RESULTS OF A MULTI-TOPIC FIELD TEST IN BELIZE 2019

MICS METHODOLOGICAL PAPERS

Paper No. 10, 2019

Data and Analytics Section
Division of Data, Analytics, Planning and Monitoring

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United Nations Children's Fund
Data and Analytics Section, Division of Data, Analytics, Planning and Monitoring
3 United Nations Plaza, New York, NY 10017, USA
Tel: +1 (212) 326-7000
Email: mics@unicef.org

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The text has not been edited to UNICEF official publication standards. Series template based on an original design by Cynthia Spence and Alexandra March.

Suggested citation: Khan SM., Beshanski-Pedersen B., Unalan T., Flowers J., and Wade P. (2019). *Results of a multi-topic field test in Belize 2019*. MICS Methodological Papers, No. 10, Data and Analytics Section, Division of Data, Analytics, Planning and Monitoring, UNICEF, New York.

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About MICS

The Multiple Indicator Cluster Surveys, MICS, is one of the largest global sources of statistically sound and internationally comparable data on children and women. MICS data are gathered during face-to-face interviews in representative samples of households. The surveys are typically carried out by government organizations, with technical support from UNICEF.

Since the mid-1990s, MICS has supported more than 100 countries to produce data on a range of indicators in areas such as health, education, child protection and HIV/AIDS. MICS data can be disaggregated by numerous geographic, social and demographic characteristics.

As of 2019, five rounds of surveys have been conducted: MICS1 (1995-1999), MICS2 (1999-2004), MICS3 (2004–2009), MICS4 (2009–2012) and MICS5 (2012-2015). The sixth round of MICS (MICS6) is currently taking place in 2016–2020. Survey results, tools, reports, micro-data and information on the MICS programme are available at <*mics.unicef.org*>.

About the MICS Methodological Papers

MICS Methodological Papers are intended to facilitate exchange of knowledge and to stimulate discussion on the methodological issues related to the collection, analysis, and dissemination of MICS data; in particular, the papers document the background methodological work undertaken for the development of new MICS indicators, modules, and analyses. The findings, interpretation and conclusions do not necessarily reflect the policies or views of UNICEF.

Acknowledgements

The authors would like to thank the following persons who provided thoughtful review of the instruments used and results produced in this report:

Bo Strange Sorensen (UNICEF Supply Division), Julia Krasevec (UNICEF DDAPM), Chika Hayashi (UNICEF DDAPM), Francisco Guerreiro (Office of the United Nations High Commissioner for Human Rights, Geneva), Nicolas Fasel (Office of the United Nations High Commissioner for Human Right, Geneva), Jan Beise (UNICEF DDAPM), Danzhen You (UNICEF DDAPM), Amy Wickham (UNICEF Programme Division), Kieran Walsh (ILO, Geneva), Haoyi Chen (UNICEF DDAPM) and Francesca Grum (UNSD).

1

Introduction

The Multiple Indicator Cluster Surveys (MICS) often tests new question modules and approaches to ensure that high quality tools are available to countries to monitor the situation of children and women. The sixth round of MICS began in 2017 with a number of new modules added to the standard MICS tools. Many of these changes were included to measure indicators articulated in the Sustainable Development Goals (SDGs). Since the launch of MICS6, methods to collect data on new topics have been refined by the international community. Further, new measurement approaches to certain topics pertinent to UNICEF such as anthropometric data collection and household air quality are taking place and warrant further study.

MICS, working with UNICEF Belize and the Statistical Institute of Belize (SIB), implemented a field test of a number of new questions in two survey regions in Belize in April/May 2019. SIB was selected as the implementing partner as they implemented 4 previous MICS surveys and had extensive experience with MICS methodology. The objectives of the field test were:

- To assess how a number of new questions function in a MICS survey,
- Test new measurement tools for objective measures.

The new questions and measurements include:

- Electronic measuring boards (for anthropometric measurement)
- Discrimination
- Household air quality
- Citizenship
- Not in Employment, Education or Training (NEET for women 15-24)
- Children's time use
- Early Childhood Development -learning domain (ECD)

This report focusses on all but the last 2 topics which are expected to be published in separate reports and papers.

2

Methods

Overview of MICS field test

The field test was carried out in Belize with the collaboration of UNICEF HQ (the MICS team), UNICEF Belize and the Statistical Institute of Belize. The field test used a mixed method design to understand how instruments functioned. The quantitative approach was to implement a household survey based on standard MICS modules and new modules. The qualitative approach involved focus groups of interviewers and analysis of written field notes. The mixed-methods approach allowed simultaneous comparison and triangulation of two different kinds of data to explain complex implementation issues. Data analysis was done simultaneously where quantitative and qualitative data were analyzed at the same time, and the results incorporated as they related to each thematic area under study.

Quantitative approach- Household survey implementation
Study site and sampling methods

The field test was located in two survey regions of Belize: Toledo and Belize City South Side (BCSS). This provided a setting with a mix of urban and rural areas as well as languages and socio-economic statuses. The household survey used the standard multi-stage MICS sampling procedure to generate representative results. In the first stage of sampling, within Toledo and BCSS, enumeration areas (EAs) were selected from a list of EAs provided by SIB. In these two areas, there were several recent household surveys which used probability-based sampling for their EAs. SIB recommended against using the same EAs, citing concerns over non-response due to survey fatigue. As such, the field test selected only EAs not covered in the other surveys. As the selection of EAs for the other surveys were probabilistic, so too is the selection of EAs in the field test. In the second stage of sampling, households were selected. In Toledo, it was decided due to the small number of EAs available, to select 28 households in 10 clusters for a total sample of 280 households. In BCSS, 20 households in 20 EAs were selected, for a combined total of 680 households.

Questionnaires

Four questionnaires using MICS standard modules were used in the household survey: household survey, questionnaire for individual women age 15-49, questionnaire for children under-5 and questionnaire for children age 5-17. The new topics were:

- Electronic measuring boards (for anthropometric measurement, in the under-5 questionnaire)
- Discrimination (in the questionnaire for individual women age 15-49)
- Household air quality (in the household questionnaire)
- Citizenship (in the household questionnaire)
- Not in Employment, Education or Training (for women 15-24 in the questionnaire for individual women age 15-49)
- Children's time use (questionnaire for children age 5-17)
- Early Childhood Development -learning domain (in the questionnaire for children under-5).

This paper covers the results of these modules, with the exception of children's time use and ECD which will be covered in other documents. The relevant questionnaires are shown in Annex 1.

Fieldwork training and implementation

A total of 24 fieldworkers were trained over a two-week period using the relatively short survey instrument. They were divided into 4 teams of a supervisor, a measurer for anthropometry and 4 interviewers. Fieldwork was implemented in two phases due to a shortage of staff to oversee fieldwork. The first phase was from April 1st to April 12th in Toledo, followed by April 15th to April 30th in BCSS. As BCSS fieldworkers had a break between training and fieldwork, a 1-day refresher was done in prior to fieldwork and the pace of fieldwork was slowed to accommodate any arising issues from the break. Field check tables were run several times to understand implementation problems and allow retraining and reinforcement of key issues. Further to the main fieldwork, various revisits were necessary to raise response rates. These took place until May 10th .

Qualitative approach- Focus groups

Focus groups

Two focus groups of interviewers were conducted to collect qualitative data on the implementation of the modules. The focus groups prompted interviewers to think about the ease or difficulty of implementing new procedures (such as air quality) and new question modules. Further data were collected on the understanding of respondents to certain questions. Finally, interviewers were asked to provide any other feedback on the exercise to improve fieldwork and any training in the future. The focus groups were implemented after field teams for each region was in the field for about 1 week, allowing the interviewers to accumulate their experiences over the period.

Field notes

A group of observers mainly from UNICEF and SIB were asked to keep field notes of the interviews they observed. These notes were unstructured and provided a mechanism to note interviewer-respondent dynamics, implementation at the question level and field organization. These notes were collated into a singular document and analysed thematically.

3

Electronic measuring boards

Background

MICS has collected anthropometric measures of children, namely height and weight, for nearly all rounds of the survey. Height has been collected using a wooden measuring board where measurers are trained to correctly position the child and then to take a reading of height (or length in the case of very young children) using a built-in measuring tape on the board. This approach has been largely successful when training and measurer quality are good and field supervision have been adequate. Nevertheless, human error in reading and recording measurements has been observed. With advances in technology, new approaches towards better measurements are possible.

UNICEF's Supply Division, in collaboration with the MICS team and Nutrition focal points in UNICEF'S Data and Analytics jointly advised on the development of a prototype of an electronic height board. The board was intended to be used in the field to capture the heights of children under 5 years. The aim of the new board is to provide an electronic reading of height, eliminating human error of reading off a measuring tape on the analogue board. Along the length of the board is a measuring tape which indicates height and a head piece which is raised or lowered onto the head of a child. Within the headpiece of the board, a camera which is powered by a rechargeable battery reads the height of the child based on the tape measure and displays the height in in centimetres, to one decimal place, on a display screen. Measurers and interviewers read this measurement off and manually record this onto paper questionnaires which are later transferred to tablets.

Methodology

Two electronic boards were used in the field test and assessed using qualitative data from two focus groups and field observations based on field notes of observers from UNICEF.

Results

Training on the boards

Overall, interviewers expressed comfort with understanding how to assemble and use the boards pleasure with the lightness and overall visual appeal of the items. The interviewers also pointed out a design issue: the boards were too tall/long as they were designed for adults and children and anticipated that the three parts of the board in the field would be cumbersome to manoeuvre. Experience with charging the boards was good with the boards retaining their charge well though some interviewers indicated that the boards kept a reading of 100% charged for the duration of the training.

Field performance

Many observations noted in the training were confirmed during fieldwork. The boards were light and easy to carry though cumbersome and too tall. Readings were easy to detect from the display screen and no interviewer expressed difficulty to read the display in strong sunlight. Generally, readings remained visible on the display screen though with one board, the screen flickered at times. This was solved by turning off and on again. Regarding the charge on the board, the teams noticed that even after extended use, the

battery indicated 100% charged. On one board, the screw that held the three parts of the boards secure became thread bare quickly under field conditions and was unable to hold the pieces of the board together. Consequently, it was difficult to transport and keep the board.

Data quality

Of the 214 cases of children under 5, less than 1 percent of cases were flagged as outliers, and only so among the youngest children (less than 12 months) in Table 3.1. No notable pattern of heaping on 5 and 0 was found (see Table 3.2) and comparing to heaping on weight measurements, differences are none to minimal.

