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| Institute for International Programs – Johns Hopkins University |
| **RADAR Coverage Survey Interviewer Training**  **Homework Assignments Answer Key** |
| *Version [DATE]* |

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REAL ACCOUNTABILITY: DATA ANALYSIS FOR RESULTS (RADAR)

**This Answer Key is designed to be used in conjunction with the “Interviewer Training Home Assignment” document for RADAR’s Coverage Survey. Home assignments should be completed each day after the training session and collected the next morning for grading.**

**Each section in this document describes the essential takeaways from specific portions of the module. This should be used to guide the grading of short answer questions and the selection & adaptation of questions.**

**Final scores of each homework assignment should be recorded on a daily basis as trainees’ cumulative score will be used to aid selection of interviewers at the end of the training period.**

**Additionally, trainees will be noting questions and concerns that they have before and after each training day on their home assignment sheets. Graders and trainers should keep these questions and concerns in mind and address as many as possible in the next day’s session.**

**[Adapt question content based on program- and country-specific details about aims, objectives, and timelines for the survey]**

**DAY 1 (Manual Sections 1-3)**

**Section 1:**

**Essential Takeaways:**

* Understanding the Coverage Survey purpose and design
* Demonstrated ability to describe the eligibility criteria for coverage survey questionnaires
* Understanding the roles and responsibilities of the interviewer and supervisor

**True/False: Indicate whether the following statements are true or false. If the statement is false, please underline the part of the statement that is false. The first two questions are completed for you to serve as examples**

1. RADAR stands for “The Real Accountability: Data Analysis for Results”.

True / False

1. The RADAR Coverage Survey is a streamlined household survey tool developed by the Institute for Injury Prevention (IIP) at Johns Hopkins University Bloomberg School of Public Health.

True / False

1. Data collected from the coverage survey may be used to guide program implementation.

True / False

1. If used correctly, the survey tool can standardize measurements of coverage indicators and promote comparable results between over the course of program implementation.

True / False

1. After training, interviewers will not need to refer back to this manual during data collection.

True / False

1. The women’s questionnaire identifies all eligible women, men and/or children for inclusion in the women’s, men’s and/or children’s questionnaires.

True / False

1. After training, interviewers will be selected based on both their test results and performance during field practice.

True / False

1. All households assigned within the sampled area are eligible for inclusion in the study

True / False

**Matching: On the line to the left of each statement write the letter of the person from the right hand column that the statement best describes.**

**Roles/Responsibilities Person**

**\_\_A\_\_9** Identifying all eligible respondents in households

**\_\_A\_10** Returning to respondents for interviews at a later date if A. Interviewer

they cannot be interviewed at initial visit

**\_\_B\_\_11** Review data survey timing to ensure efficiency and safety

**\_\_B\_\_12** Verify that data is entered correctly B. Supervisor

**\_\_A\_\_13** Locate structures and households to conduct

Household Questionnaires

**\_\_B\_\_14** Observe interviews to ensure that questions are being asked

in the right manner

**Short Answer: Answer the following questions in 1-2 sentences (Note for grading: responses do not need to be identical to the format below. Give credit for each key point that has been identified)**

1. How many questionnaires are included in the survey? Please list the name of each questionnaire and the eligibility criteria for completing interviews.

**[Adapt question answers based on program-specific details, as below:**

**The survey is organized into 3-4 separate questionnaires, depending on program**

* 1. **The household questionnaire for completion by the head of the household or most senior member of the household aged above age 15**
  2. **A questionnaire for individual women aged 15 – 49 years old**
  3. **A questionnaire for individual men aged 15 – 49 years old**
  4. **A questionnaire for individual children under the age of five years (0-59 months)]**

1. Explain how learning can continue after the training period.

**You will continue to learn and improve over the course of the survey and your training will progress each time a supervisor or project coordinator meets with you to discuss your work. This is particularly important during the first few days of fieldwork. As you encounter situations that were not addressed during training, it will be helpful to discuss them with your team. Other interviewers may be having similar experiences or challenges. Time spent discussing challenges and experiences together can benefit the whole team.**

**Fill in the blanks/Completion: Read the participant descriptions below and describe which questionnaire they would be eligible for. If they are not eligible for any survey, please write “not eligible” [Bonus points: If not eligible for a questionnaire, note if they should or should not be included in the listing of household members. Adapt for your program/project]**

1. Rebekah: Female, 17 years old, Usually sleeps in the dwelling, Slept there last night

Women’s Questionnaire

1. John: Male, 30 years old, Usually sleeps in the dwelling, Head of Household

Household Questionnaire

1. Emil: Male, 3 years old, Usually sleeps in the dwelling, Slept there last night

Under-5 Questionnaire

1. Simba: Male, 15 years old, Usually sleeps in the dwelling, Slept there last night

If administering men’s questionnaire: he is eligible for the Man’s Questionnaire.

If no men’s questionnaire: Not eligible, but would include in list of household members

1. Reena: Female, 27 years old, Goes to university during the year, Did not sleep there last night

Not eligible, would NOT include in the list of household members

1. Laila: Female, 51 years old, Usually sleeps in the dwelling, Slept there last night

Not eligible, but would include in list of household members

1. Claire: Female, 39 months old, does not usually sleep in dwelling, Slept there last night

Under-5 Questionnaire

**Multiple Choice: Circle and write the letter of the answer that BEST answers the question**

**[Adapt question answers based on program-specific details and content of questionnaires]**

1. The Women’s Questionnaire includes all of the following, **EXCEPT**:
   1. Fertility
   2. Breastfeeding and Nutrition \_\_**B**\_\_
   3. Antenatal and Childbirth module
   4. HIV/AIDS
   5. Work and Decision Making
2. The Man’s Questionnaire includes all of the following, **EXCEPT:**
   1. Family Planning
   2. Work and Decision Making
   3. Attitudes and Opinions
   4. HIV/AIDS \_\_**B**\_\_
3. The Under-5 Questionnaire includes all of the following, **EXCEPT**:
   1. Diarrhea
   2. Immunization
   3. Cough & Fever
   4. Postnatal care \_\_**D\_\_**
4. The Household Questionnaire includes which of the following modules:
   1. Work & Decision Making
   2. Family Planning
   3. Vector Control \_\_**C\_\_**
   4. Vitamin A Module
5. What would be an acceptable reason to **EXCLUDE** a woman that is 15-49 years old in a household from an interview?
   1. She is shopping at the market when you arrive at the household
   2. She is busy cleaning the house when you arrive at the household
   3. She is a visitor to the household who slept in the house last night
   4. She is a visitor to the household who slept in the house last night
   5. She is mentally unable to understand survey questions \_\_***D***\_\_

Please list at least three questions you have about this particular section of the module below (these questions are not graded): **(Note for grading: record these questions and try to have them answered in subsequent training sessions)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 2:**

**Essential Takeaways:**

* Understanding how to establish a good rapport with respondents
* Understanding of the best practices for conducting the interview
* Grasping how to approach potential language barrier issues

**Yes/No: Which of the following may influence a respondent’s first impression of you? In the list below, circle *Yes* if it is one of the items influenced by a respondent’s first impression; circle *No* if it is not something influenced by the first impression.**

1. Respondent’s willingness to cooperate with the survey Yes No
2. Respondent’s responses to questions Yes No
3. Respondent’s entitlement to see completed questionnaires Yes No

**True/False: Indicate whether the following statements are true or false. If the statement is false, please underline the part of the statement that is false. The first two questions are completed for you to serve as examples**

1. Local leaders will seldom work with supervisors to inform households about your arrival.

True / False

1. You should not interview a person that you know. You *can* discuss any eligible respondent’s answers to the questionnaires with the team at the end of the day.

