an operation to avoid having any more children.	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2 PREGNANT ..... 3 NEXT METHOD ..... 4	YES ..... 1 NO ..... 2 PREGNANT ..... 3 STERILIZED ..... 4
03	IUD. PROBE: Women can have a loop or coil placed inside them by a doctor or a nurse which can prevent pregnancy for several years.	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2 PREGNANT ..... 3 STERILIZED ..... 4 NEXT METHOD ..... 5	YES ..... 1 NO ..... 2 PREGNANT ..... 3 STERILIZED ..... 4 NEXT METHOD ..... 5
04	Implants. PROBE: Women can have one or more small rods placed in their upper arm by a doctor or nurse which can prevent pregnancy for one or more years.	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2 PREGNANT ..... 3 STERILIZED ..... 4 NEXT METHOD ..... 5	YES ..... 1 NO ..... 2 PREGNANT ..... 3 STERILIZED ..... 4 NEXT METHOD ..... 5
05	Injectables. PROBE: Women can have an injection by a health provider that stops them from becoming pregnant for one or more months.	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2 PREGNANT ..... 3 STERILIZED ..... 4 NEXT METHOD ..... 5	YES ..... 1 NO ..... 2 PREGNANT ..... 3 STERILIZED ..... 4 NEXT METHOD ..... 5
06	Pill. PROBE: Women can take a pill every day to avoid becoming pregnant.	YES ..... 1 NO ..... 2	YES ..... 1 NO ..... 2 PREGNANT ..... 3 STERILIZED ..... 4 NEXT METHOD ..... 5	YES ..... 1 NO ..... 2 PREGNANT ..... 3 STERILIZED ..... 4 NEXT METHOD ..... 5
07	Lactational Amenorrhea Method (LAM).	YES ..... 1	YES ..... 1	YES ..... 1

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

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

PILL. Women can take a pill every day to avoid becoming pregnant.

LACTATIONAL AMENORRHEA METHOD (LAM). Women can postpone the return of menstruation after a birth (and therefore remain unlikely to become pregnant) by breastfeeding frequently. A specially taught method that makes use of this principle is the lactational amenorrhea method (known as LAM).

CONDOM. Men can put a thin, rubber sheath on their penis before sexual intercourse.

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

EMERGENCY CONTRACEPTION. Women can take pills up to [three/five] days after having sex to avoid getting pregnant. These pills are also called "morning-after pills."

Note: an IUD may be used as a form of emergency contraception. However, in the survey, emergency contraception refers only to emergency oral contraception and not the IUD. If a respondent says she has heard of an IUD as a form of emergency contraception but has not heard of emergency oral contraception, in the contraceptive table, record YES to IUD but NO to emergency contraception.

RHYTHM METHOD. This is also called the safe period, periodic abstinence, or the calendar method. This method is based on the principle that by not having sexual relations on certain days of her monthly cycle, a woman can avoid becoming pregnant. Note that this is not the same as prolonged abstinence where the couple stops having sexual relations for months at a time to avoid pregnancy without regard to the woman's monthly cycle. Nor is it the same as Standard Days Method, which requires the use of colored beads or a similar tool. To ensure that the respondent understands, stress the phrase "on the days of the month she is most likely to get pregnant." Also, if a woman does not feel like having sex on particular days of her cycle, that does not mean that she is using the rhythm method.

Withdrawal: Men can be careful and pull out before climax.

ANY OTHER METHOD(S). Women may mention methods that are not described in the table. These may include modern methods such as spermicides including foam, cream, jelly, foaming tablets, or suppositories that are used to kill sperm or make sperm unable to move toward the egg. They may also mention the diaphragm or cervical cap. Diaphragms and cervical caps are soft rubber cups that can be placed in the vagina to cover the cervix to block sperm from entering the uterus and tubes where sperm could meet an egg. Diaphragms and cervical caps should be used with spermicidal jelly or cream.

Women may also mention traditional or folk methods such as prolonged abstinence, breastfeeding, or herbs.