Table 3.1 Percent distribution of children under 5 by completeness of information on date of birth and length or height, Belize MICS field test, 2019

		Reason to exclude from anthropometric analysis:					
	Valid length/height and date of birth	Length/Height not measured	Incomplete date of birth	Length/Height not measured and incomplete date of birth	Outliers	Total	Number of children under 5
Total	83.1	6.9	9.2	0.0	0.8	100.0	214
Age in months							
0-5	64.3	5.1	27.2	0.0	3.4	100.0	27
6-11	56.1	11.4	29.9	0.0	2.7	100.0	31
12-23	95.9	4.1	0.0	0.0	0.0	100.0	38
24-35	94.0	6.0	0.0	0.0	0.0	100.0	34
36-47	96.0	4.0	0.0	0.0	0.0	100.0	47
48-59	79.8	11.8	8.5	0.0	0.0	100.0	36

Table 3.2 Distribution of weight and height/length measurements by decimal digit recorded, Belize MICS field test, 2019

		Weight		Height or length	
		Number	Percent	Number	Percent
Digits	Total	201	100.0	203	100.0
	0	19	9.5	18	8.9
	1	19	9.6	21	10.2
	2	23	11.3	22	10.9
	3	26	13.0	30	15.0
	4	21	10.4	19	9.6
	5	19	9.4	15	7.6
	6	13	6.4	20	9.7
	7	19	9.6	17	8.2
	8	21	10.7	16	7.7
	9	20	10.2	25	12.2

Discussion

The electronic measuring boards proved easy to train on and use. The boards will need further development to ensure durability. During the field test, the boards came with an Android application that could transfer data directly to the tablets used in data collection. As MICS currently uses Windows devices, a new app needs to be developed and tested.

4

Discrimination

Background

In MICS6, a composite question was added to measure an age disaggregate of SDG Indicators 10.3.1 & 16.b.1. This indicator is the proportion of population reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law. MICS does not provide a full population estimate but an age disaggregate thusly: the percentage of women and men age 15-49 who have felt discriminated against or harassed in the last 12 months on the basis of ethnic or immigration origin, gender, sexual orientation, age, religion or belief, disability, any other reason. Further development of the indicator by the Office of the United Nations High Commissioner for Human Rights (OHCHR) led to the release of a new set of questions and methodology which were tested as part of the MICS Field Test.

Methodology

The new approach consists of two composite questions with a show card. In the first question, the interviewer reads an initial introduction to the concept of discrimination and harassment then asks the respondent if she (in the case of the MICS field test) has experienced discrimination or harassment in the previous 5 years on the basis of 12 grounds (See annex 1 for questions, to be inserted later).
Respondents can provide a yes, no or no response option to each individual ground. To aid respondents to understand the specific ground of discrimination, a show card with definitions of each ground was provided to respondents to read.
For each ground of discrimination or harassment that the respondent experienced in the 5 previous years, the respondent is asked if she had such experience in the past 12 months.

Results

Training

Definitions provided for training were not sufficient for the interviewers to fully understand the different grounds of discrimination. As such, real life examples were developed at the training to show different aspects of the grounds of discrimination.

Understanding the question

There was universal agreement that the introduction to the first questions was too long, and often not read out by interviewers who instead paraphrased the ideas, a practice that is not within the confines of the MICS survey protocols. Several interviewers cited that despite asking the question (and at times repeating it), they had to explain what key terms meant. This was true for “discrimination” and certain grounds of discrimination. While some grounds were immediately understood (such as sex, age and migratory status, for example), others such as socio-economic status and place of residence were not. Interviewers tended to give explanations to illustrate the meaning such as socio-economic status referring to “income” or what you owned. The sexual orientation ground was not administered uniformly

by interviewers. Interviewers from one of the surveyed regions had mixed feelings about the sexual orientation ground of discrimination and at times did not ask the question. One interviewer cites that "you don't ask because it is culturally inappropriate" in the Maya communities. Others in a different survey region thought it was "good to ask, as in some places it may be occurring", explaining the need to measure such a practice. Regarding disability or health status, many respondents focussed on the disability aspect of the question and did not reflect on health status. One respondent even went so as far as asking, "do you think I'm disabled?", illustrating the clear focus on this singular aspect. This itself is not incorrect as the "health status" part of the question was added as a means to avoid using the term "disability" if it is stigmatized.

Use of show cards

Interviewers were quick to point out that women who were being interviewed were unable to understand the concepts shown on the cards, citing that the explanatory language was not on "their level" and that the show card was difficult to read. The perceived lack of clarity of the definitions led to interviewers improvising and providing their own examples of each type of discrimination, which may have created an uneven interpretation of the question. Further, despite being required as per the survey protocol, we note that some interviewers reported not using the cards, citing the lack of clarity and usefulness as reasons for non-use.

Survey results

Overall, 24 percent of women age 15-49 experienced some form of discrimination or harassment in the previous 5 years (Table 4.1) and 18 percent had such an experience in the past 12 months (Table 4.2). In the 12 months prior to the survey, the least discriminatory ground was on sexual orientation and gender (less than 1 percent) identify while the highest was on ethnicity, colour or language (9 percent). Differences by ethnic groups were small with "other" ethnicities at 20 percent, Maya at 19 percent and Creole at 17 percent in the 12 months prior to the survey. Mayan women tended to also experience higher levels of discrimination or harassment than Creole women due to their religion.

Table 4.1 Experience of discrimination or harassment in the previous 5 years, Belize MICS field test, 2019

	Percentage of women age 15-49 having personally felt discriminated against or harassed in the previous 5 years:													
	Sex	Age	Disability or health status	Ethnicity, colour, language	Migration status	Socio-economic status	Geographic location or place of residence	Religion	Marital and family status	Sexual orientation and gender identity	Political opinion	Other grounds	Any ground	Number of women
Total	6.0	4.5	3.9	12.0	2.8	6.3	6.6	4.6	4.1	0.3	2.7	1.9	24.1	468
Area														
Urban	5.9	3.4	4.7	13.8	1.9	4.9	8.3	0.5	5.0	0.0	1.4	2.5	23.9	279
Rural	6.1	6.2	2.8	9.4	4.2	8.3	4.1	10.7	2.7	0.8	4.6	0.9	24.5	189
District														
Belize City South Side	6.3	3.3	5.0	13.2	1.8	4.6	8.3	0.5	5.1	0.0	1.5	2.7	23.4	259
Toledo	5.5	6.0	2.6	10.5	4.2	8.3	4.6	9.7	2.8	0.7	4.1	0.9	25.0	209
Age														
15-19	5.5	5.5	3.5	9.4	2.0	7.6	0.8	6.3	0.0	0.9	0.0	1.8	20.7	68
20-24	6.1	4.8	1.8	6.7	3.7	4.0	5.9	3.4	1.1	0.0	0.8	1.1	15.9	80
25-29	7.3	8.6	4.5	10.5	0.8	11.3	9.5	8.0	10.5	0.0	4.1	0.0	26.1	82
30-34	13.9	7.8	3.3	16.9	5.5	9.0	11.5	2.3	3.5	0.0	3.4	2.8	30.0	62
35-39	2.3	1.3	0.0	14.3	2.4	6.8	6.2	4.4	3.0	0.0	2.1	1.7	26.4	67
40-44	3.4	0.0	0.0	12.0	0.0	1.0	2.3	2.1	1.4	0.0	2.1	1.6	21.5	63
45-49	1.9	1.9	19.4	17.9	7.3	1.9	11.4	5.3	10.1	1.9	7.9	6.2	32.4	46
Education[1]														
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	18
Primary	3.2	4.1	5.4	14.5	2.7	4.1	1.6	6.1	1.5	0.0	3.6	0.4	24.3	166
Secondary +	7.7	4.8	3.0	10.1	2.3	7.1	9.2	3.2	5.6	0.2	2.3	2.9	24.0	283
Ethnicity of household head														
Creole	7.5	3.6	4.6	7.9	2.6	5.5	9.1	0.8	5.7	0.0	2.2	3.5	21.2	171
Maya	5.9	6.0	2.8	9.5	4.3	8.0	5.2	11.5	3.0	0.5	5.1	0.7	24.6	170
Other	4.0	3.9	4.6	21.1	1.2	5.1	5.2	0.5	3.4	0.5	0.0	1.3	27.6	125
Wealth index quintile														
Poorest	4.6	6.3	1.9	7.2	2.4	5.6	1.8	9.6	1.9	0.0	3.2	0.0	18.1	87
Second	6.9	6.2	4.2	13.2	5.8	9.0	7.5	11.5	3.8	1.0	5.9	1.3	35.2	89
Middle	5.3	4.8	4.7	11.1	2.3	8.1	8.3	2.8	8.8	0.6	3.4	5.6	19.0	103
Fourth	4.0	4.4	2.4	13.2	1.9	4.5	6.9	0.0	4.2	0.0	1.0	0.9	24.0	97
Richest	9.0	1.0	6.4	15.2	1.9	4.1	8.3	0.0	1.1	0.0	0.0	1.1	24.9	92

[1]One missing case from Education is omitted in the table

(*) Figures that are based on fewer than 25 unweighted cases

Table 4.2 Experience of discrimination or harassment in the previous year, Belize MICS field test, 2019

	Percentage of women age 15-49 having personally felt discriminated against or harassed in the previous 5 years:													
	Sex	Age	Disability or health status	Ethnicity, colour, language	Migration status	Socio-economic status	Geographic location or place of residence	Religion	Marital and family status	Sexual orientation and gender identity	Political opinion	Other grounds	Any ground	Number of women
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Urban	4.6	1.6	2.5	10.7	1.0	4.2	5.5	0.0	4.1	0.0	1.4	2.5	18.0	279
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45-49	1.9	1.9	8.1	17.9	5.4	0.0	3.3	3.9	8.2	0.0	7.9	6.2	31.0	46
Education[1]														
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	18
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Secondary +	5.3	2.4	2.7	7.8	0.8	5.4	5.7	2.4	4.3	0.2	2.0	2.9	18.4	283
Ethnicity of household head														
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Maya	2.8	2.7	2.3	7.3	2.7	4.6	2.7	9.8	1.5	0.0	3.6	0.7	18.9	170
Other	4.0	3.1	0.5	15.0	1.2	4.4	3.7	0.5	2.7	0.5	0.0	1.3	20.0	125
Wealth index quintile														
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Richest	7.7	0.0	0.8	14.2	0.0	2.0	6.5	0.0	1.1	0.0	0.0	1.1	18.9	92

[1]One unweighted missing case from Education and Ethnicity of household head is omitted in the table

(*) Figures that are based on fewer than 25 unweighted cases

Discussion

While these new questions represent an increase in specificity and number of grounds for discrimination studied, the use of these questions revealed a certain level of scepticism from the interviewers about asking these questions and difficulty in implementing them using the show card and question text. These questions have been used in different survey contexts, usually within surveys specifically tailored to discrimination and similar topics. However, our results indicate various issues with importing these questions into the MICS scaffolding.

Within the content of the current MICS Victimization module where these questions were tested, other questions on victimization have an initial 3-year reference period. With an aim to ease the cognitive burden on respondents to recall events, further research on changing the reference period from a 5-year to a 3-year period is needed to understand if this can just as easily capture the intended responses. We also note that while these questions are now the recommended set of SDG questions, they represent more than a doubling of questions and implementation effort compared to the first set of questions in MICS6. The ability of MICS to absorb such changes would need to be studied in tandem with other aspects of the survey through further field tests and using other inclusion and implementation criteria.