True / False

1. You should not adjust the wording of the informed consent form.

True / False

1. Consent should be obtained twice for a caregiver if she is going to complete both the women’s questionnaire and the under-5 questionnaire.

True / False

1. It is recommended to use a household member as your language interpreter if you do not speak the language as a respondent.

True / False

1. If you translate questions to local dialects, it is important that you do not change the meaning of the question.

True / False

**Fill in the blanks/Completion: Read the questions below and write your answers in the space provided.**

1. How long does the household interview usually take?

**30** minutes

1. How long does the women’s questionnaire usually take?

**45** minutes

1. How long does a men’s questionnaire usually take?

**20** minutes

1. How long does the under-five interview usually take?

**30** minutes

1. Approximately how long will it take to survey a household with a 50-year old male head of household, a 30-year old female, a 16-year old female, a 17-year old male, and two children that are 20 months old? (Show your calculations as well)

**Note:** Partial credit can be given if only the shown calculations are correct OR if only the final answer is correct. However, you can only award full credits if both parts are correct

**[Adapt question answers based on program-specific details and content of questionnaires]**

**(30 minutes) + (45 minutes) + (45 minutes) + (20 minutes) + (30 minutes) + (30 minutes)=**

**200** minutes

1. What are seven things you should remember when you are conducting the interview with respondents?
2. Do not hurry or rush the interview
3. Remain neutral
4. Never suggest answers
5. Do not change wording or sequence of questions
6. Handle respondents tactfully
7. Do not form expectations
8. Avoid technological distractions

**Short Answer: Answer the following questions in 2-3 sentences**

1. Why must you obtain consent from respondents?

The forms explain the purpose of the survey. They assure a respondent that his/her participation in the survey is completely voluntary and that it is his/her right to refuse to answer any questions or stop the interview at any point.

1. Whom do you have to obtain consent from within a household (be sure to explain the difference between the method of getting consent from married and unmarried 15-17 year olds)?

**[Adapt question answers based on program-specific details and content of questionnaires]**

* The respondent for the Household Questionnaire.
* All eligible women for the Women’s Questionnaire.
  + If a woman is 15-17 years of age and UNMARRIED, you will have to obtain consent from her parents first and then ask the woman if she would like to participate (assent) **[Adapt according to institutional research ethics boards requirements on obtaining informed consent from women between 15-17 years old].**
  + If a woman is 15-17 years of age and MARRIED, you may obtain consent directly from the woman **[Adapt according to institutional research ethics boards’ requirements on obtaining informed consent from women between 15-17 years old]**.
* All eligible men for the Men’s Questionnaire.
  + If a man is 15-17 years of age and UNMARRIED, you will have to obtain consent from his parents first and then ask the man if he would like to participate (assent) **[Adapt according to institutional research ethics boards requirements on obtaining informed consent from men between 15-17 years old]**.
  + If a man is 15-17 years of age and MARRIED, you may obtain consent directly from the man **[Adapt according to institutional research ethics boards’ requirements on obtaining informed consent from men between 15-17 years old]**.
* The primary caregivers of all under-five children for the Under-5 Questionnaire. If you have already obtained consent from the caregiver before administering the women’s questionnaire, you do **not** need to re-administer the consent form before the under-5 questionnaire is conducted.

1. If a respondent asks you to describe the survey, what would you say?

**[Adapt question answers based on program-specific details and content of questionnaires]**

**Multiple Choice: Circle and write the letter(s) of the answer that BEST answers the question**

1. Although you should avoid using interpreters for the survey, in the rare case that you need to use a third person (interpreter) to administer the survey, who would be the BEST person for you to ask to translate the survey for you?
2. A woman unrelated to the household, , such as another interviewer on your team who speaks the local language / dialect
3. A man unrelated to the household members \_\_**A**\_\_\_\_
4. A child of the respondent
5. The husband of a respondent
6. Which of the following is **NOT** an example of a positive tone that would be used to approach a respondent?
   1. “Hello, I would like to talk with you for a few moments”
   2. “Hello, I would like to ask a few questions” \_\_**C**\_\_\_\_
   3. “Hello, I need you to be part of this study and answer questions right now”
7. Why can it be difficult to ensure privacy during the administration of questionnaires?
   1. Language barriers
   2. Cultural differences \_**E**\_\_\_\_\_\_\_\_\_\_
   3. Other respondents are curious
   4. There is no space in the room
   5. All of the above
8. What should be done to ensure privacy during the administration of questionnaires? (Multiple answers may apply, please circle and list all relevant options)
   1. Demand that other people in the room leave
   2. Explain why privacy is important to the respondent \_\_\_**BCDE**\_\_\_\_\_
   3. Take a creative approach and be polite to curious onlookers/eavesdroppers
   4. Exercise caution from administrating the questionnaire in front of someone of the opposite sex, especially for the more sensitive questions
   5. Return at a later time when privacy is more possible
9. What can happen if it is impossible to ensure privacy?
   1. You can no longer administer the questionnaire
   2. You can suggest answers \_\_\_\_\_\_\_**C\_\_\_\_\_\_**
   3. The respondent will not be able to give completely honest answers
   4. You can be confident that the respondent is giving completely honest answers

Please list at least three questions you have about this particular section of the module below (these questions are not graded): **(Note for grading: record these questions and try to have them answered in subsequent training sessions)**

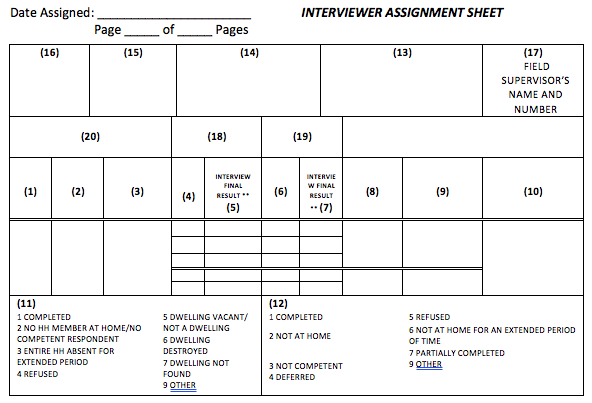
1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section 3:**

**Essential Takeaways:**

* Demonstrated ability to fill-out interviewer sheet appropriately
* Understanding of how to react if a household/respondent is not available to respond
* Understanding how to deal with challenges to collecting individual interviewees

**Matching: Match the labels below to the numbers of the missing sections of the interviewer assignment sheet (provided below)**

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***[Adapt headings of Interviewer Assignment Sheet based on the context of the survey]***