#### **Q. 402: FILTER FOR PREGNANCY STATUS**

##### **Qs. 403: FILTER FOR CURRENT USE OF CONTRACEPTION**

Check Q401c and identify the method she is currently using or has used in the last 4 weeks, and select the method in Q403. If the woman mentions more than one method in Q401c, select the code for all methods that are currently being used. If more than one method is selected, follow the skip instruction for the highest method on the list and ask the subsequent questions about that method.

If a respondent is not using any method, select 'NO CURRENT USE' or if using emergency contraception, select code 'EMERGENCY CONTRACEPTION', and skip to 410. *As emergency method is a one-off method, the users are considered non-users in the subsequent questions.*

*Example:* If she says she used rhythm method and condom in the last 4 weeks, and also used emergency contraception in the past 4 weeks just to be safe, select 'CONDOM' as the highest method. Then move to Q404.

*Example:* If she says she used rhythm method in the last 4 weeks, and also used emergency contraception in the past 4 weeks just to be safe, you will select 'RHYTHM METHOD' as the highest method. Then move to Q404.

*Example:* If she says she used emergency contraception in the past 4 weeks, select EMERGENCY CONTRACEPTION, the highest method. Then move to Q410.

##### **Q. 404: DURATION OF CURRENT USE**

Q404 asks the respondent how long she has been using current method (highest method) without stopping.

*Example:* If she says "three weeks ago," select 'MONTHS' and write '00' in the boxes next to MONTHS. If she says "four years," select 'YEARS' and write '04' next to YEARS.

##### **Q. 405: INTENDED LENGTH OF USING CURRENT METHOD**

Q405 asks how many more months/years she wants to use this method. As with Q404, if she says "2 more years", select 'YEARS' and write '02' next to YEARS. If she said she is sterilized or her husband/partner is sterilized in Q401b in the contraception table, select 'STERILIZED' without asking the question and move to Q501. As sterilization is a permanent method, this question does not make a sense to ask them.

Although other options such as "until another child wanted" are provided, try to probe for a numeric response.

##### **Q. 406: FILTER: INTENDED LENGTH OF USE**

This is a filter question, if she wants to use current method for less than one year then proceed with subsequent questions. If she wants to use for a year or longer or provides the other responses, then skip to Q.501.

##### **Q.407: INTENTION TO SWITCH A METHOD WITHIN A YEAR**

Q407 asks if she will switch to another method or not when stop the current method.

#### Q.408: IMMEDIATE SWITCH

Q408 asks a respondent if she will switch to another method right without a break or she will take a pause and then start a new method, when she stops this current method.

#### Q.409: PREFERRED METHOD

Q409 asks a respondent which method she prefers to switch to when she stops the current method. Record the most preferred method she would like to switch to.

#### Q. 410: REASON FOR NOT USING A METHOD TO PREVENT PREGNANCY

Note that this question is asked to women who are not currently using any method or mentioned using only emergency contraception. There may be many reasons that a person is not be using contraception, so listen to your respondent carefully. Record as many reasons as the woman mentions. The following are some guides to use in deciding which response(s) to select:

Code 'WANT ANOTHER CHILD SOON' if the respondent says she is not using a contraceptive method because she wants a (another) child now/soon.

Code 'INFREQUENT SEX' if the respondent says she is not sexually active enough to be using a method.

'NOT HAVING SEX' would be the appropriate code if she says she is not sexually active at all.

'MENOPAUSAL' means she is no longer menstruating and therefore cannot get pregnant, and 'HYSTERECTOMY' is an operation to remove her uterus.

Code 'CAN'T GET PREGNANT', if the respondent says she thinks she cannot get pregnant for reasons other than she is menopausal or has had a hysterectomy.

Code 'NOT MENSTRUATED SINCE LAST BIRTH' if the respondent says her period has not returned since her last birth.

'UP TO GOD/FATALISTIC' means that the respondent feels that the pregnancy is predetermined by fate and she has no control over pregnancy.

'RESPONDENT OPPOSED' means that the respondent herself does not approve of family planning.

If her husband or partner is opposed to family planning, select 'HUSBAND/PARTNER OPPOSED'.