The intention of using a show card is to standardize the understanding of respondents to the different grounds of discrimination. We note that the show card did not produce this effect and was at times abandoned during the field test by interviewers. The material on the cards needs further development to match the cognitive levels of respondents and can include examples (in addition to the definitions). The use of examples can also be interwoven into the training component of the interviewers to ensure a standard understanding of the questions. We further note that we interviewed a high literacy population. Use of a show card with text in a non-literate population will be irrelevant. An alternative way to address this is to explain each ground of discrimination individually during the interview though this requires careful training and a great deal more time during the interview process. Regarding the introductory statement in the question which proved to be too long for respondents to focus on, we recommend a shorter and more concise approach though this may have unintended effects on validity of reporting of incidents of discrimination.

In future work, it would be important to address these issues through further field testing. Firstly, examples of discrimination at the national level should be developed which would aid interviewer training. Further sensitization of interviewers on these questions is also necessary to ensure even field implementation. Then, a question module without a show card and a shorter introduction question can be developed and tested against the existing module. This would reveal the differences between the performance of the two approaches.

5

Air quality testing

Background

Ambient air pollution (AAP) and household air pollution (HAP) contribute to numerous negative health consequences for children and adults, including respiratory tract infections, preterm birth, low birthweight, stillbirth and infants born small for gestational age (1). Reductions in exposure to HAP can significantly reduce the risk of severe pneumonia and premature deaths (2). MICS currently collects data on the type of cookstove used for cooking, and type of energy used for cooking, heating and lighting in the household- which contribute to HAP. Nevertheless, MICS does not collect any direct estimates of HAP. Keeping in mind that there is no standard approach to collecting measures of indoor air quality in a household survey, UNICEF designed a new module to understand the feasibility of such measurements in MICS.

Methodology

We developed a new questionnaire module on air quality (AQ). For development, we assumed usual MICS field conditions and agreed that only minor deviations from field work practices would be possible. Usual field conditions imply that interviewers spend a limited amount of time in a household, are unable to perform multiple readings and are unable to return to households. As such, we concluded that a single reading of AQ would be most appropriate for the field test. The module was positioned at the end of the household questionnaire and contained 1 question, 1 reading of AQ and 3 observations. The question asked for consent for the air quality test while the observations asked the interviewer to note where the reading was taken, and at the time of the reading, if cooking, smoking or use of mosquito coils or incense was ongoing.

The air quality test was done using a low-cost air quality monitor (AQM) (Laser Egg 2)(3) that interviewers carried into households. A PM2.5 reading, an indication of the density of particles less than 2.5 microns, was recorded as the indicator of indoor air quality. Fine particulate matter (PM2.5) is the key indicator used in making health estimates of air pollution impacts and is most commonly measured or monitored by governments around the world. Ultrafine pollution particles (particulate matter that is equal or less than 2.5 microns in diameter) pose an especially high risk because they can more easily enter the blood stream and travel through the body to the brain. First, interviewers asked for consent to take the reading using the AQMs. If consent was provided, interviewers removed the devices from their bags, turned them on, adjusted the mode to PM2.5 and proceeded to a suitable location for the reading. Readings could be done in any part of the household, both inside and outside. However, it was strongly recommended that readings were taken in the kitchen. If the reading was done in the kitchen, the protocol provided an approximate location on where to take the reading: 1.5m from the ground (i.e. about waist level), 1m away from the main stove (i.e. about arm's length) and 50cm away from the wall (i.e. about elbow distance). Apart from recording the reading in PM2.5, the location of the reading was also recorded. If a reading fluctuated, interviewers recorded the highest reading. Fact sheets about AQ were also provided to households during the interview and results were given immediately to households.

Results

Respondent reactions to AQ testing

During the focus groups, interviewers mentioned that reactions to AQ testing ranged from indifference to curiosity. In BCSS, interviewers pointed out that respondents were sensitive to having anyone from the team in the household and preferred the reading taken outside the home. During the field test, fact sheets were distributed but not universally. This occurred as some interviewers forgot to distribute them or preferred not to do so. While some respondents looked at the fact sheets, others did not review it and one respondent gave it to her daughter to play with. Some interviewers received questions related to the content of the fact sheet and noted that the readability of the material needs improvement to match the ability of respondents. In some cases, translation of the fact sheet into local languages was also suggested by interviewers.

Regarding results of the test, interviewers at times used the fact sheet to indicate the quality of air but respondents often wanted to know in unequivocal terms if the air quality was "good or bad" and what could be done if it was bad. Respondents seemed to indicate some level of expectation that the survey or others will do something to improve air quality or at times asked what they could do themselves.

Use of the AQ device

Interviewers noted that mechanically, it was an easy process turning on the device, reading and recording the readings. Carrying and storing the device though was somewhat difficult. Interviewers requested to have a cushioned/padded pouch to carry the device or another device which would fit better into their flat carrier bags which housed their tablets used to collect data.

Interviewers stated that AQ readings fluctuated widely. One interviewer recalled that readings "went all the way to 160 and then dropped to 12" while another noted that her reading "went to 300 and fell to 126". This occurred in households across the two districts and in households with and without open fire hearths, a solid-fuel stove type prevalent in the Toledo district. In Toledo, one interviewer noted that there was "no stable reading" around this stove type. In BCSS, where readings outside the home was more prevalent, the AQ reading proved challenging due to the wind and when there was a lot of smoke in the area, readings took time to stabilize.

Taking measurements did not always conform to expectations and instructions in the training. Field observations noted that cooking may not be ongoing actively while they were conducting the interview though open stoves such as the fire hearth are often left burning at all times, even when cooking was not being done. Further, interviewers were not always granted access to the entire homes of respondents to conduct observations of cooking, use of incense and smoking. In these cases, they may have relied on limited observations and/or asking the respondent.

Survey results

About 87 percent of households consented to have their air quality measured, with consent rates higher in rural areas (92 percent) compared with urban areas (85 percent). These differences confirm qualitative findings in the focus group. The consent rate showed a negative correlation with level of education of the head of household. In households where the household head had no or primary education, 93 percent consented while in households with secondary or greater education, 85 percent consented for the test. No clear pattern by household wealth was seen (see Table 5.1).

Table 5.1 Consent for air quality testing, Belize MICS field test, 2019

	Percent consented for air quality test	Number of households
Total	87.3	580
Area		
Urban	84.7	382
Rural	92.3	198
District		
Belize City South Side	84.2	362
Toledo	92.6	218
Education of household head		
Pre-primary or none	92.9	55
Primary	89.2	227
Secondary +	85.4	289
Missing/DK	(*)	10
Ethnicity of household head[1]		
Creole	82.1	251
Maya	95.9	168
Other ethnicity	87.3	160
Wealth index quintile		
Poorest	85.6	81
Second	94.2	115
Middle	89.1	124
Fourth	81.2	123
Richest	86.5	138

[1]One missing case from Ethnicity of household head is omitted in the table

(*) Figures that are based on fewer than 25 unweighted cases

Figure 5.1 shows the place of the air quality measurement. About four in five readings were done in the household. The two most common places for readings to take place were in the living room (15 percent) and kitchen (62 percent). About 12 percent of readings were taken in the porch of households.

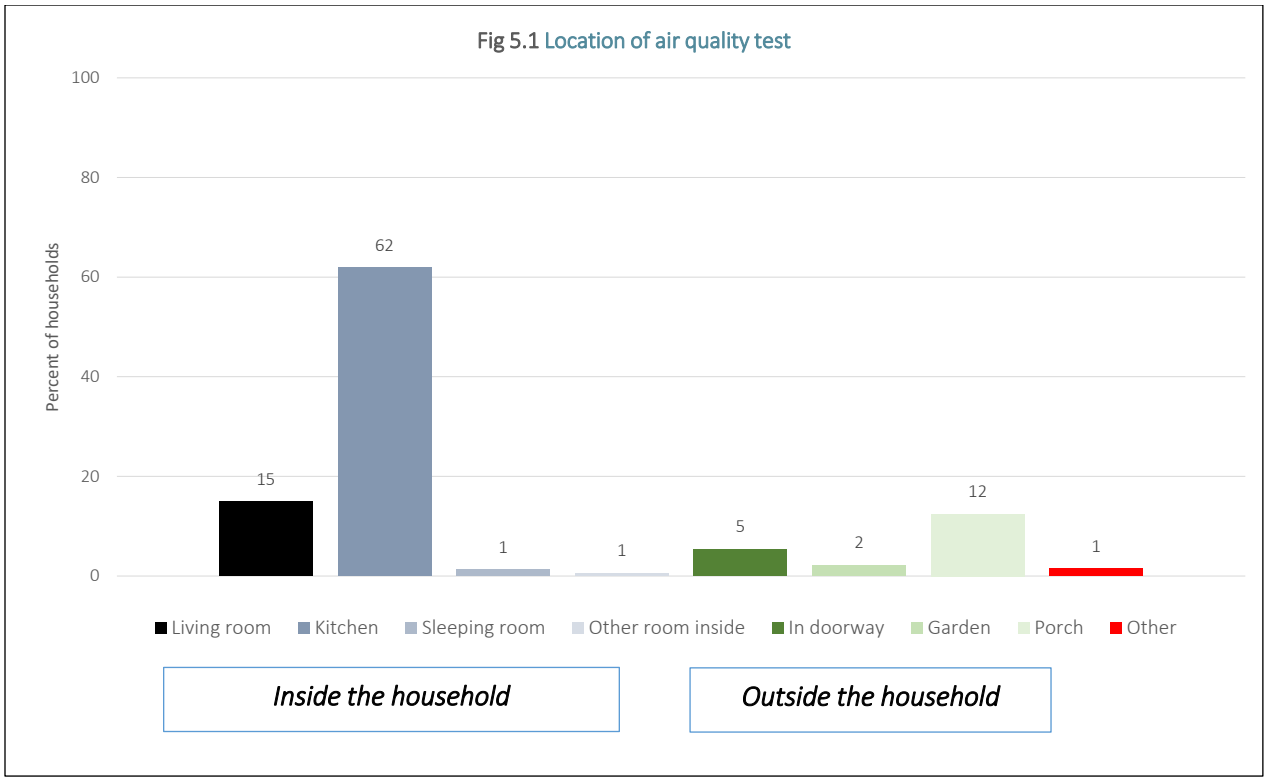

Table 5.2 shows PM2.5 levels and disaggregates. For analysis, we group the data into 6 categories, based on the Air Quality Index (4) converted to respective PM2.5 levels (5). These are 0-12µg/m^3 (good air quality), 13-35µg/m^3 (moderate air quality), 36-55µg/m^3 (unhealthy for sensitive groups), 56-150µg/m^3 (unhealthy), 151-250µg/m^3 (very unhealthy) and 251-500µg/m^3 (hazardous). In the table, we use PM2.5 of 13µg/m^3 or greater as the cut-off point. Overall, 76 percent of households had a PM2.5 level of 13µg/m^3 or greater. However, the distribution was highly concentrated in the lower levels; 51 percent of consenting households had a reading of 13-35µg/m^3 and a further 20 percent distributed about equally across the two succeeding bands (36-55 and 56-150). By place of reading, levels are much lower inside the house (away from the kitchen, 56 percent above the threshold) but higher in kitchen (83 percent), and outside the household (71 percent outside on the porch). In households where cooking was ongoing at the time of the survey, levels were higher compared to households without cooking (86 compared to 74 percent). The use of clean fuels for cooking correlated negatively with PM2.5 readings; households with clean fuels has less particulate matter than those which used non-clean fuel technologies (70 vs 91 percent). The same relationship is seen for technologies used for lighting.