1. 16 Admin Area
2. 15 Subadmin Area
3. \_\_\_**(1)**\_\_\_\_ Household Number
4. \_\_\_\_(**18**) Women’s Questionnaire
5. \_\_\_**(2)**\_\_\_\_Name of Household Head
6. \_\_\_**(11)**\_\_\_ Codes for Column 3
7. **\_\_\_\_\_(20)\_\_**Household Questionnaire
8. \_\_\_**(12)**\_\_Codes For Columns (5) And (7)
9. \_\_\_\_(**14)**\_\_\_Cluster Name and Number
10. \_\_\_**(6)**\_\_\_\_ Line Numbers for Eligible Children
11. **\_\_\_\_(19)\_\_**Child’s Questionnaire
12. \_\_\_**(8)\_**\_\_\_ Callback Required? Y/N
13. \_\_\_**(4)**\_\_\_\_ Line Numbers for Eligible Women
14. \_\_\_**(3)**\_\_\_\_ Interview final result
15. \_\_\_**(10)**\_\_\_Notes (eg location of household, relevant contact information)
16. \_\_\_\_**(13)**\_\_\_ Interviewer’s Name and Number
17. \_\_\_**(9)**\_\_\_\_ Date Submitted

**Short Answer: Answer the following questions in 2-3 sentences**

1. How should you proceed if a household is empty upon your initial visit? (You may answer this is bulleted form instead of sentence form)
   * Continue with your next household and return to the other household at a later time.
   * Try to schedule a time to return the same day to the household when the person will be home and able to do the interview.
   * If you are still unable to obtain an interview after two visits, record the result code in the CAPI program and the Interviewer Assignment Sheet.
   * Please note information where possible about potential/usual availability if known by others in the home or neighbors. Inform your supervisor that you were unable to obtain the interview.

**Multiple Choice: Circle and write the letter(s) of the answer that BEST answers the question**

1. Which of the following can be best labelled as a dwelling unit?
   1. Marketplace
   2. Thatched hut \_\_\_**B**\_\_\_\_\_
   3. Office building
   4. Church
2. If the household has moved away and a new one is living in the same dwelling on your assignment sheet, you should:
   1. Return to the household(s) at a later time
   2. Interview the household(s) living there now \_\_\_**B**\_\_\_\_\_
   3. Cancel the interview, and note the problem in your CAPI/records
3. If a dwelling on your assignment sheet was destroyed in a recent earthquake and is now vacant, you should:
   1. Return to the household(s) at a later time
   2. Interview the household(s) living there now \_\_\_**C**\_\_\_\_\_
   3. Cancel the interview, and note the interview result as “DWELLING DESTROYED”
4. If a household is at a neighbor’s home when you come to do their interview, you should:
   1. Return to the household(s) at a later time
   2. Interview the household(s) living there now \_\_\_**A**\_\_\_\_\_
   3. Cancel the interview, and note the interview result as “HOUSEHOLD ABSENT FOR EXTENDED PERIOD”
5. Your assignment sheet says that one of the dwellings has 2 households in it. But, when you arrive you see that there are actually 3 households in that dwelling. What should you do?
   1. Return to the household(s) at a later time
   2. Interview the household(s) living there now \_\_\_**B**\_\_\_\_\_
   3. Cancel the interview, and note the problem in your CAPI/records
6. Supervisors may discuss errors in data collection with individual interviewers and suggest that they go back to a respondent if an error is detected in the survey
   1. Yes
   2. No \_\_\_**A**\_\_\_\_\_

**Fill in the blanks/Completion: Read the questions below and write your answers in the space provided.**

1. What are the three basic types of non-response?
2. **Type 1** – the household in the selected dwelling cannot be located
3. **Type 2** – a respondent eligible for the individual interview cannot be located
4. **Type 3** – a respondent refuses to be interviewed.
5. Problems in field data collection can be identified if the non-response rate is higher than \_\_\_\_\_\_ percentage (%)

**5%**

Please list at least three questions you have about this particular section of the module below (these questions are not graded): **(Note for grading: record these questions and try to have them answered in subsequent training sessions)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# DAY 2: Household Questionnaire

**Section 4 and 5 (HH, HL, HA, WS, VC):**

**Essential Takeaways:**

* Demonstrated ability to fill-out tablet correctly
* Understanding of skip patterns and logic of the questionnaire
* Understanding of the importance of each piece of the questionnaire
* Demonstrated ability to troubleshoot problems that may happen during the implementation of the Household Questionnaire

**Multiple Choice: Circle and write the letter(s) of the answer that BEST answers the question**

1. Question HL 5 is an example of a question that:
   1. Has a pre-coded response
   2. Does not have a pre-coded response \_\_\_**B**\_\_\_\_\_
   3. Has a filter
2. Question WI3 is an example of a question that:
   1. Has a pre-coded response \_\_\_**A**\_\_\_\_\_
   2. Does not have a pre-coded response
   3. Has a filter
3. When would it be **INAPPROPRIATE** to ask question WS4?
   1. If the household is very poor
   2. If the woman is older than 49 years old \_\_\_**C**\_\_\_\_\_
   3. If the household does not have toilet facilities
   4. If you cannot establish privacy with the respondent
4. Which is true about indoor residual spraying?
   1. If VC1 is YES, you will skip VC2
   2. Spraying with a can of insecticide is the same as indoor residual spraying \_\_\_**D**\_\_
   3. Questions about this topic refer to indoor residual spraying from the past 4 years
   4. Spraying will result in leaving insecticide where mosquitos may rest
5. Where would you note if a translator was used for the interview?
   1. OH1
   2. OH2 \_\_\_**B**\_\_\_\_\_
   3. OH3
   4. OH4
6. Do you include a person in the household listing if HL6A is NO and HL6B is YES?
   1. Yes \_\_\_**A**\_\_\_\_\_
   2. No
7. Do you include a person in the household listing if HL6A is YES and HL6B is NO?
   1. Yes \_\_\_**A**\_\_\_\_\_
   2. No
8. Do you include a person in the household listing if HL6A is NO and HL6B is NO?
   1. Yes \_\_\_**B**\_\_\_\_\_
   2. No
9. Do you include a person in the household listing if HL6A is YES and HL6B is YES?
   1. Yes \_\_\_**A**\_\_\_\_\_
   2. No

**Order of Operations: Arrange the following procedures for the Household Questionnaire into their appropriate order by entering the number of the step in the space to the left of the statement. If the procedure listed should NOT be completed, please enter “X” instead of a number. (For example, if the procedure listed is the second step of the process, write “2” in the space to the left of that procedure)**

**[Adapt answers based on the program details and context of the survey]**

**\_\_3\_**Obtain consent from either the head of the household or an otherwise competent adult (over the age of 15)

**\_\_X\_** Using the tablet or GPS, record GPS location of Household

**\_\_X\_** If neither the head of the household or an otherwise competent are available, obtain consent from a member of a household less than 15 years old

**\_\_5\_**Record information about the religion, language and ethnic groups of the household members

**\_\_1\_**Fill in information about the **administrative area, sub-administrative area, cluster and dwelling, and household numbers [*Adapt for local context for identification details (i.e. District, Ward, Village, Cluster / Hamlet, Dwelling, Household number]***

**\_\_4\_**Record the Result Code

**\_\_2\_**Enter your name and number as well as your supervisor’s name and number

**Fill-in-the-Blank**: **Enter the name/title/label that best fit the descriptions below**

**[Adapt answers based on the program details and context of the survey]**

1. Household Questionnaire: Module 1

Household Information Panel

1. Household Questionnaire: Module 5

Vector Control Module

1. Household Questionnaire: Module 2

List of Household Members

1. Household Questionnaire: Module 3

Household Assets Module

1. Household Questionnaire: Module 6

Observations on the Household Questionnaire

1. Household Questionnaire: Section 4

Water and Sanitation Module

1. A dug well that is (1) protected from runoff water through a well lining or casing that is raised above ground level and a platform that diverts spilled water away from the well and (2) covered so that bird droppings and animals cannot fall down the hole.