If she says she is not using because someone other than her husband or partner tells her they are opposed to her using family planning, select 'OTHERS OPPOSED'.

'RELIGIOUS PROHIBITION' means that she feels her religion does not allow the use of family planning.

'SIDE EFFECTS/HEALTH CONCERNS': Side effects are undesirable consequences of using a method that do not adversely affect the health of the user. For example, side effects may be spotting or bleeding with the pill. Health concerns include consequences of using a method the respondent thinks may affect her health. For example, the respondent may say she heard the pill may be linked to breast cancer.

'INCONVENIENT TO USE' would be if she considers the contraceptive methods to be too troublesome to use, such as being messy. This is inconvenient to use, but not inconvenient to get the method, since 'LACK OF ACCESS/TOO FAR' is a separate category.

If the woman's main reason is not listed as a response, select OTHER and write her response in the line provided.

If the woman does not know at all why she is not using contraception, record 'DON'T KNOW'.

**Q. 411: INTENTION TO USE CONTRACEPTION IN THE NEXT 12 MONTHS (NON USERS AND PREGNANT WOMEN)**

Note that this question is to be asked to women who are not using any method (apart from emergency contraception) and pregnant women. The purpose of this question is to see whether the respondent has any intention of using a method of family planning in the next 12 months.

**Q. 412: INTENTION TO USE CONTRACEPTION IN THE FUTURE**

Note that this question is for women who said they don't intend to use a method in the next 12 months.

The purpose of this question is to see whether the respondent has any intention of using a method of family planning at any time in the future.

**Q.413: PREFERRED METHOD**

Q413 asks a respondent which method she prefers to use within the next 12 months or any time in the future. Select her most preferred method she would like to use.

**Q.414: SECOND PREFERRED METHOD**

Ask a woman which method she prefers to use within the next 12 months or any time in the future. Select her second preferred method she would like to use.

**F. Section 5: REASONS FOR NON-USE (GENERAL)**

**Q. 501: OPINION ABOUT PREGNANCY PREVENTION**

Q501 asks the respondent whether she opposes/supports the use of family planning method to avoid getting pregnant.

**Q. 502: HUSBAND'S/PARTNER'S OPINION ABOUT PREGNANCY PREVENTION**

Q502 ask the respondent whether her husband/partner opposes/supports the use of family planning method or ways to avoid getting pregnant.

**Q.503: DISCUSSION WITH FRIENDS/RELATIVES**

Q503 asks her whether she has ever discussed about family planning method with her friends, relatives or neighbors.

**Q.504: OPINION ABOUT FP AROUND RESPONDENT**

Q504 asks a respondent about how many friends, relatives or neighbors oppose /support the use of method to avoid getting pregnant and ask she would say most, about half, few or none.

**Q .505: USE OF FP AROUND RESPONDENT**

Q505 asks a respondent about how many friends, relatives, or neighbors have ever use method to avoid getting pregnant and ask she would say most, about half, few or none.

#### Q.506: RELIGIOUS INFLUENCE

Q506 asks if her religion has any opposition to use of a family planning method. If she does not have religion, select the response 'NO RELIGION'.

#### Q. 507: IMPORTANT FEATURES IN SELECTING A METHOD

For questions 508- 515: Read out each of the features when choosing a method.

Example: In choosing a method to use which of these features would be important to you?  
Very effective at preventing pregnancy – would you say this is very important, somewhat important, or not at all important? No risk of harming health – would you say this is very important, somewhat important, or not at all important.....”

In the response she would say very important, somewhat important or not at all important. Record the code accordingly.

#### **G. Section 6: REASONS FOR NON-USE (METHOD-SPECIFIC)**

This is another important section that collects information relating to the attitudes and experiences of using specific methods. It is very important to code Q601 correctly as it affects the rest of the questions in this section. As shown in Figure 3 after Q601, ask Q602-Q619 vertically for each of the methods which a respondent has ever heard of.

#### Q. 601: FILTER FOR KNOWLEDGE, EVER USE CURRENT USE

Please look at the responses given in Q401a, Q402b and Q403c carefully without relying on your memory, and code the number in Q601.