Table 5.2 Percent distribution of air quality test results and percentage of households with a reading of 13µg/m3 or greater by selected characteristics, Belize MICS field test, 2019

	Among consenting households, percent distribution of air quality results in µg/m^3									
	0-12	13-35	36-55	56-150	151-250	251-500	Missing	Total	Percentage of households with a reading 13µg/m^3 or greater	Number of households consenting for testing
Total	22.8	50.8	11.9	8.8	2.0	2.3	1.4	100.0	75.8	506
Place of reading										
Inside household										
Living room	44.2	41.3	8.0	6.6	0.0	0.0	0.0	100.0	55.8	75
Kitchen	14.7	48.9	15.2	12.3	3.2	3.7	2.1	100.0	83.2	313
Sleeping room	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	6
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	3
Outside household										
In doorway	(47.0)	(53.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(53.0)	27
Garden	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	11
Porch	29.0	68.8	1.0	1.1	0.0	0.0	0.0	100.0	71.0	63
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	7
Cooking during reading										
Yes	5.2	29.8	12.3	20.9	11.1	11.6	9.1	100.0	85.7	78
No	25.7	54.8	11.9	6.7	0.3	0.6	0.0	100.0	74.3	427
Not sure	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	1
Smoking during reading										
Yes	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	11
No	23.0	50.4	12.2	8.9	1.9	2.1	1.4	100.0	75.5	494
Not sure	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	1
Burning mosquito coils or incense during reading										
Yes	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	5
No	22.9	51.1	12.1	8.1	2.0	2.3	1.4	100.0	75.6	499
Not sure	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	2
Primary reliance on clean fuels for cooking										
Yes	29.4	57.3	10.0	2.5	0.2	0.4	0.2	100.0	70.4	373
No	4.0	32.7	17.2	26.6	7.1	7.6	4.8	100.0	91.2	133
Primary reliance on clean fuels and technologies for lighting										
Yes	23.7	52.0	11.6	7.5	1.8	2.2	1.3	100.0	75.0	482
No	(3.7)	(28.3)	(18.8)	(34.9)	(6.5)	(4.2)	(3.6)	100.0	(92.7)	24

Table 5.2 (cont'd) Percent distribution of air quality test results and percentage of households with a reading of 13µg/m3 or greater by selected characteristics, Belize MICS field test, 2019

	Among consenting households, percent distribution of air quality results in µg/m^3								Percentage of households with a reading 13µg/m^3 or greater	Number of households consenting for testing
	0-12	13-35	36-55	56-150	151-250	251-500	Missing	Total		
Total	22.8	50.8	11.9	8.8	2.0	2.3	1.4	100.0	75.8	506
Area										
Urban	34.2	55.9	8.6	1.3	0.0	0.0	0.0	100.0	65.8	324
Rural	2.5	41.9	17.8	22.2	5.5	6.3	3.9	100.0	93.6	182
District										
Belize City South Side	36.0	55.0	7.6	1.4	0.0	0.0	0.0	100.0	64.0	305
Toledo	2.7	44.6	18.5	20.0	5.0	5.7	3.5	100.0	93.8	202
Education of household head										
Pre-primary/ none	7.7	44.8	13.8	16.7	7.2	5.4	4.4	100.0	87.9	51
Primary	18.9	49.6	10.8	13.6	2.4	2.6	1.9	100.0	79.1	202
Secondary +	28.9	52.6	12.8	3.5	0.6	1.1	0.4	100.0	70.6	247
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	7
Ethnicity of household head										
Creole	36.2	50.7	11.0	2.1	0.0	0.0	0.0	100.0	63.8	206
Maya	4.2	37.9	18.0	23.9	5.3	6.7	4.0	100.0	91.8	161
Other ethnicity	24.3	65.9	6.3	1.5	1.1	0.5	0.5	100.0	75.2	140
Wealth index quintile										
Poorest	2.5	27.8	20.4	31.5	7.3	7.6	2.9	100.0	94.6	69
Second	5.5	50.6	13.6	15.8	4.0	5.7	4.7	100.0	89.8	108
Middle	26.9	57.1	14.2	1.3	0.6	0.0	0.0	100.0	73.1	110
Fourth	27.7	60.7	7.3	4.3	0.0	0.0	0.0	100.0	72.3	100
Richest	42.3	50.4	7.2	0.0	0.0	0.0	0.0	100.0	57.7	119

( ) Figures that are based on 25-49 unweighted cases
(*) Figures that are based on fewer than 25 unweighted cases

Clean technologies for cooking and lighting are much more prevalent in BCSS while in Toledo, use of more traditional fuel types are common. This phenomenon is reflected in levels of PM2.5 over the threshold when examining disaggregates by location of households. As such, more rural households and those in Toledo have much higher levels of PM2.5 than those households in urban areas and in BCSS. Finally, household wealth was negatively correlated with readings of PM2.5 above 13µg/m^3.

Discussion

The use of AQMs is a novel approach for household surveys that shows both promise and challenge. We intended to examine if taking AQ measurements using an inexpensive AQM was feasible in MICS, without major derivations from standard survey protocols. This field test shows that such readings are for the most part acceptable to the interviewed households, consent was provided in a majority of households and that AQMs were easy to operate.

Nevertheless, interviewers were unable to complete the protocol to full satisfaction and measurement error in readings were apparent. During field observations, interviewers did not always have access to

households to fully assess indicators of smoking, cooking and use of mosquito coils and incense which would eventually serve as a means to calibrate or explain the levels of HAP. More concerning is the error associated with taking a single reading of AQ. Air flow changed rapidly and at times unpredictably in households and an unacceptably large part of readings were done away from the kitchen, despite training procedures. Point estimates of this nature may be generally of limited value and lack meaning to data consumers.

An alternative suggestion to take these readings would be to gather a period estimate taken over a longer time. Such a period estimate can be advantageous as it averages out fluctuations in readings which were common in the field test. AQMs could be left in households and set up to record values over time, following which the survey team can return to the household to collect these devices and the data stored. While this is a clear possibility for some surveys, for MICS, this remains unlikely as survey teams usually spend about 2 days per cluster and do not have enough resources (in terms of time and money) to return to households.

The interpretation and utility of these data can present certain limitations. Even if these data are prefaced as point estimates in a household, data users will probably understand them as a measure of exposure to HAP which they are not. We note that children and adults have differential exposures to HAP as seen in field observations where men were for the most part absent from households and younger children were found in various places in the household, and often not in the kitchen, where AQ readings were taken. Further, these data are closely related to indicators already collected in MICS such as fuel types used in cooking, heating and lighting which are major contributors to child illness. A key question that remains is, taking into consideration that MICS already collects high quality data on the sources of HAP, will the addition of a point estimate of AQ provide significant added value to country monitoring?

6

Citizenship

Background

The SDGs set ambitious target for many indicators and included provisions for disaggregating data by a number of background characteristics which would help identify vulnerable groups in a population. One such vulnerable group is international migrants. Currently, MICS round 6 questionnaires do not have any direct questions on international migration though several questions more focused on internal migration (largely adopted from the USAID-supported Demographic and Health Surveys) are included in MICS6.

The UN Expert Group on Migration Statistics recommended several questions for data collection in household surveys and censuses to improve the ability of these mechanisms to collect international migration status. Questions were based primarily on the review of national population and housing censuses from the 2010 round. These were used in the field test.

Methodology

For this study, questions to distinguish international migrants from non-migrants were included. Within the household roster, two new questions were added to capture the country of birth and citizenship of all household members. Both questions used in the field test were identical to the recommended questions from UN Expert Group on Migration Statistics. However, response categories were tailored to reflect those used in similar questions in the most recent national population and housing censuses in Belize. The first question on country of birth had a single response option (only 1 response allowed per household member) while the second question on citizenship was kept as a multiple response question, allowing to record household members with more than 1 citizenship. The questions were placed in the List of Household Members module in the household questionnaire of MICS and collected from all usual household members.

Results

Focus group results

Regarding country of birth, interviewers did not cite any specific issues with the question administration or responses from respondents. For the question related to citizenship, in both Toledo and BCSS, respondents were willing to respond. This willingness extended to nationals and migrant families. However, in BCSS, interviewers mentioned issues on understanding the term “citizenship”. In Toledo district, if the country of birth was Belize, many interviewers did not ask the citizenship question and filled in the responses as “Belizean”, contrary to training procedures. This contrasts with the BCSS fieldwork where both questions were asked as indicated in the questionnaires.

Survey results

Table 6.1 shows that 7 percent of the household population was foreign born. Among these, about half were born in Guatemala and about one-quarter from Honduras. Logically, the foreign-born population

was most likely to be self-identified as an “other ethnicity”, as they did not fit within the usual ethnic groups in Belize. There was no missing data for this country of birth question.

Table 6.2 shows that 3 percent of respondents are not citizens of Belize and 1 percent are citizens of Belize and another country. Among household members who are not citizens of Belize, about half are citizens of Guatemala, about three in ten are of Honduran citizenship and 1 percent did not have a citizenship.