Protected dug well

1. Water located above ground and includes rivers, dams, lakes, ponds, streams, canals, and irrigation channels

Surface water

1. A deep hole that has been driven, bored or drilled with the purpose of reaching ground water supplies and can be delivered through an animal-powered pump.

**Note:** Either or both of these answers can count for full credit. Putting both answers down should not count for extra points.

Tube well or borehole

1. A spring that is subject to runoff and/ or bird droppings or animals and does not have a “spring box”

Unprotected Spring

1. Water point from which community members may collect water, has 3 taps and is made from concrete

**Note:** Either or both of these answers can count for full credit. Putting both answers down should not count for extra points.

Public tap or standpipe

**Short Answer: Answer the following questions in 2-3 sentences**

1. Why do we collect information on household assets like fuel, household items, and ownership of agricultural land?

These are all important indicators/measures of the socioeconomic status of the household

1. Skip pattern**:** 
   1. Locate the skip pattern at VC3 and write it below

If the answer to VC3 is either No or Don’t know, skip to the next module

* 1. Why is this skip pattern in place?

The rest of the VC module concerns the characteristics (number, type, age) of the bednets. If the household doesn’t have bednets, then it is unnecessary to ask them these questions.

1. A house has 12 cattle, three of which are bulls and two of which are milk cows. How would you record household assets?

5 milk cow or bulls

7 cattle

1. How can you probe to find out when a mosquito net was installed? (answer would be two questions

Ask: “*Did you obtain the net since the new year?*” or “*Was it hot or cold the first time this net was used?*” and continue probing with seasonal cues until you are able to estimate the age of the net within a few months

1. When would you have to ask who the child’s primary caregiver is? Where would you record the caregiver’s information?

If the child’s mother is not alive OR is not a member of the household, ask who the primary caregiver of the child is in the current household and record this caregiver’s line number from (HL1). In the tablet, you may asked to record the name of primary caregiver.

**Matching: On the line to the left of each statement write the letter of the person from the right hand box that the statement best describes (the label that would be used in the Household Questionnaire).**

**Description**  **Person**

\_\_A\_\_33. Miriam, Female, Not Related to Head of

Household, lives in the household 7 months

1. Usual Member of Household
2. Visitor
3. Stepchild
4. Head of Household
5. Son or Daughter
6. Brother or Sister
7. Brother- or Sister-in-Law
8. Spouse

of the year

\_\_B\_\_34. Robin, Male, Not Related to Head of

Household, only slept in the household one

night (last night), plans to leave tomorrow

morning

\_\_G\_\_35. David, Male, brother of the wife of the head

of the household, lives in the household 8

months of the year

\_E\_\_\_36. Alex, Female, child of the wife of the head of

the household, lives in the household 12

months of the year

\_\_D\_\_37. Ariella, Female, manages the household and

economically supports the household

**Completion: The lines below show examples of birthday descriptions. In the spaces provided, enter the correct code for the birthday as you would enter it in the tablet (MM/YYYY)**

1. Lara, female, born 30 Jun, year unknown

DOB: 0 6 / 9 9 9 8

1. Anna, male, born Jun 1997, day unknown

DOB: 0 6 / 1 9 9 7

1. Andrea, female, turned 17 on 12 January of this year (2017)

DOB: 0 1 / 2 0 0 0

1. James, male, born 1968, month unknown

DOB: 9 8 / 1 9 6 8

Please list at least three questions you have about this particular section of the module below (these questions are not graded): **(Note for grading: record these questions and try to have them answered in subsequent training sessions)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# DAY 3: Women’s Questionnaire (Part 1 WM, WI, CB)

**Day 3: Women’s Questionnaire Part 1 (WM, WI, CB)**

**Essential Takeaways:**

* Demonstrated ability to fill-out tablet correctly
* Understanding of skip patterns and logic of the questionnaire
* Understanding of the importance of each piece of the questionnaire
* Demonstrated ability to troubleshoot problems that may happen during the implementation of the Women’s Questionnaire

**Women’s Questionnaire**

**[IMPORTANT: Adapt questions and answers based on the questions contained in the Women’s Questionnaire. These are based off of the generic RADAR Coverage Survey and may require adaptations depending on the changes made for your survey]**

**True/False: Indicate whether the following statements are true or false. If the statement is false, please underline the part of the statement that is false.**

1. The tablet will not fill out WM1-WM7, you will have to do it manually at the start of the women’s questionnaire

True / False

1. The tablet will not fill out WI1-WI7, you will have to do it manually at the start of the women’s questionnaire

True / False

1. If you get an error message after entering age value, you should shut down CAPI and continue the interview on only paper

True / False

**Short Answer: Answer the following questions in 2-3 sentences**

1. How can you probe to figure out a woman’s age if she doesn’t remember?

* 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
* Relate her age to that of someone else in the household whose age is more reliably known
* Try to determine how old she was at the time of an important event such as a change in political regime, war, earthquake, flood, and add her age at that time to the number of years that have passed since the event

1. How should you proceed if during the WI module you realize that the woman isn’t eligible for the women’s questionnaire because of her age (i.e. she is no 15-49 years)?

* Do this tactfully by thanking the respondent for her cooperation. You will need to correct your Interviewer’s Assignment Sheet; cross out the woman’s name on the assignment sheet and note in the observations that the woman was not eligible.

1. Skip pattern (WI)
   1. Locate the skip pattern between WI5 and WI6 and write it below

If in WI4, the respondent said that she attended secondary school or higher, move on to the next module. Otherwise, if the respondent only attended primary school, continue to WI6.

* 1. Why is this skip pattern in place?

If the woman attended secondary school or higher, we assume that she is at a higher literacy level and that she would be able to read the sentences that would otherwise be presented in WI6. It is important to analyze the literacy level of those who only attended primary school, as it can have an impact on decisions the woman makes regarding her health, etc.

1. Skip pattern (FE)
   1. Locate the skip pattern at after FE5 and write it below

If the respondent answers YES to FE3, then continue to CB1. Otherwise, continue to the Family Planning module (FP1)

* 1. Why is this skip pattern in place?

The questions in the ANC/CB module refer to births that occur within the past two years (i.e. preceding data collection). Women who have not given birth within the past two years will not be eligible these questions and therefore would move on to the family planning module.

1. Skip pattern (CB1-3)
   1. Locate the skip pattern at CB1 and write it below

If respondent answers NO or Don’t Know to CB1, skip to CB4

* 1. Why is this skip pattern in place?