Check Q401\_a, 401\_b and 401\_c.

Check the responses against each of the method if she:

- 1) Has never heard of (q401a is NO (2), Q401b and Q401c are blank);
- 2) Has ever heard of but never used (Q401a is YES (1), Q401b is NO (2), and Q401c is blank;
- 3) Has ever used but not currently using (Q401a is YES (1), Q401b is YES (2), and Q401c is NO (2); or
- 4) Currently using the method (Q401a is YES (1), Q401b is YES (2), and Q401c is YES (1))

The coding explained above can be summarized in this table.

Code for Q601	Response to Q401a: Have you heard of (method)?	Response to Q401b: Have you ever used (method)?	Response to Q401c: Are you currently using (method)/Did you or your husband/partner use (method) in the past 4 weeks?
1	NO	NA	NA
2	YES	NO	NA
3	YES	YES	NO
4	YES	YES	YES

Then record the responses accordingly.

If a woman is sterilized (YES to Q402b\_01, Q402b\_02), record 'CURRENTLY USING'. Similarly, if her husband/partner is sterilized, record 'CURRENTLY USING' in Q601.

**AFTER YOU FILL THE CODE IN Q601 FOR ALL METHODS, MOVE TO Q602 AND ASK Q602-Q623 FOR EACH OF THE METHODS LISTED WHICH A RESPONDENT HAS EVER HEARD OF OR EVER USED/USING. MOVE TO THE NEXT METHOD IF A WOMAN HAS NEVER HEARD OF THE METHOD.**

**Figure 3: Contraceptive Table (Method-Specific)**

SECTION 6. REASONS FOR NON-USE(METHOD SPECIFIC)									
NO.	QUESTIONS AND FILTERS	a.Pills	b.Injectables	c.IUDs	d.Implants	e.Condoms	f.Female sterilization	g.Withdrawal	h.Rhythm method
Now I would like to ask you your opinion and experiences about different ways that a couple can use to delay or avoid getting pregnant.									
601	SEE 401a, 401b, 401c NOT HEARD OF (SKIP TO NEXT METHOD) ← 1  HEARD OF BUT NEVER USED 2 EVER USED BUT NOT CURRENTLY USING 3 CURRENTLY USING 4	3	3	2	4	3	1	3	3
		(1)	(2)	(3)					
602	Now I have some questions about method (METHOD). Do you know a place or person where you could get (METHOD), if you wanted to use it? YES..... 1 NO..... 2								
603	All things considered, would it be easy or hard to get (METHOD), if you wished to use it? EASY ..... 1 HARD ..... 2 NOT SURE/DON'T KNOW 98								
604	Have any of your friends, relatives neighbours tried (METHOD)? If YES, most about half or few? MOST ..... 1 ABOUT HALF ..... 2 FEW ..... 3 NONE ..... 4 DONT KNOW 98 (SKIP TO 606) ←								

#### Q.602: SOURCE OF METHOD

If this method is ever heard of or ever used/using, then ask if she knows the source (place/person) where one can get this (mention the name) method if she wants to. The source could be a health facility, midwife, community health worker, drug seller, or any other individuals. *This question is not applicable for the two traditional methods, withdrawal and rhythm method.*

#### Q.603: EASY/HARD TO GET THE METHOD

Q603 asks a respondent whether it is easy or hard for the respondent to get this method all things considered. "All things considered" could include cost, distance to the source, availability of the method at the source, quality of services at the source (waiting time, attitudes of health workers) and so on.

#### Q.604: USE OF METHOD AROUND RESPONDENT

Q604 asks a respondent about how many friends, relatives or neighbors have tried the method to avoid getting pregnant and asks if she would say most, about half, few or none. If she has never heard that any friends, neighbors or relatives has used the method or she doesn't know, skip to Q606.

#### Q.605: SATISFACTION

Q605 ask a respondent about overall satisfaction of the method told by the relatives, friends or neighbors who have used the method. If she says some said satisfactory and the other said they were/are unsatisfied, select the response code 'MIXED'.