Table 6.1 Percentage of foreign-born household members and percent distribution of foreign-born household members by country of birth, Belize MICS field test, 2019

	Percentage of foreign-born household population	Number of household members	Percent distribution of country of birth among household members born outside Belize										Number of foreign-born household members
			Guatemala	El Salvador	Honduras	USA	Mexico	China	Nicaragua	Canada	Other country	Total	
Total	7.2	2322	48.8	10.1	24.3	3.8	1.1	4.0	1.0	0.6	6.5	100.0	168
Are													
Urban	6.0	1325	17.2	17.5	39.7	7.2	1.0	6.6	2.0	0.0	8.9	100.0	80
Rural	8.8	997	77.5	3.3	10.2	0.8	1.2	1.6	0.0	1.2	4.3	100.0	88
District													
Belize City South Side	6.2	1237	15.3	16.9	41.2	7.4	1.0	6.9	2.1	0.0	9.2	100.0	77
Toledo	8.4	1085	77.2	4.3	9.9	0.8	1.1	1.5	0.0	1.1	4.1	100.0	91
Ethnicity of household head													
Creole	0.9	857	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	8
Maya	6.9	864	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	59
Other ethnicity	16.8	597	22.7	16.2	37.1	4.7	1.8	6.7	1.6	1.0	8.3	100.0	100
Missing/DK	(*)	4	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	1
Wealth index quintile													
Poorest	8.8	467	90.1	0.0	0.0	0.0	2.5	0.0	0.0	2.5	5.0	100.0	41
Second	8.3	460	(68.8)	(13.1)	(7.3)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(10.8)	100.0	38
Middle	8.8	461	(32.9)	(13.5)	(42.3)	(1.8)	(0.0)	(3.4)	(0.0)	(0.0)	(6.2)	100.0	41
Fourth	6.6	460	(16.1)	(15.8)	(59.9)	(0.0)	(2.6)	(2.8)	(2.8)	(0.0)	(0.0)	100.0	30
Richest	3.8	473	(3.4)	(9.1)	(14.8)	(31.6)	(0.0)	(24.6)	(4.3)	(0.0)	(12.1)	100.0	18

( ) Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table 6.2 Percentage of household members who are citizens of another country and percentage of household members who are citizens of another country by country of citizenship, Belize MICS field test, 2019

	Percentage of household members who are:			Percentage distribution of household members who are not citizens of Belize by country of citizenship								Number of household members who are not citizens of Belize
	Not citizens of Belize	Citizens of Belize and another country	Number of household members	Guatemala	El Salvador	Honduras	USA	Nicaragua	Other country	No citizenship	Total	
Total	2.9	1.4	2322	50.0	6.3	28.5	8.1	1.2	4.7	1.2	100.0	68
Area												
Urban	2.3	1.2	1325	(8.3)	(11.6)	(46.9)	(17.7)	(2.5)	(10.3)	(2.7)	100.0	31
Rural	3.7	1.6	997	(85.1)	(1.9)	(13.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	37
District												
Belize City South Side	2.4	1.3	1237	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	30
Toledo	3.5	1.5	1085	82.9	4.4	12.7	0.0	0.0	0.0	0.0	100.0	38
Ethnicity of household head												
Creole	0.5	0.2	857	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	4
Maya	3.0	0.8	864	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	26
Other ethnicity	6.1	3.7	597	(21.4)	(11.8)	(53.5)	(0.0)	(2.2)	(8.8)	(2.3)	100.0	36
Missing/DK	(*)	(*)	4	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	1
Wealth index quintile												
Poorest	3.8	1.9	467	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	18
Second	3.5	0.5	460	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	16
Middle	4.1	1.8	461	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	19
Fourth	2.8	2.0	460	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	13
Richest	0.6	0.6	473	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	3

( ) Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Discussion

The inclusion of these two questions provides new data to the MICS surveys. Customization of these questions did not prove too difficult as census forms were readily available to the survey team. The field test indicated potential for poor data quality if interviewers are not carefully trained and supervised to implement both questions as stated in the questionnaires. During the implementation of the questions, interviewers expressed concern that migrant families would not be willing to participate in the survey due to the sensitive nature of the questions. These fears were not realized in this context. Nevertheless, further piloting at country level would be necessary as these questions come at the start of the MICS interview and has the potential to sway respondents to participate in MICS. Finally, we note that the "ethnicity" response categories typical in Belize did not adequately capture the foreign-born population which for the most part were grouped under the "other" category. This may indicate a need to customize this variable in the questionnaire design when the ethnic categories of foreign born do not coincide with the national definitions and when this proportion is large.

7

Not in Education, Employment or Training (NEET)

Background

In pursuit of promoting sustained economic growth and full and productive employment, SDG 8.6.1 focuses on youth who are not in education, employment or training. The indicator is important because countries, despite seeing sustained increases in school attendance, observe many children and youth of school age who do not attend school. These children and youth can be a primary focus of social programmes and policy that ensure that they are engaged in productive activities. In the MICS6 round, several countries have expressed interest in collecting data on young people who are out of school to understand how they spend their time and to collect data on SDG 8.6.1.

Methodology

The standard MICS questionnaires currently provide data on school attendance for the youth population from 15-24 for women and men but do not provide any indications of training or employment. For the field test, we used an existing set of questions designed by the International Labour Organization to measure employment and questions reviewed by the United Nations Educational, Scientific and Cultural Organisation targeting training, combined to measure SDG 8.6.1 (NEET): the percentage of young women 15-24 that are not in education, employment or training. These questions were placed in the Individual Women's questionnaire and asked for girls and women age 15-24. The questions included a total of 19 questions (24 including sub-questions). One question was on school attendance, 3 on training and apprenticeships, and the remaining focussed on employment, including absences from work. As the burden of questions was expected to be high, once as a respondent was classified as either attending school or in training or at work, they were skipped out of the module to avoid any further questions.

The set of questions measured 3 indicators. The first is SDG 4.3.1: the percentage of young women 15-24 that are in formal or informal education or training in the last 12 months. The second indicator is NEET and the third is ELET (Early Leavers from Education and Training), which measures the percentage of young women 15-24 have at most a lower secondary education and did not attend formal or non-formal education or training in the previous 4 weeks.

Results

Training and fieldwork

Training on this module was difficult. Interviewers found the questions to be too detailed to understand and elicited many questions for the trainers. Interviewers did not find the questions conceptually clear enough to distinguish between the key aspects of one question to the next. To address this, trainers used numerous illustrative examples to distinguish concepts that appear similar though this was of limited success, as seen during observations. The pessimism about the module's performance was seen as a barrier to the rest of the interview, with the MICS team believing that the module would cause unease for respondents and increase non-response. At the time of training, the module was considered as a candidate for removal from the field test, even before it was fielded.

In the field, the questions produced a mixed response. Some respondents found that the questions were "not difficult" while others were annoyed. One respondent expressed frustration, asking why the interviewer kept asking about training and school despite her saying she was "not doing anything". Respondents also indicated that certain questions lacked relevance to their setting. In the rural, inland Toledo district, respondents pointed out that questions on fishing were meaningless. One young woman said, "Fishing on dry land?" and another commented, "Do you see any sea here?". Questions on education proved to be tiresome for respondents and interviewers. One interviewer commented, "Questions on trainings and seminars are like splitting hair; perhaps these can be combined."

Survey results

Table 7.1 shows three indicators. The first shows that 43 percent of women age 15-24 were in education or in training (formal or informal) in the last 12 months. Levels are higher in urban areas and among women who have never given birth. The table also indicates that about 1 in 2 women age 15-24 are NEET in the last 4 weeks. NEET is more common in rural areas (58 percent) compared with urban areas (40 percent). Further, NEET is much more likely among mothers (63 percent) than non-mothers (36 percent). Finally, 30 percent of young women 15-24 are ELET in the last 4 weeks. ELET was much more common among rural areas and mothers (45 percent and 44 percent, respectively) compared with urban areas and non-mothers (18 percent each).

Figure 7.1 shows the percentage of women age 15-24 that received each question (n=158). Overall, over half of respondents answer questions WB14C to WB14J and less than 10 percent answer the succeeding questions (with the exception of WS14S, about 50%).

Fig 7.1 Percentage of respondents 15-24 which answered the module by question number

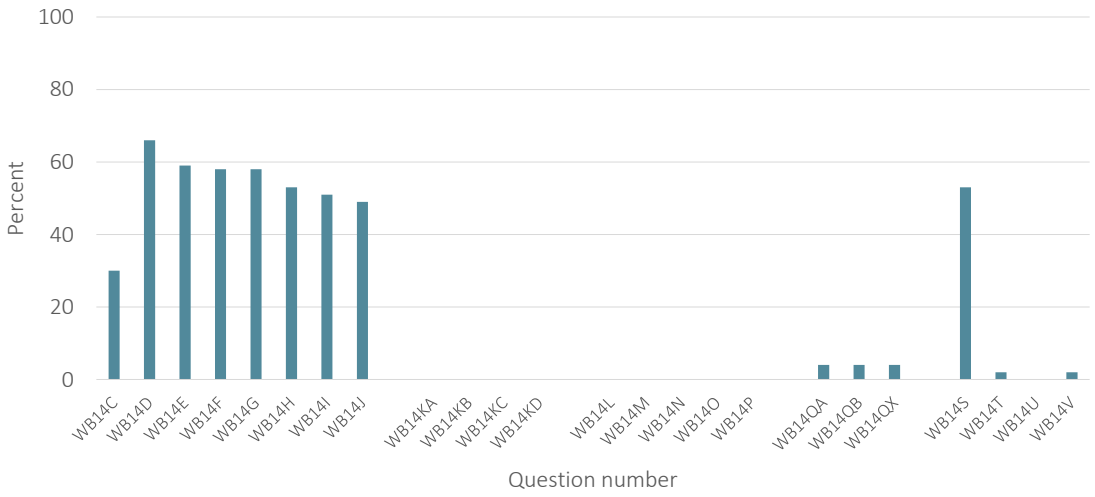

Table 7.1 Young women's education, employment and training, Belize MICS field test, 2019

	Percentage of women age 15-24 years who in the previous 12 months:			Percentage of women age 15-24 years who:				Percentage of women age 15-24 years who:			
	Attended formal education[1]	Attended non-formal education or training but did not attend formal education	Attended formal or non-formal education or training[2]	In the previous 4 weeks attended formal education	In the previous 4 weeks, were in training but did not attend formal education	Did not attend formal education or training in the previous 4 weeks, but were employed during the previous week	Were not in education, employment or training (NEET)[3]	Completed at most lower secondary	Did not attend formal or non-formal education or training in the previous 4 weeks	Completed at most lower secondary, did not attend formal or non-formal education or training in the previous 4 weeks[4]	Number of young women age 15-24
Total	30.9	12.2	43.1	25.8	10.3	10.7	48.6	49.6	56.0	30.2	149
Ever gave birth											
Yes	11.5	17.7	29.2	3.4	16.4	12.6	62.9	50.5	71.3	43.9	71.4
No	48.8	7.1	55.9	46.5	4.7	8.9	35.5	48.9	41.8	17.5	77.3
Area											
Urban	35.2	21.6	56.8	27.7	19.2	9.6	40.4	30.8	50.0	17.7	80
Rural	25.8	1.3	27.1	23.6	0.0	12.0	58.1	71.5	62.9	44.6	69
District											
Belize City	35.4	22.7	58.1	28.3	20.1	9.4	38.8	32.9	48.2	19.6	72
South Side Toledo	26.6	2.3	28.9	23.5	1.1	11.9	57.9	65.4	63.3	40.1	77
Age											
15-19	56.8	8.6	65.4	54.3	7.5	5.2	30.1	55.1	32.5	20.9	68
15-17	(77.0)	(2.4)	(79.4)	(71.3)	(0.0)	(2.4)	(20.9)	(78.0)	(23.3)	(16.8)	31
18-19	(40.3)	(13.7)	(54.1)	(40.3)	(13.7)	(7.5)	(37.6)	(36.5)	(39.9)	(24.3)	38
20-24	8.9	15.2	24.1	1.7	12.7	15.3	64.3	45.0	75.9	38.0	80
Education											
Pre-primary/none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Primary	(16.0)	(2.0)	(18.1)	(0.0)	(0.0)	(26.1)	(61.8)	(100.0)	(83.0)	(83.0)	36
Secondary +	36.1	15.7	51.8	34.6	13.8	5.8	43.6	32.6	46.6	12.0	111