CB2-CB3 are questions that ask specifics about antenatal care. If the respondent did not receive or does not know if she received antenatal care, skip to CB4 as she will not have that information.

1. Why do we ask CB2b?

The purpose of CBb is to know if the husband/partner received the health education, counselling and promotion messages that the respondent received during the consultation portion of the ANC visit

1. Why do we ask CB5?

In certain areas, malaria is endemic and accounts for a significant proportion of illness/disease and mortality. In such areas, pregnant women are recommended to take SP/Fansidar for the last two trimesters of their pregnancy in order to prevent malaria. To see if the respondent followed this precaution, we ask in CB5 if she took any medicine to prevent her from getting malaria during her pregnancy.

**Fill-in-the-Blanks/Completion: Read the questions below and enter your information in the space provided**

1. If a woman completed primary school and has just started attending secondary school, what number should you enter in WI5?

\_\_\_\_\_\_00\_\_\_\_\_\_\_

1. What are the three key behavior areas that can be influenced by religion and ethnicity?

\_\_\_\_\_\_\_\_\_\_Health\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_Nutrition\_\_\_\_\_\_\_

\_\_\_\_\_\_\_Gender\_\_\_\_\_\_\_\_\_

1. Response to FE4 if child was never given a name (due to birth complications, death etc.)

\_\_\_\_\_\_\_\_\_\_\_\_\_BABY\_\_\_\_\_

1. List 4 procedures that a woman may receive during an ANC visit

Any four of the following are acceptable:

* + 1. woman may be weighed,
    2. have her belly measured, or
    3. receive advice and counselling messages.
    4. She may undergo tests, for example her blood pressure may be measured, or blood or urine may be taken.
    5. receiving a tetanus toxoid injection,
    6. receiving intermittent preventive treatment for malaria during pregnancy (IPTp),
    7. receiving iron tablets to prevent anemia.

1. You would record if a woman had been given or bought iron tablets during pregnancy in question \_CB13\_\_, and you would record how many days a woman *took* those iron tablets in question \_CB14\_\_.
2. If the husband/partner was at the health facility in the waiting area or at home, but was never physically present in the room at any time during labour or childbirth, the response to question CB17b should be \_\_\_”NO”\_\_\_\_\_.

**Multiple Choice: Circle and write the letter of the answer that BEST answers the question**

1. Questions from the fertility module apply to
   1. Children adopted by the woman
   2. Stillbirths \_\_\_**C**\_\_\_\_\_
   3. Live Births
   4. Both B & C
2. You can use the following to probe for the year/month of births:
   1. Referring to immunization records
   2. Asking if she gave birth in the dry season \_\_\_**D**\_\_\_\_\_
   3. Asking if she gave birth during Eid
   4. All of the above
3. What should you enter in CB19 (Breastfeeding Initiation) if a woman says she began breastfeeding within an hour of the birth?
   1. Hours, 00
   2. Hours, 01 \_\_\_**A**\_\_\_\_\_
   3. Days, 01
   4. Days, 02
4. What should you enter in CB19 (Breastfeeding Initiation) if a woman says she began breastfeeding 28 hours after the birth?
   1. Hours, 00
   2. Hours, 01 \_\_\_**C**\_\_\_\_\_
   3. Days, 01
   4. Days, 02

**Short Answer/Completion:**

1. When Lily was interviewed in March 2016, she had three children. Amrita was born in March 2014, Nicholas was born in January 2012, and Michael was born November 2010. During the interview she says that she knows that she had all of her childhood immunizations before going to school, although she wasn’t sure about how many tetanus injections she had. While she was pregnant with Amrita she received 2 tetanus injections, and she also received injections when she was pregnant with Michael and Nicholas (1 with Michael and 2 with Nicholas).

How would you respond to the following questions? Enter your responses below as if you were filling in the tablet application. Then, in the space provided, explain why you chose those responses.

CB7: Yes CB8: 02 CB9: Yes

CB10: 6 CB12: 4

Explanation:

For this respondent, you should record YES in CB7 because she was given tetanus injections while pregnant with Amrita (her most recent pregnancy), record 02 in CB8 because she received two injections for this pregnancy (and because this response takes two digits). You should record YES in CB9 since she had tetanus injections prior to the pregnancy.

Since the respondent is sure she had all required immunizations before entering school, you may assume that she had three immunizations during early childhood. Including the 3 injections when she was pregnant with Michael and Nicholas, this means she had a total of six tetanus injections before she became pregnant with Amrita. Thus, you should record 6 in CB10 (because this response only takes one digit). Prior to her pregnancy with Amrita, her most recent tetanus injection was in 2012, the year of Nicholas’s birth. Thus, in CB12, record 04 since the tetanus injection was given four years ago (and this response takes two digits).

Please list at least three questions you have about this particular section of the module below (these questions are not graded): **(Note for grading: record these questions and try to have them answered in subsequent training sessions)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# DAY 4 (Women’s Questionnaire, Part 2 PN, FP, HI, DM)

**Day 4: Women’s Questionnaire Part 2 (PN, FP, HI, DM)**

**[*IMPORTANT: Adapt questions and answers based on the questions contained in the Women’s Questionnaire. These are based on the generic RADAR Coverage Survey and may require adaptations depending on the changes made for your survey]***

**Essential Takeaways:**

* Demonstrated ability to fill-out tablet correctly
* Understanding of skip patterns and logic of the questionnaire
* Understanding of the importance of each piece of the questionnaire
* Demonstrated ability to troubleshoot problems that may happen during the implementation of the Women’s Questionnaire

**Multiple Choice: Circle and write the letter of the answer that BEST answers the question**

1. The postnatal module will be only asked of women who
   1. Have ever given birth
   2. Are of reproductive age \_\_\_**D**\_\_\_\_\_
   3. Have completed four ANC visits
   4. Have had a live birth in the last two years
2. The HIV/AIDS module will be only asked of women who
   1. Have ever given birth
   2. Are of reproductive age \_\_\_**B**\_\_\_\_\_
   3. Have completed four ANC visits
   4. Have had a live birth in the last two years
3. The family planning module will be only asked of women who
   1. Have ever given birth
   2. Are of reproductive age \_\_\_**B**\_\_\_\_\_
   3. Have completed four ANC visits
   4. Have had a live birth in the last two years
4. If a birth occurred outside a health facility, the respondent is asked
   1. PN2-14
   2. PN15-PN22 \_\_\_**B**\_\_\_\_\_
   3. PN21-PN36
   4. None of the above
5. If a birth occurred within a health facility, the respondent is asked
   1. PN2-14
   2. PN15-PN22 \_\_\_**A**\_\_\_\_\_
   3. PN21-PN36
   4. None of the above
6. Once a woman has answered PN14, she should proceed to
   1. The Family Planning Module
   2. PN15 \_\_\_**A**\_\_\_\_\_
   3. The Antenatal and Childbirth Module
   4. The Work and Decision Making Module
7. Depo Provera and NET EN are examples of
   1. IUDs
   2. Pills \_\_\_**D**\_\_\_\_\_
   3. Implants
   4. Injectable contraceptives
8. The time reference for DM1-2 is \_\_\_\_\_\_\_\_\_\_ before the interview
   1. 1 Year
   2. 1 Month \_\_\_**D**\_\_\_\_\_
   3. 7 Days
   4. 24 Hours

**True/False: Indicate whether the following statements are true or false. If the statement is false, please underline the part of the statement that is false.**

1. The postnatal module will be asked about the most recent live birth in the last 2 years even if the child is no longer alive

True / False

1. Delaying first sex is considered a method of contraception

True / False

1. When administering the HIV/AIDS module, it is important to ask the woman for the results of the AIDS virus test.

True / False

1. If a woman works as a tailor and uses the money she makes to pay for food and lodging, you would record that she is paid in CASH AND KIND

True / False

**Fill-in-the-Blank:** **Enter the word, phrase or number that best answer the questions below**

1. 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

1. What are the four questions regarding a health check that will be asked of women in the postnatal module, regardless of whether the birth occurred in a health facility?