#### Q.606-Q612: ATTITUDES TOWARDS METHODS

We want to know her opinions about various aspects of each method. ***Note that we are not asking her knowledge about a method. Rather, we want to know her perceptions or belief towards use, side effects, and safety of each method.***

#### Q606: EFFECTIVENESS OF METHOD

Q606 ask a respondent if the method is very effective to prevent pregnancy or not in her opinion.

#### Q.607: EASY/HARD TO USE METHOD

Ask women if all things considered it is easy to use the method or not in her opinion. For instance, a woman finds it is hard to use pills because she needs to remember the timing of taking a pill every day. Some women may say rhythm method is easy to use because she does not need to buy anything. But the other may say it is difficult to use as her menstrual cycle is not regular and it is hard to determine the timing of ovulation (e.g. fertile period).

#### Q.608: BELIEF ABOUT HEALTH PROBLEM

You want to know about women's beliefs about if the method causes health problems. Health concerns include consequences of using a method the respondent thinks may affect her health. For example, the respondent may say she heard the pill may be linked to breast cancer. If she says a method is likely to cause health problems, ask if they are likely to be serious or not serious. Seriousness of health problems will be defined by a respondent. If she says it causes headache and irregular menstrual cycles and she considered it a serious problem that can adversely affect her health, select the response code 'YES, SERIOUS'. But some may say it causes irregular menstrual cycles, but they may think it is not a serious problem. In this case select the response code 'YES, NOT SERIOUS'.

#### Q.609: INTERFERENCE WITH MENSTRUATION

Q609 asks a respondent whether she thinks using this method can cause interference of (unwanted effect on) monthly regular bleeding. Interferences could include change in timing and length of the cycle, pattern or volume of bleeding, other symptoms associated with menstruation.



This question is not asked for CONDOM, WITHDRAWAL and RHYTHM METHOD, because use of these methods doesn't affect monthly bleeding.

**Q.610: UNPLEASANT SIDE EFFECTS**

Side effects are undesirable consequences of using a method that do not adversely affect the health of the user.

Ask a respondent whether she thinks the method is likely to cause unpleasant side effect(s). She may mention headache, nausea, dizziness, weight gain, acne, pain breast tenderness, mood swings or loss of sex drive as unpleasant side effects.

**Q. 611: SAFETY**

Ask a respondent what her opinion about the safety of the method. Ask if she thinks it is safe for a woman to use the method for several years without stopping or the woman should take a break from time to time. For condom, withdrawal and rhythm method, asks a woman "in your opinion, is it safe for a couple to use (method).... "

There is no need to ask this question for sterilization because sterilization is a permanent method and the sterilized woman cannot take a break.

**Q .612: INFERTILITY**

Ask if she thinks a woman who uses this method might be unable to have a child even when she stops the method.

**Q .613: HUSBAND'S/PARTNER'S OPINION**

Ask if her husband approves/disapproves her of using the method when they want to avoid the pregnancy.

If "disapprove all methods" was selected for the first method, skip this question for the rest of the methods. It does not make sense to ask this question for the other methods if she says her husband/partner disapprove all methods of family planning.

**Q .614: FILTER: KNOWLEDGE AND EVER/CURRENT US OF METHOD.** CHECK Q601

**Q .615: PAST USE**

Note this is a question for ever-users. This question intends to ask how long ago a respondent last used the method.

**Q .616-Q619: PAST AND CURRENT USE**

Note that these questions are asked for women who have used or are currently using a method.

**Q .616: HUSBAND'S EXPERIENCE OF METHOD**

In this question, a respondent is asked if her husband/partner find coital-related methods (i.e. condoms, withdrawal or rhythm method) easy or difficult to use.

**Q617: HUSBAND'S KNOWLEDGE OF WOMAN USING A METHOD**

We want to know if her husband/partner know/knew you are/were using a method. This question will not be asked for condom and withdrawal because husband/partner certainly know/knew if they use the method.

#### Q618: SATISFACTION OF USE

Ask a respondent that if she is/was satisfied with using a method all things considered. Proceed with Q619 if she is unsatisfied. Skip to the next method if she is/was satisfied or has/had mixed satisfaction or neither.