Table 7.1 (cont'd) Young women's education, employment and training

	Percentage of women age 15-24 years who in the previous 12 months:			Percentage of women age 15-24 years who:				Percentage of women age 15-24 years who:			
	Attended formal education[1]	Attended non-formal education or training but did not attend formal education	Attended formal or non-formal education or training[1]	In the previous 4 weeks attended formal education	In the previous 4 weeks, were in training but did not attend formal education	Did not attend formal education or training in the previous 4 weeks, but were employed during the previous week	Were not in education, employment or training (NEET)[2]	Completed at most lower secondary	Did not attend formal or non-formal education or training in the previous 4 weeks	Completed at most lower secondary, did not attend formal or non-formal education or training in the previous 4 weeks[3]	Number of young women age 15-24
Total	30.9	12.2	43.1	25.8	10.3	10.7	48.6	49.6	56.0	30.2	149
Marital/union status											
Currently married /in union	9.7	12.5	22.2	1.1	11.2	14.3	65.9	55.9	76.1	47.7	68
Never married /in union	55.9	4.3	60.2	53.4	3.2	7.6	33.2	48.8	37.7	15.9	69
Missing/Formerly married/in union	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	13
Ethnicity of household head											
Creole	(37.2)	(28.3)	(65.5)	(27.5)	(24.7)	(12.9)	(34.9)	(35.5)	(47.8)	(25.5)	53
Maya	21.4	3.7	25.1	18.8	2.3	12.2	58.0	67.0	63.4	43.4	60
Other ethnicity	(37.4)	(2.6)	(40.1)	(35.0)	(2.6)	(4.9)	(53.2)	(41.4)	(55.5)	(14.8)	36
Wealth index quintile											
Poorest	(22.2)	(0.0)	(22.2)	(19.6)	(0.0)	(1.8)	(60.4)	(78.0)	(60.4)	(46.9)	35
Second	(19.7)	(0.0)	(19.7)	(17.4)	(0.0)	(25.1)	(64.7)	(65.6)	(73.7)	(49.6)	27
Middle	(37.9)	(26.1)	(64.0)	(22.2)	(21.1)	(20.6)	(36.0)	(41.1)	(56.6)	(30.4)	33
Fourth	(31.2)	(19.3)	(50.4)	(28.2)	(15.2)	(3.0)	(45.1)	(27.3)	(48.1)	(13.1)	28
Richest	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	26

[1]Attending formal education is defined as attending at any time during the current school year. It is not possible to compute those attending at any time during the previous 12 months, as including those attending at any time in the previous school year would include a period outside 12 months

[2]Participation rate of youth in formal and non-formal education and training in the previous 12 months; SDG indicator 4.3.1

[3]Proportion of youth not in education, employment or training (NEET); SDG indicator 8.6.1

[4]Early leavers from education and training (ELET)

Discussion

Overall, the field test showed difficulty during training and interviewing on this module. Even though most respondents were skipped out of the module at various stages, respondents and interviewers were displeased by the granularity of questions. Considerations for reducing the overall number of questions can improve the training and implementation difficulties experienced along with only including certain questions when their context requires them. Specifically related to education, there are currently two questions on training and courses/seminars (WB14D and WB14E) which may be collapsed into one as the exact details of these are not required for indicator calculation. This can reduce the burden on implementation but possibly provide an underestimate of these concepts. Given the long sequence of questions on labour, further exploratory work on reducing the number of questions in line with recent recommendations for collecting such data in population censuses may be useful to consider (6). These customizations can be aided by comparing with other surveys such as the Labour Force Surveys prior to implementing this module which can identify which questions are not necessary or which are out of context. Finally, the module's content may also be split across different modules in MICS e.g. moving the employment portion to later in questionnaire, as this may reduce repetition of concepts. These changes will require further field testing to understand how they function.

8

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Annex 1

The household questionnaire and questionnaire for individual women age 15-49 were used to collect data in this report and are shared below.

HOUSEHOLD QUESTIONNAIRE

Belize Field Test 2019

HOUSEHOLD INFORMATION PANEL		**HH**
HH1. *Cluster number:* ___ ___ ___	**HH2**. *Household number:* ___ ___	
HH3. *Interviewer's name and number:* NAME _____ ___ ___ ___	**HH4**. *Supervisor's name and number:* NAME _____ ___ ___ ___	
HH5. *Day / Month / Year of interview:* ___ ___ /___ ___ / 2 0 1 9	**HH7**. *Region:* BELIZE CITY SOUTH SIDE ..... 4 TOLEDO 7	
HH6. *Area:*	URBAN .....1 RURAL.....2	

Check that the respondent is a knowledgeable member of the household and at least 18 years old before proceeding. You may only interview a child age 15-17 if there is no adult member of the household or all adult members are incapacitated. You may not interview a child under age 15.	**HH11**. *Record the time.* HOURS : MINUTES __ __ : __ __
HH12. Hello, my name is (***your name***). We are from Statistical Institute of Belize. We are conducting a survey about the situation of children, families and households. I would like to talk to you about these subjects. This interview usually takes about 20 minutes. Following this, I may ask to conduct additional interviews with you or other individual members of your household. All the information we obtain will remain strictly confidential and anonymous. If you do not wish to answer a question or stop the interview, please let me know. May I start now?	
YES .....1 NO / NOT ASKED 2	1 ⇨*LIST OF HOUSEHOLD MEMBERS* 2 ⇨*HH46*

HH46. *Result of Household Questionnaire interview:* *Discuss any result not completed with Supervisor.*	COMPLETED ..... 01 NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT HOME AT TIME OF VISIT ..... 02 ENTIRE HOUSEHOLD ABSENT FOR EXTENDED PERIOD OF TIME ..... 03 REFUSED ..... 04 DWELLING VACANT OR ADDRESS NOT A DWELLING ..... 05 DWELLING DESTROYED..... 06 DWELLING NOT FOUND ..... 07 OTHER (*specify*) _____ 96

HH47. *Name and line number of the respondent to Household Questionnaire interview:* NAME _____ ___ ___	*To be filled after the Household Questionnaire is completed* TOTAL NUMBER		*To be filled after <u>all</u> the questionnaires are completed* COMPLETED NUMBER	
HOUSEHOLD MEMBERS	**HH48**	__ __		
WOMEN AGE 15-49	**HH49**	__ __	**HH53**	__ __
CHILDREN UNDER AGE 5	**HH51**	__ __	**HH55**	__ __
CHILDREN AGE 5-17	**HH52**	__ __	**HH56**	ZERO..... 0 ONE..... 1

LIST OF HOUSEHOLD MEMBERS — HL

First complete HL2-HL4 vertically for all household members, starting with the head of the household. Once HL2-HL4 are complete for all members, make sure to probe for additional members: Those that are not currently at home, any infants or small children and any others who may not be family (such as servants, friends) but who usually live in the household.
Then, ask questions HL5-HL20 for each member one at a time. If additional questionnaires are used, indicate by ticking this box: ..... ☐