If a health check did occur,

when the check occurred,

who performed the check, and

where it took place

1. If the response to FP5 is code "8” (that she has never had intercourse), which question in the family planning module should you proceed to?

FP 27

1. If the response to CB15 cannot be classified as a public or private sector health facility, which question in the prenatal module should you proceed to?

PN 15

1. Since questions FP5-11 may be embarrassing for some respondents, it is important that you use a \_\_\_\_\_\_\_\_\_\_(1) tone of voice and maintain a \_\_\_\_\_\_\_\_\_(2) attitude

Matter of Fact / neutral (1)

Serious (2)

**Short Answer: Answer the following questions in 2-3 sentences**

1. Why do we ask questions FP5-11?

The purpose of these questions about sexual intercourse is to determine the respondent’s exposure to pregnancy, since fertility levels are directly related to the frequency of intercourse. Condom use also is of interest because it can help reduce the risk of transmission of HIV/AIDS and other sexually transmitted infections

1. What is the proper procedure for answer FP11 regarding privacy?

In case complete privacy with the respondent was not possible, here you will record those persons whom may have been present during the interview of questions FP5-10. This is not a question to ask the respondent, but something that you answer through observation. Just look around and see who else is within listening distance while you are interviewing. If a supervisor observes the interview, be sure to include her or him as another female or male present. Do not leave any row blank.

Please list at least three questions you have about this particular section of the module below (these questions are not graded): **(Note for grading: record these questions and try to have them answered in subsequent training sessions)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DAY 5 (Child’s Questionnaire, Part 1 UF, CI, BN, IM)

**Day 5: Child Questionnaire Part 1 (UF, CI, BN, IM)**

**Essential Takeaways:**

* Demonstrated ability to fill-out tablet correctly
* Understanding of skip patterns and logic of the questionnaire
* Understanding of the importance of each piece of the questionnaire
* Demonstrated ability to troubleshoot problems that may happen during the implementation of the Child’s Questionnaire

**Multiple Choice:**

1. The Child Questionnaire should be administered to mothers/caregivers who care for a child that resides in the household or slept their last night and is
   1. Under 12 months
   2. Under 2 years of age
   3. Under 3 years of age
   4. Under 5 years of age
2. It is required to record a child’s \_\_\_\_\_\_\_\_ in the Under-5 Questionnaire
   1. Day of birth
   2. Month of birth
   3. Season of birth
   4. Year of birth
3. If you did not see a child’s vaccination card or records in the IM module, you should proceed to
   1. The Anthropometry Module
   2. IM4-IM12
   3. The Birth Registration Module
   4. BN2-BN7

**Fill in**

1. List two documents that you should request from a mother/caregiver before you begin the under-five child questionnaire

**Note:** Any two of the following are acceptable answers

Birth Certificate

Identity Card(s)

Vaccination Card(s)

Vaccination Documentation

Health Records

1. List two documents you should use to collect a child’s year of birth if the respondent is unable to provide this information

**Note:** Any two of the following are acceptable answers

Identification Card

Birth Certificate

Baptismal Certificate

1. The purpose of BN3 is to determine the child’s feeding patterns by asking about what the child has consumed in the last \_1\_\_\_\_ day(s) before the interview

1

**True/False: Indicate whether the following statements are true or false. If the statement is false, please underline the part of the statement that is false.**

1. You must always double check the entries for UF1-UF11 to make sure you will be recording information about the correct child.

True / False

1. The tablet will not fill out UF1-UF11, you will have to do it manually at the start of the women’s questionnaire

True / False

1. If you have already collected informed consent from the mother/caretaker, you do not need to re-administer the informed consent script.

True / False

1. If a child is 35 months when you come to administer the questionnaire, you should enter the age as: 35 months.

True / False

1. If a child is 10 months when you come to administer the questionnaire, you should enter the age as: 10 months

True / False

1. If a child is 28 days old when you come to administer the questionnaire, you should enter the age as: 1 month

True / False

**Matching: Read the participant descriptions below and write the letter(s) of the module(s) that they should be directed to after they complete the Child Information Module. If they are not eligible for any, choose “not eligible”.**

**[IMPORTANT: Adapt questions and answers based on the modules contained in the Under Five Child’s Questionnaire and the year of survey implementation. These are based on the generic RADAR Coverage Survey and may require adaptations depending on the changes made for your survey and age of eligibility for module completion]**

1. Breastfeeding and Nutrition Module
2. Vitamin A Module
3. Child Immunization Module
4. Not Eligible
5. Mary, female, born November 2017 \_\_\_\_A,B,C\_\_\_
6. Rafael, male, born February 2015 \_\_\_\_B\_\_\_\_
7. John, male, born January 2018 \_\_\_\_A,B,C\_\_\_\_
8. Hanna, female, born June 2012 \_\_\_\_D\_\_\_\_
9. James, male, born 2016 \_\_\_\_A,B, C\_\_\_\_
10. Alex, born May 2013 \_\_\_\_D\_\_\_\_
11. John, born 2014 \_\_\_\_B\_\_\_\_

**Completion:** Below are the vaccination cards for the children in a household. Using these cards, fill out the vaccination information as it should be recorded in the questionnaire.

|  |
| --- |
| **Nemo’s VACCINATION CARD** |
| VACCINE DATE |
| DPT-HepB-Hib1  April 16, 2014 |
| Measles Given, no date |
| DPT-HepB-Hib2  July, 2014 |
| PCV Appointment  April 2014 |
| PCV1 Given |
| PCV2 2014 |
|  |
|  |