#### Q619: REASONS FOR UNSATISFACTION

Note that this question is asked to women who said they are/were unsatisfied with a method in Q618. There may be many reasons that a person is/was unsatisfied with a method, so listen to your respondent carefully. Record as many reasons as the woman mentions. The following are some guides to use in deciding which code(s) to mark:

Code 'EXPERIENCED SIDE EFFECTS' if the respondent says she is/was unsatisfied with a contraceptive method because she experienced side effects. Side effects are undesirable consequences of using a method that do not adversely affect the health of the user.

Code 'IRREGULAR MENSTRUAL CYCLE' if the respondent says she is/was unsatisfied with a contraceptive method due to irregular menstrual cycle that is likely to be caused by the method.

Code 'CONCERNED ABOUT HEALTH PROBLEMS', if the respondent says she thinks she is concerned about health problems. Health concerns include consequences of using a method the respondent thinks may affect her health. For example, the respondent may say she is concerned because she heard the pill might be linked to breast cancer, infertility, cancer or any negative consequences.

Code 'GOT PREGNANT WHILE USING' if the respondent says she became pregnant while she was using a method.

'RESPONDENT OPPOSED' means that the respondent herself does not approve of family planning. It is possible that some women may change her attitudes towards a method after having used it, and oppose the method.

Code 'HUSBAND/PARTNER OPPOSED', if the respondent's husband or partner dislikes/disliked a method. Reasons of his dislikes could be due to being not easy to use for him, costs, distance, concerns about health problems, or opposition to use of the method.

If she says she is/was unsatisfied because someone other than her husband or partner tells her they are opposed to her using the method or all family planning, code OTHERS OPPOSED.

Code 'LACK OF ACCESS/TOO FAR', if she says there is no place to get a method or the source is too far.

Code 'COST TOO MUCH', if she says the cost of a method is too much. The cost includes not only the cost of a method but also travel costs.

Code 'STOCK-OUT', if she says a method is out-of-stock in a source, such as health facility or drug seller.

Code 'NOT EASY TO USE', if she considers the contraceptive methods to be too troublesome to use, such as being messy or hard to remember when to take a pill or get the next shot of

injection. This is inconvenient to use, but not inconvenient to get the method, since lack of access is a separate category.

If the woman's main reason is not listed as a response, select 'OTHER' and write her response on the OTHER line.

#### H. Section 7: Fertility Preferences

This section gathers information on desires for additional children, preferred birth intervals, attitudes toward and unwanted pregnancies.

##### Q. 701: FILTER CONCERNING STERILIZATION STATUS OF RESPONDENT/PARTNER

If not sterilized, skip to Q. 736.

##### Q. 702: FILTER FOR PREGNANCY STATUS

If pregnant, skip to question 723

##### Qs. 703: IMPORTANCE OF AVOIDING PREGNANCY

Q703 asks how important it is for a respondent to avoid pregnancy now.

##### Q. 704: PREFERENCE FOR ADDITIONAL CHILDREN

If she is not pregnant or is unsure if she is pregnant, ask Q. 704. Note that the wording of the question depends on whether or not she already has children. If the respondent is not pregnant and has no living children (check Q. 302), ask the question as follows: "Would you like to have a child or would you prefer not to have any children?" If she has one or more children, you ask instead, "Would you like to have another child or would you prefer not to have any more children?"

##### Q. 705: CERTAINTY OF PREFERENCE FOR ADDITIONAL CHILDREN

Some people may be very certain about their wishes wanting a/another child or no more child, but others may not be certain due to having mixed feelings or contradictory ideas about having or not having a child. For instance, a woman says she wants to have another child in Q704, but she may be concerned about financial costs at the same time and she may be uncertain about her wishes. Therefore, this question intends to ask how certain she is about the response she gave in Q704.

##### Q706: POTENTIAL TO CHANGE FERTILITY DESIRE

Some people will not change their wishes wanting a/another child or no more child, but others may change the wishes due to changes in their circumstances, having mixed feelings or contradictory ideas about having or not having a child. Ask a respondent how likely that she might change her mind in the future.