HL1. *Line number*	**HL2.** First, please tell me the name of each person who usually lives here, starting with the head of the household. *Probe for additional household members.*	**HL3.** What is the relationship of (***name***) to (***name of the head of household***)?	**HL4.** Is (***name***) male or female? 1 MALE 2 FEMALE	**HL5.** What is (***name***)'s date of birth? 98 DK 9998 DK		**HL6.** How old is (***name***)? *Record in completed years.* *If age is 95 or above, record '95'.*	**HL8.** *Record line number if woman and age 15-49.*	**HL10.** *Record line number if age 0-4.*	**HL10A.** Where was (***name***) born? *If another, specify country according to present borders* 01 BELIZE 02 GUATEMALA 03 EL SALVADOR 04 HONDURAS 05 USA 06 MEXICO 07 CHINA 08 NICARAGUA 09 CANADA 10 INDIA 96 OTHER 98 DK	**HL10B.** What is (***name***)'s country of citizenship? *If another, specify country (or countries) according to present borders* A BELIZE B GUATEMALA C EL SALVADOR D HONDURAS E USA F MEXICO G CHINA H NICARAGUA I CANADA J INDIA K NO CITIZENSHIP X OTHER Z DK	**HL11.** *Age 0-17?* 1 YES 2 NO ⇩ *Next Line*	**HL12.** Is (***name***)'s natural mother alive? 1 YES 2 NO ⇩ *HL16* 8 DK ⇩ *HL16*	**HL13.** Does (***name***)'s natural mother live in this household? 1 YES 2 NO ⇩ *HL15*	**HL14.** *Record the line number of mother and go to HL16.*	**HL15.** Where does (***name***)'s natural mother live? 1 ABROAD 2 IN ANOTHER HOUSEHOLD IN THE SAME DISTRICT 3 IN ANOTHER HOUSEHOLD IN ANOTHER DISTRICT 4 INSTITUTION IN THIS COUNTRY 8 DK	**HL16.** Is (***name***)'s natural father alive? 1 YES 2 NO ⇩ *HL20* 8 DK ⇩ *HL20*	**HL17.** Does (***name***)'s natural father live in this household? 1 YES 2 NO ⇩ *HL19*	**HL18.** *Record the line number of father and go to HL20.*	**HL19.** Where does (***name***)'s natural father live? 1 ABROAD 2 IN ANOTHER HOUSEHOLD IN THE SAME DISTRICT 3 IN ANOTHER HOUSEHOLD IN ANOTHER DISTRICT 4 INSTITUTION IN THIS COUNTRY 8 DK	**HL20.** *Copy the line number of mother from HL14. If blank, ask:* Who is the primary caretaker of (***name***)? *If 'No one' for a child age 15-17, record '90'.*
LINE	NAME	RELATION*	M F	MONTH	YEAR	AGE	W 15-49	0-4			Y N	Y N DK	Y N	MOTHER		Y N DK	Y N	FATHER		
01		0 1	1 2	__ __	_ _ _ _	__ __	01	01	__ __	A B C D E F G H I J K X Z	1 2	1 2 8	1 2	__ __	1 2 3 4 8	1 2 8	1 2	__ __	1 2 3 4 8	__ __
02		__ __	1 2	__ __	_ _ _ _	__ __	02	02	__ __	A B C D E F G H I J K X Z	1 2	1 2 8	1 2	__ __	1 2 3 4 8	1 2 8	1 2	__ __	1 2 3 4 8	__ __
03		__ __	1 2	__ __	_ _ _ _	__ __	03	03	__ __	A B C D E F G H I J K X Z	1 2	1 2 8	1 2	__ __	1 2 3 4 8	1 2 8	1 2	__ __	1 2 3 4 8	__ __
04		__ __	1 2	__ __	_ _ _ _	__ __	04	04	__ __	A B C D E F G H I J K X Z	1 2	1 2 8	1 2	__ __	1 2 3 4 8	1 2 8	1 2	__ __	1 2 3 4 8	__ __
05		__ __	1 2	__ __	_ _ _ _	__ __	05	05	__ __	A B C D E F G H I J K X Z	1 2	1 2 8	1 2	__ __	1 2 3 4 8	1 2 8	1 2	__ __	1 2 3 4 8	__ __
06		__ __	1 2	__ __	_ _ _ _	__ __	06	06	__ __	A B C D E F G H I J K X Z	1 2	1 2 8	1 2	__ __	1 2 3 4 8	1 2 8	1 2	__ __	1 2 3 4 8	__ __
07		__ __	1 2	__ __	_ _ _ _	__ __	07	07	__ __	A B C D E F G H I J K X Z	1 2	1 2 8	1 2	__ __	1 2 3 4 8	1 2 8	1 2	__ __	1 2 3 4 8	__ __
08		__ __	1 2	__ __	_ _ _ _	__ __	08	08	__ __	A B C D E F G H I J K X Z	1 2	1 2 8	1 2	__ __	1 2 3 4 8	1 2 8	1 2	__ __	1 2 3 4 8	__ __
09		__ __	1 2	__ __	_ _ _ _	__ __	09	09	__ __	A B C D E F G H I J K X Z	1 2	1 2 8	1 2	__ __	1 2 3 4 8	1 2 8	1 2	__ __	1 2 3 4 8	__ __
10		__ __	1 2	__ __	_ _ _ _	__ __	10	10	__ __	A B C D E F G H I J K X Z	1 2	1 2 8	1 2	__ __	1 2 3 4 8	1 2 8	1 2	__ __	1 2 3 4 8	__ __
11		__ __	1 2	__ __	_ _ _ _	__ __	11	11	__ __	A B C D E F G H I J K X Z	1 2	1 2 8	1 2	__ __	1 2 3 4 8	1 2 8	1 2	__ __	1 2 3 4 8	__ __
12		__ __	1 2	__ __	_ _ _ _	__ __	12	12	__ __	A B C D E F G H I J K X Z	1 2	1 2 8	1 2	__ __	1 2 3 4 8	1 2 8	1 2	__ __	1 2 3 4 8	__ __
13		__ __	1 2	__ __	_ _ _ _	__ __	13	13	__ __	A B C D E F G H I J K X Z	1 2	1 2 8	1 2	__ __	1 2 3 4 8	1 2 8	1 2	__ __	1 2 3 4 8	__ __
14		__ __	1 2	__ __	_ _ _ _	__ __	14	14	__ __	A B C D E F G H I J K X Z	1 2	1 2 8	1 2	__ __	1 2 3 4 8	1 2 8	1 2	__ __	1 2 3 4 8	__ __
15		__ __	1 2	__ __	_ _ _ _	__ __	15	15	__ __	A B C D E F G H I J K X Z	1 2	1 2 8	1 2	__ __	1 2 3 4 8	1 2 8	1 2	__ __	1 2 3 4 8	__ __

*Codes for **HL3**: Relationship to head of household:*

01 HEAD
02 SPOUSE / PARTNER
03 SON / DAUGHTER
04 SON-IN-LAW / DAUGHTER-IN-LAW
05 GRANDCHILD
06 PARENT
07 PARENT-IN-LAW
08 BROTHER / SISTER
09 BROTHER-IN-LAW / SISTER-IN-LAW
10 UNCLE/AUNT
11 NIECE / NEPHEW
12 OTHER RELATIVE
13 ADOPTED / FOSTER / STEPCHILD
14 SERVANT (LIVE-IN)
96 OTHER (NOT RELATED)
98 DK

EDUCATION 1 **ED**

ED1. *Line number*	**ED2**. *Name and age.* *Copy names and ages of all members of the household from HL2 and HL6 to below and to next page of the module.*		**ED3**. *Age 3 or above?* 1 YES 2 NO ⇩ *Next Line*		**ED4**. Has (***name***) ever attended school or preschool? 1 YES 2 NO ⇩ *Next Line*		**ED5**. What is the highest level and grade or year of school (***name***) has ever attended? LEVEL: 0 PRESCHOOL ⇩ *ED7* 1 INFANT 2 PRIMARY 3 SECONDARY 4 ASSOCIATES 5 B.Sc. OR HIGHER 8 DK	STANDARD/ FORM/YEAR: 98 DK ⇩ *ED7*	**ED6**. Did (***name***) ever complete that (standard/ form/ year)? 1 YES 2 NO 8 DK			**ED7**. *Age 3-24?* 1 YES 2 NO ⇩ *Next Line*		**ED8**. *Check ED4: Ever attended school or ECE?* 1 YES 2 NO ⇩ *Next Line*	
LINE	NAME	AGE	YES	NO	YES	NO	LEVEL	STD/FRM/YEAR	Y	N	DK	YES	NO	YES	NO
01		___ ___	1	2	1	2	0 1 2 3 4 5 8	___ ___	1	2	8	1	2	1	2
02		___ ___	1	2	1	2	0 1 2 3 4 5 8	___ ___	1	2	8	1	2	1	2
03		___ ___	1	2	1	2	0 1 2 3 4 5 8	___ ___	1	2	8	1	2	1	2
04		___ ___	1	2	1	2	0 1 2 3 4 5 8	___ ___	1	2	8	1	2	1	2
05		___ ___	1	2	1	2	0 1 2 3 4 5 8	___ ___	1	2	8	1	2	1	2
06		___ ___	1	2	1	2	0 1 2 3 4 5 8	___ ___	1	2	8	1	2	1	2
07		___ ___	1	2	1	2	0 1 2 3 4 5 8	___ ___	1	2	8	1	2	1	2
08		___ ___	1	2	1	2	0 1 2 3 4 5 8	___ ___	1	2	8	1	2	1	2
09		___ ___	1	2	1	2	0 1 2 3 4 5 8	___ ___	1	2	8	1	2	1	2
10		___ ___	1	2	1	2	0 1 2 3 4 5 8	___ ___	1	2	8	1	2	1	2
11		___ ___	1	2	1	2	0 1 2 3 4 5 8	___ ___	1	2	8	1	2	1	2
12		___ ___	1	2	1	2	0 1 2 3 4 5 8	___ ___	1	2	8	1	2	1	2
13		___ ___	1	2	1	2	0 1 2 3 4 5 8	___ ___	1	2	8	1	2	1	2
14		___ ___	1	2	1	2	0 1 2 3 4 5 8	___ ___	1	2	8	1	2	1	2
15		___ ___	1	2	1	2	0 1 2 3 4 5 8	___ ___	1	2	8	1	2	1	2

EDUCATION 2									**ED**
ED1. *Line number*	**ED2**. *Name and age.*		**ED9**. At any time during the current school year did (***name***) attend school or any Early Childhood Education programme? 1 YES 2 NO ✩ *ED15*	**ED10**. During this current school year, which level and grade or year is (***name***) attending? LEVEL: 0 PRESCHOOL ✩ *ED15* 1 INFANT 2 PRIMARY 3 SECONDARY 4 ASSOCIATES.54 B.Sc. OR HIGHER 8 DK	STANDARD/ FORM/YEAR: 98 DK	**ED15**. At any time during the previous school year did (***name***) attend school or any Early Childhood Education programme? 1 YES 2 NO ✩ *Next Line* 8 DK ✩ *Next Line*	**ED16**. During that previous school year, which level and grade or year did (***name***) attend? LEVEL: 0 PRESCHOOL ✩ *Next Line* 1 INFANT 2 PRIMARY 3 SECONDARY 4 ASSOCIATES 5 B.Sc. OR HIGHER 8 DK	STANDARD/ FORM/YEAR: 98 DK
LINE	NAME	AGE	YES NO	LEVEL	GRADE/YEAR	YES NO DK	LEVEL	GRADE/YEAR	
01		___ ___	1 2	0 1 2 3 4 5 8	___ ___	1 2 8	0 1 2 3 4 5 8	___ ___	
02		___ ___	1 2	0 1 2 3 4 5 8	___ ___	1 2 8	0 1 2 3 4 5 8	___ ___	
03		___ ___	1 2	0 1 2 3 4 5 8	___ ___	1 2 8	0 1 2 3 4 5 8	___ ___	
04		___ ___	1 2	0 1 2 3 4 5 8	___ ___	1 2 8	0 1 2 3 4 5 8	___ ___	
05		___ ___	1 2	0 1 2 3 4 5 8	___ ___	1 2 8	0 1 2 3 4 5 8	___ ___	
06		___ ___	1 2	0 1 2 3 4 5 8	___ ___	1 2 8	0 1 2 3 4 5 8	___ ___	
07		___ ___	1 2	0 1 2 3 4 5 8	___ ___	1 2 8	0 1 2 3 4 5 8	___ ___	
08		___ ___	1 2	0 1 2 3 4 5 8	___ ___	1 2 8	0 1 2 3 4 5 8	___ ___	
09		___ ___	1 2	0 1 2 3 4 5 8	___ ___	1 2 8	0 1 2 3 4 5 8	___ ___	
10		___ ___	1 2	0 1 2 3 4 5 8	___ ___	1 2 8	0 1 2 3 4 5 8	___ ___	
11		___ ___	1 2	0 1 2 3 4 5 8	___ ___	1 2 8	0 1 2 3 4 5 8	___ ___	
12		___ ___	1 2	0 1 2 3 4 5 8	___ ___	1 2 8	0 1 2 3 4 5 8	___ ___	
13		___ ___	1 2	0 1 2 3 4 5 8	___ ___	1 2 8	0 1 2 3 4 5 8	___ ___	
14		___ ___	1 2	0 1 2 3 4 5 8	___ ___	1 2 8	0 1 2 3 4 5 8	___ ___	
15		___ ___	1 2	0 1 2 3 4 5 8	___ ___	1 2 8	0 1 2 3 4 5 8	___ ___	