|  |  |
| --- | --- |
| **Alia’s VACCINATION CARD** | |
|  |  |
|  |  |
|  |  |
| PCV1 | 16 November 2015 |
| DPT-HepB-Hib2 | Given |
| Measles | October 2015 |
| DPT-HepB-Hib2 scheduled | October, 2015 |
| DPT-HepB-Hib1 | September 25, 2015 |
| DPT-HepB-Hib Appointment | September 16 2015 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **VACCINATION INFORMATION RECORDED IN QUESTIONNAIRE: Alia** | | | | | | | | | |
|  | DAY | | MONTH | | | YEAR | | |
| DPT-HepB-Hib 1 | 2 | 5 | 0 | 9 | 1 | | 5 |
| DPT-HepB-Hib 2 | 0 | 0 | 0 | 0 | 0 | | 0 |
| DPT-HepB-Hib 3 | 0 | 0 | 0 | 0 | 0 | | 0 |
| PCV1 | 1 | 6 | 1 | 1 | 1 | | 5 |
| PCV2 | 0 | 0 | 0 | 0 | 0 | | 0 |
| PCV3 | 0 | 0 | 0 | 0 | 0 | | 0 |
| MEASLES | 9 | 8 | 1 | 0 | 1 | | 5 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **VACCINATION INFORMATION RECORDED IN QUESTIONNAIRE: Nemo** | | | | | | | | | | |
|  | DAY | | | MONTH | | | YEAR | | |
| DPT-HepB-Hib 1 | 1 | 6 | 0 | | 4 | 1 | | 4 |
| DPT-HepB-Hib 2 | 9 | 8 | 0 | | 7 | 1 | | 4 |
| DPT-HepB-Hib 3 | 0 | 0 | 0 | | 0 | 0 | | 0 |
| PCV1 | 4 | 4 |  | |  |  | |  |
| PCV2 | 9 | 8 | 9 | | 8 | 1 | | 4 |
| PCV3 | 0 | 0 | 0 | | 0 | 0 | | 0 |
| MEASLES | 4 | 4 |  | |  |  | |  |

Please list at least three questions you have about this particular section of the module below (these questions are not graded): **(Note for grading: record these questions and try to have them answered in subsequent training sessions)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# DAY 6 (Child’s Questionnaire, Part 2 VA, CO, DI, BR)

**Day 6: Child Questionnaire Part 2 (VA, CO, DI, BR)**

**Essential Takeaways:**

* Demonstrated ability to fill-out tablet correctly
* Understanding of skip patterns and logic of the questionnaire
* Understanding of the importance of each piece of the questionnaire
* Demonstrated ability to troubleshoot problems that may happen during the implementation of the Child’s Questionnaire

**Short Answer**

1. Skip pattern**:** 
   1. Locate the skip pattern at CO5 “Check answers in CO1 for fever and CO2 for cough” and write it below

If ‘Yes’ for fever and/or ‘Yes’ for cough, proceed to CO6. If ‘No’ or ‘DK’ for fever AND ‘No’ or ‘DK’ for cough, then skip to next module

* 1. Why is this skip pattern in place?

Fever/Coughing can be symptoms of malaria and pneumonia. We want to capture information about the illness and any treatments sought and/or used. These will be recorded in questions CO6 onward. However, if they haven’t had either a fever or cough, then those questions would not apply to them.

1. Why do we ask about fast/difficult breathing due to a chest problem or blocked nose in the cough and fever module?

The purpose of this question is to better distinguish between respiratory illness, which is life threatening, and an ordinary runny nose, which is less serious.

1. Why do we ask about birth registration?

This is because prompt registration at birth is seen as an essential means of protecting a child's right to identity, as well as respect for other child rights. The lack of a birth certificate may prevent a child from receiving health care, nutritional supplements and social assistance, and from being enrolled in school.

**Multiple Choice**

1. The Vitamin A module asks whether the child received a dose of Vitamin A in the past
   1. 24 hours
   2. 7 days
   3. 1 month
   4. 6 months
2. If a mother reports that her child's fever began in the evening and they received ACT treatment the next morning, select \_\_\_\_\_\_\_\_\_\_\_\_ (for question CO11)
   1. Two days after fever began
   2. Same day
   3. Next Day
3. Questions in the diarrhea module refer to diarrhea in the past
   1. 1 week
   2. 2 weeks
   3. 1 month
   4. 6 months
4. If a mother cannot procure a birth certificate, you should
   1. Ask to see the baptismal certificate
   2. Ask if the child has a vaccination card
   3. Ask if the child was registered with civil authorities

**Completion: Read the respondent descriptions below. How would you respond to the following questions in the cough and fever module? Enter your responses below as if you were filling in the tablet application. If you would not answer a question due to skip patterns, you should follow the instructions to go to the next question or end the module.**

1. Raphael’s mother was interviewed on 17 November 2017. She reports that Raphael had a cough that started on 6 November 2017 and turned into a fever by 10 November 2017. She isn’t sure if his breathing was faster than normal, but he did seem to have a little difficulty breathing because he had a runny / congested nose and a cough. Since the traditional health worker was not nearby, she took Raphael to a government run mobile clinic, where they said he did not have a fever but they recommended he be given an artemisinin-based combination therapy. Raphael’s mother wasn’t sure about the medicine, so she decided to let him heal on his own without the medicine.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Has (NAME) been ill with a fever at any time in the last 2 weeks? | Yes 1  No 2  Don’t know 8 |  |
|  | Has (NAME) been ill with a cough at any time in the last 2 weeks? | Yes 1  No 2  Don’t know 8 | 🡪CO5  🡪CO5 |
|  | When (NAME) was ill with a cough, did he/she breathe faster than usual with short, fast breaths or did he/she have difficulty breathing? | Yes 1  No 2  Don’t know 8 | 🡪CO5  🡪CO5 |
|  | Was the difficult breathing due to a problem in the chest or to a blocked or runny nose? | Problem in the chest 1  Blocked nose 2  Both 3  Other *(specify)* 6  Don’t know 8 |  |
| 1. **For the interviewer: Check answers in CO1 for fever and CO2 for cough**   **‘Yes’ for fever and/or ‘Yes’ for cough 1🡪CO6**  **‘No’ or ‘DK’ for fever AND ‘No’ or ‘DK’ for cough 2🡪 Next module** | | | |
|  | Did you seek advice or treatment for the illness? | Yes 1  No 2  Don’t know 8 | 🡪CO8  🡪CO8 |
|  | Where did you seek advice or treatment?  **Record all sources mentioned.**  **Probe**: Anywhere else?  **If a hospital, health center, or clinic, write name of place below:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Name of Place) | **PUBLIC HEALTH SECTOR**  Government hospital A  Government health center B  Mobile clinic C  Fieldworker/CHW post D  Other public (specify) X  **PRIVATE HEALTH SECTOR**  Private hospital/clinic E  Pharmacy F  Mobile clinic G  Fieldworker/CHW post H  Other private (specify) Y  **COMMUNITY SOURCE**  Community health worker I  Shop J  Traditional healer K  Informal drug seller L  Market M  Other source (specify) Z |  |
|  | At any time during the illness, did (NAME) take any drugs for the illness? | Yes 1  No 2  Don’t know 8 | 🡪Next module  🡪Next module |
|  | What drugs did (NAME) take?  **Probe:** Any other drugs?    **Record all drugs mentioned.**  **Ask to see drug(s) if type of drug is not known. If type of drug cannot be determined, show typical drugs to respondent.** | **ANTIMALARIAL DRUGS**  Artemisinin Combination Therapy (ACT) A  Fansidar/Maloxine/SP  (sulfadoxine-pyrimethamine) B  Chloroquine C  Amodiaquine D  Quinine:  Pills E  Injection/IV F  Artemeter/lumefantrine G  Artenusate/amodiaquine:  Rectal H  Injection/IV I  Other anti-malarial J  *(Specify other anti-malarial)*  **ANTIBIOTIC DRUGS**  Pill/syrup K  Injection/IV L  **OTHER DRUGS**  Aspirin M  Acetaminophen N  Ibuprofen O  Cough syrup or sedative or expectorant P  Unknown injection Q  Traditional remedy R  Other X  *(Specify other)*  Don’t know drug Z | **SKIP** |
| 1. **For the interviewer: Check CO9.**   **Did the child receive artemeter/lumefantrine, artenusate/amodiaquine, and/or another artemisinin-based combination therapy?**  **Yes 1🡪CO11**  **No 2🡪Next module** | | | |
|  | How many days after the fever began did (NAME) first take [NAME OF ARTEMISIN COMBINATION THERAPY RECEIVED]? | Same day (<24 hrs ago) 0  Next day (24 to <48 hrs ago) 1  Two days after fever began (48 to <72 hrs) 2  Three days after fever began (72 to <96 hrs) 3  Four or more days after fever began (96 hrs or more) 4  Don’t know 8 | **SKIP** |