##### **Q707: FILTER: WANT A CHILD. Check Q. 704.**

##### Q. 708: TIME TO WAIT

Q. 708 is to be asked of all women who say that they want to have another child. "How long would you like to wait from now before the birth of (a/another) child?"

Note that the answer can be given in months or years. Select 'MONTHS' if the response is in months or 'YEARS' if in years, and record the answer in the appropriate boxes. If she says she would like to have a baby right away, record SOON/NOW (code 93). Skip to Q 710.

If the woman is unsure, select 'DON'T KNOW' if they are not sure.

If the woman gives a different answer write her response in space provided next to the 'OTHER' category.

**Q709: POTENTIAL CHANGES IN HER FERTILITY DESIRE (TIMING)**

Some people will not change their wishes about timing of having a/another child, but others may change their preferred timing. Ask a respondent how likely that she might change her mind regarding the timing of the next child in the future.

**Q.710-716: FEELINGS IF SHE FOUND PREGNANCY**

These questions ask about respondent's feelings if she became pregnant in the next few weeks.

In Q.711, 'NO PARENT OR CONTACT WITH PARENT (S)' if she has no parent or no contact with her parent(s).

Filter Q714 &715: a women who said that she wants to become pregnant soon, it is unlikely that she would consider terminating the pregnancy when she finds she is her pregnant in the next few months. Thus Q716 is only to be asked to a woman who says she does not want to get pregnant now/soon.

**Q. 717-722: HUSBAND'S PREFERENCE FOR CHILDREN**

This question asks for the woman's opinion of her husband's preference compared with her own. Read the entire question before accepting a response.

**Q717: DISCUSSIONS ABOUT FERTILITY PREFERENCES**

Q717 asks if a woman had a discussion with her husband about her husband's desire of having or not having a child in the last 12 months.

**Q718-722:**

These are similar questions to Q703-Q708 but focused on her opinion about her husband's/partner's fertility preferences.

**Q723-733: FERTILITY PREFERENCES OF WOMAN AND HUSBAND (PREGNANT WOMEN)**

Note that these questions are to be asked to currently pregnant women. We want to make sure that pregnant women do not think that we are asking them whether they want the child they are pregnant with now. For this reason, we begin the questions by stating "After the birth of the child you are expecting now....."

**Q734-735: PERCEIVED INFECUNDITY**

These questions ask if a respondent thinks she has a problem in getting pregnant.

**Q734: PROBLEM OF HAVING A CHILD**

Q734 asks if it is possible for her and her husband/partner to have a child if she wants. If a respondent says definitely no, skip to Q736.

**Q735: EASY TO GET PREGNANT**

Q735 asks if a respondent get pregnant quickly or take some time if she is having sex and not using any contraception.

Q736 asks if she thinks she is at high, medium or low risk of getting HIV.

#### Q. 738: TIME INTERVIEW ENDED

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

Be sure to thank the respondent for her cooperation. At this point, check your questionnaire carefully. Before leaving the house, make sure you have followed the skip patterns correctly and that your marks are legible.

#### I. Interviewer's Observations

After you have checked over your questionnaire and thanked the respondent, note any comments on the cover sheet. You may make comments about the woman you interviewed, about specific questions on the questionnaire, or about any other aspects of the interview. If anything about the interview was unusual or should be brought to the attention of the Team Leader or supervisor, note it here. Even if the interview was straightforward, a few comments on each interview will be helpful in editing and processing the questionnaires. For example, if a respondent attended school in a different country, one with a different system for dividing grades into primary and secondary, note that here. If you were unable to complete the interview for any reason, or if answers that were not pre-coded and require further explanation, use this space. All these comments are helpful to the Team Leader supervisor, Project team and data processing staff in interpreting the information in the questionnaire.

#### **IMPORTANT:**

**This manual describes in detail how you should fill in paper questionnaires. However, you will be provided tablets that already have these questionnaires. Some of the information on how the electronic questionnaire works is provided in this manual. Please note that you must understand how to fill the paper questionnaire and how to ask questions on the tablets.**

**END OF INTERVIEWER'S MANUAL**