1. Jennifer’s mother was also interviewed on 17 November 2017. Jennifer had a cough that started on the first of November, but then the cough subsided by the evening of 2 November. She then had a fever that peaked around the sixth of November. But because the fever began to subside and there was no major change in her breathing, they didn’t seek medical help. Instead, the family decided to let Jennifer heal naturally.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Has (NAME) been ill with a fever at any time in the last 2 weeks? | Yes 1  No 2  Don’t know 8 |  |
|  | Has (NAME) been ill with a cough at any time in the last 2 weeks? | Yes 1  No 2  Don’t know 8 | 🡪CO5  🡪CO5 |
|  | When (NAME) was ill with a cough, did he/she breathe faster than usual with short, fast breaths or did he/she have difficulty breathing? | Yes 1  No 2  Don’t know 8 | 🡪CO5  🡪CO5 |
|  | Was the difficult breathing due to a problem in the chest or to a blocked or runny nose? | Problem in the chest 1  Blocked nose 2  Both 3  Other *(specify)* 6  Don’t know 8 |  |
| 1. **For the interviewer: Check answers in CO1 for fever and CO2 for cough**   **‘Yes’ for fever and/or ‘Yes’ for cough 1🡪CO6**  **‘No’ or ‘DK’ for fever AND ‘No’ or ‘DK’ for cough 2🡪 Next module** | | | |
|  | Did you seek advice or treatment for the illness? | Yes 1  No 2  Don’t know 8 | 🡪CO8  🡪CO8 |
|  | Where did you seek advice or treatment?  **Record all sources mentioned.**  **Probe**: Anywhere else?  **If a hospital, health center, or clinic, write name of place below:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Name of Place) | **PUBLIC HEALTH SECTOR**  Government hospital A  Government health center B  Mobile clinic C  Fieldworker/CHW post D  Other public (specify) X  **PRIVATE HEALTH SECTOR**  Private hospital/clinic E  Pharmacy F  Mobile clinic G  Fieldworker/CHW post H  Other private (specify) Y  **COMMUNITY SOURCE**  Community health worker I  Shop J  Traditional healer K  Informal drug seller L  Market M  Other source (specify) Z |  |
|  | At any time during the illness, did (NAME) take any drugs for the illness? | Yes 1  No 2  Don’t know 8 | 🡪Next module  🡪Next module |
|  | What drugs did (NAME) take?  **Probe:** Any other drugs?    **Record all drugs mentioned.**  **Ask to see drug(s) if type of drug is not known. If type of drug cannot be determined, show typical drugs to respondent.** | **ANTIMALARIAL DRUGS**  Artemisinin Combination Therapy (ACT) A  Fansidar/Maloxine/SP  (sulfadoxine-pyrimethamine) B  Chloroquine C  Amodiaquine D  Quinine:  Pills E  Injection/IV F  Artemeter/lumefantrine G  Artenusate/amodiaquine:  Rectal H  Injection/IV I  Other anti-malarial J  *(Specify other anti-malarial)*  **ANTIBIOTIC DRUGS**  Pill/syrup K  Injection/IV L  **OTHER DRUGS**  Aspirin M  Acetaminophen N  Ibuprofen O  Cough syrup or sedative or expectorant P  Unknown injection Q  Traditional remedy R  Other X  *(Specify other)*  Don’t know drug Z |  |
| 1. **For the interviewer: Check CO9.**   **Did the child receive artemeter/lumefantrine, artenusate/amodiaquine, and/or another artemisinin-based combination therapy?**  **Yes 1🡪CO11**  **No 2🡪Next module** | | | |
|  | How many days after the fever began did (NAME) first take [NAME OF ARTEMISIN COMBINATION THERAPY RECEIVED]? | Same day (<24 hrs ago) 0  Next day (24 to <48 hrs ago) 1  Two days after fever began (48 to <72 hrs) 2  Three days after fever began (72 to <96 hrs) 3  Four or more days after fever began (96 hrs or more) 4  Don’t know 8 |  |

**Fill in**

1. The questionnaire’s definition of diarrhea is: more than \_\_\_\_\_\_\_\_\_ runny stools per day.

Three (3)

Please list at least three questions you have about this particular section of the module below (these questions are not graded): **(Note for grading: record these questions and try to have them answered in subsequent training sessions)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Day 7: Review translated HH and women’s questionnaire

# DAY 8 (Anthropometry Module)

**Day 8: AM module**

**Essential Takeaways:**

* Demonstrated ability to fill-out tablet correctly
* Understanding of the importance of each piece of the questionnaire
* Demonstrated ability to troubleshoot problems that may happen during the implementation of the Anthropometry Questionnaire

*{****IMPORTANT:*** *Adapt questions and answers based on inclusion of the optional AM module in the Under Five Child’s Questionnaire. These are based on the generic RADAR Coverage Survey and may require adaptations depending age of eligibility for module completion}*

**Short Answer: Answer the following in 1-3 sentences**

1. Why do we measure the height/length and weight in children aged 0-4years?

Measuring the height/length and weight in children aged 0-4 years is a good indicator of the health and nutrition status of children

1. How would you calculate the weight for a 13-month old child, according to the manual on the anthropometry module?

if unable to weigh the child alone, you will first weight the child with the mother (AM3a) and then will weigh the mother alone (AM3b). Record both weights if weighed together.

**Multiple Choice: Circle the letter of the response that BEST answers the question**

1. Children are measured for \_\_\_\_\_\_\_\_\_\_\_ in the Anthropometry Module
   1. Height/length
   2. Weight
   3. Edema
   4. A & B only
   5. All of the above
2. Edema can only be diagnosed when
   1. When both feet show the impression for some time
   2. An impression is applied to the back of the abdomen
   3. When one foot shows the applied impression for less than 20 seconds
   4. When the abdomen shows the applied impression for some time

**Fill-in-the-Blank**:

1. If you measure a child standing, you are measuring their \_\_\_\_\_\_\_\_\_\_\_(1). But, if you measure the child while he/she is lying down, you are measuring their \_\_\_\_\_\_\_\_\_\_(2)

Height(1)

Length(2)

. Please list at least three questions you have about this particular section of the module below (these questions are not graded): **(Note for grading: record these questions and try to have them answered in subsequent training sessions)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_