HOUSEHOLD CHARACTERISTICS		HC
HC1A. What is the religion of (***name of the head of the household from HL2***)?	ANGLICAN ..... 01 BAPTIST ..... 02 JEHOVAH'S WITNESS ..... 03 MENNONITE ..... 04 METHODIST ..... 05 NAZARENE ..... 06 PENTECOSTAL ..... 07 ROMAN CATHOLIC ..... 08 SEVENTH-DAY ADVENTIST ..... 09 OTHER RELIGION (*specify*) _____ 96 NO RELIGION ..... 97 DO NOT KNOW 98	
HC1B. What is the first language of (***name of the head of the household from HL2***)?	CHINESE/TAIWANESE ..... 01 CREOLE ..... 02 ENGLISH ..... 03 GERMAN ..... 04 HINDI ..... 05 MAYA ..... 06 SPANISH ..... 07 GARIFUNA ..... 08 OTHER LANGUAGE (*specify*) _____ 96	
HC2. To what ethnic group does (***name of the head of the household from HL2***) belong?	ASIAN ..... 01 CAUCASIAN ..... 02 CREOLE ..... 03 EAST INDIAN ..... 04 MAYA ..... 05 MENNONITE ..... 06 MESTIZO/SPANISH/LATINO ..... 07 GARIFUNA ..... 08 OTHER (*specify*) _____ 96	
HC3. How many rooms do members of this household usually use for sleeping?	NUMBER OF ROOMS ..... __ __	

HC4. *Main material of the dwelling floor.* *Record observation.* *If observation is not possible, ask the respondent to determine the material of the dwelling floor.*	**NATURAL FLOOR** EARTH / SAND ..... 11 **RUDIMENTARY FLOOR** WOOD PLANKS ..... 21 PALM / BAMBOO ..... 22 **FINISHED FLOOR** PARQUET OR POLISHED WOOD ..... 31 VINYL OR ASPHALT STRIPS ..... 32 CERAMIC TILES ..... 33 CEMENT ..... 34 CARPET ..... 35 OTHER (*specify*) _____ 96	
HC5. *Main material of the roof.* *Record observation.*	NO ROOF ..... 11 **NATURAL ROOFING** THATCH / PALM LEAF ..... 12 **RUDIMENTARY ROOFING** CARDBOARD ..... 24 RUBBER RYE ..... 25 **FINISHED ROOFING** METAL / TIN / CORRUGATED ZINC ..... 31 CALAMINE / CEMENT FIBRE ..... 33 CERAMIC / ROOFING TILES ..... 34 CEMENT / CONCRETE ..... 35 ROOFING SHINGLES ..... 36 OTHER (*specify*) _____ 96	

HC6. *Main material of the exterior walls.* *Record observation.*	NO WALLS.....11 **NATURAL WALLS** CANE / PALM / TRUNKS.....12 DIRT.....13 PALMETTO / WILDCANE / STICKS.....14 **RUDIMENTARY WALLS** BAMBOO / PALMETTO WITH MUD / WHITELIME.....21 STONE WITH MUD.....22 PLYWOOD.....24 CARTON / CARDBOARD.....25 REUSED WOOD.....26 **FINISHED WALLS** CEMENT / CONCRETE.....31 STONE WITH LIME / CEMENT / CONCRETE.....32 BRICKS.....33 CEMENT BLOCKS.....34 WOOD PLANKS / SHINGLES.....36 WOOD AND CONCRETE.....37 STUCCO.....38 PLYCEM.....39 METAL / TIN / CORRUGATED ZINC.....40 OTHER (*specify*) _____96	
HC7. Does your household have:	YES NO	
[A] A fixed telephone line?	FIXED TELEPHONE LINE.....1 2	
[B] A radio?	RADIO.....1 2	
[C] A gas bar-b-q grill?	GAS BAR-B-Q GRILL.....1 2	
[D] A sofa set?	SOFA SET.....1 2	
[E] A dining room set?	DINING ROOM SET.....1 2	
[F] A clothes closet?	CLOTHES CLOSET.....1 2	
HC8. Does your household have electricity?	YES, INTERCONNECTED GRID.....1 YES, OFF-GRID (GENERATOR/ISOLATED SYSTEM).....2 NO.....3	3⇨*HC10*

HC9. Does your household have:	YES NO	
[A] A television?	TELEVISION 1 2	
[B] A refrigerator?	REFRIGERATOR 1 2	
[C] A fan?	FAN 1 2	
[D] Micro wave oven?	MICRO WAVE OVEN 1 2	
[E] A security alarm system?	SECURITY ALARM SYSTEM..... 1 2	
[F] A washing machine?	WASHING MACHINE..... 1 2	
[G] A DVD player?	DVD PLAYER 1 2	
[H] An air conditioner?	AIR CONDITIONER 1 2	
[I] A water cooler	WATER COOLER 1 2	
HC10. Does any member of your household own:	YES NO	
[A] A wristwatch?	WRISTWATCH 1 2	
[B] A bicycle?	BICYCLE 1 2	
[C] A motorcycle or scooter?	MOTORCYCLE / SCOOTER 1 2	
[D] An animal-drawn cart?	ANIMAL-DRAWN CART 1 2	
[E] A car, truck or van?	CAR / TRUCK / VAN..... 1 2	
[F] A boat with a motor?	BOAT WITH MOTOR 1 2	
[G] Fishing rod?	FISHING ROD 1 2	
[H] Weight training machine?	WEIGHT TRAINING MACHINE..... 1 2	
[I] A canoe / boat without a motor?	CANOE / BOAT WITHOUT MOTOR. 1 2	
HC11. Does any member of your household have a computer or a tablet?	YES .....1 NO 2	
HC12. Does any member of your household have a mobile telephone?	YES .....1 NO 2	
HC13. Does your household have access to internet at home?	YES .....1 NO 2	

HC14. Do you or someone living in this household own this dwelling? *If 'No', then ask:* Do you rent this dwelling from someone not living in this household? *If 'Rented from someone else', record '2'. For other responses, record '6' and specify.*	OWN .....1 RENT.....2 OTHER (*specify)* _____6	
HC15. Does any member of this household own any land that can be used for agriculture?	YES .....1 NO 2	2⇨*HC17*
HC16. How many acres of agricultural land do members of this household own? *If less than 1, record '00'.*	ACRES ..... ___ ___ 95 OR MORE.....95 DK 98	
HC17. Does this household own any livestock, herds, other farm animals, or poultry?	YES .....1 NO 2	2⇨*HC19*
HC18. How many of the following animals does this household have? [A] Milk cows or bulls? [B] Other cattle? [C] Horses, donkeys or mules? [D] Goats? [E] Sheep? [F] Chickens? [G] Pigs? [H] Turkeys? [I] Ducks? *If none, record '00'. If 95 or more, record '95'. If unknown, record '98'.*	MILK COWS OR BULLS ..... ___ ___ OTHER CATTLE..... ___ ___ HORSES, DONKEYS OR MULES..... ___ ___ GOATS..... ___ ___ SHEEP..... ___ ___ CHICKENS ..... ___ ___ PIGS ..... ___ ___ TURKEYS..... ___ ___ DUCKS ..... ___ ___	
HC19. Does any member of this household have a bank account or credit union account?	YES .....1 NO 2	

HOUSEHOLD ENERGY USE		EU
EU1. In your household, what type of cookstove is mainly used for cooking?	ELECTRIC STOVE ..... 01 SOLAR COOKER ..... 02 LIQUEFIED PETROLEUM GAS (LPG)/ COOKING GAS STOVE ..... 03 PIPED NATURAL GAS STOVE ..... 04 BIOGAS STOVE ..... 05 LIQUID FUEL STOVE ..... 06 MANUFACTURED SOLID FUEL STOVE ..... 07 TRADITIONAL SOLID FUEL STOVE ..... 08 THREE STONE STOVE / OPEN FIRE ..... 09 OTHER (*specify*) _____ 96 NO FOOD COOKED IN HOUSEHOLD 97	01 ⇨*EU5* 02 ⇨*EU5* 03 ⇨*EU5* 04 ⇨*EU5* 05 ⇨*EU5* 06 ⇨*EU4* 09 ⇨*EU4* 96 ⇨*EU4* 97 ⇨*EU9*
EU2. Does it have a chimney?	YES ..... 1 NO ..... 2 DK 8	
EU3. Does it have a fan?	YES ..... 1 NO ..... 2 DK 8	
EU4. What type of fuel or energy source is used in this cookstove? *If more than one, record the main energy source for this cookstove.*	ALCOHOL / ETHANOL ..... 01 GASOLINE / DIESEL ..... 02 KEROSENE / PARAFFIN ..... 03 COAL / LIGNITE ..... 04 CHARCOAL ..... 05 WOOD ..... 06 CROP RESIDUE / GRASS / STRAW / SHRUBS ..... 07 ANIMAL DUNG / WASTE ..... 08 PROCESSED BIOMASS (PELLETS) OR WOODCHIPS ..... 09 GARBAGE / PLASTIC ..... 10 SAWDUST ..... 11 OTHER (*specify*) _____ 96	
EU5. Is the cooking usually done in the house, in a separate building, or outdoors? *If in main house, probe to determine if cooking is done in a separate room.* *If outdoors, probe to determine if cooking is done on veranda, covered porch, or open air.*	IN MAIN HOUSE NO SEPARATE ROOM ..... 1 IN A SEPARATE ROOM ..... 2 IN A SEPARATE BUILDING ..... 3 OUTDOORS OPEN AIR ..... 4 ON VERANDA OR COVERED PORCH ..... 5 OTHER (*specify*) _____ 6	

EU9. At night, what does your household mainly use to light the household?	ELECTRICITY ..... 01 SOLAR LANTERN ..... 02 RECHARGEABLE FLASHLIGHT, TORCH OR LANTERN ..... 03 BATTERY POWERED FLASHLIGHT, TORCH OR LANTERN ..... 04 BIOGAS LAMP ..... 05 GASOLINE LAMP ..... 06 KEROSENE OR PARAFFIN LAMP ..... 07 CHARCOAL ..... 08 WOOD ..... 09 CROP RESIDUE / GRASS / STRAW / SHRUBS ..... 10 ANIMAL DUNG / WASTE ..... 11 OIL LAMP ..... 12 CANDLE ..... 13 OTHER (*specify*) _____ 96 NO LIGHTING IN HOUSEHOLD 97	

WATER AND SANITATION		WS
WS1. What is the main source of drinking water used by members of your household? *If unclear, probe to identify the place from which members of this household most often collect drinking water (collection point).*	**PIPED WATER** PIPED INTO DWELLING ..... 11 PIPED TO YARD / PLOT ..... 12 PIPED TO NEIGHBOUR ..... 13 PUBLIC TAP / STANDPIPE ..... 14 TUBE WELL / BOREHOLE ..... 21 **DUG WELL** PROTECTED WELL ..... 31 UNPROTECTED WELL ..... 32 **SPRING** PROTECTED SPRING ..... 41 UNPROTECTED SPRING ..... 42 RAINWATER ..... 51 TANKER-TRUCK ..... 61 CART WITH SMALL TANK ..... 71 WATER REFILL STATION ..... 72 SURFACE WATER (RIVER, DAM, LAKE, POND, STREAM, CANAL, IRRIGATION CHANNEL) ..... 81 **PACKAGED WATER** BOTTLED WATER ..... 91 POUCH WATER ..... 92 OTHER (*specify*)_____ 96	11 ⇨ *WS7* 12 ⇨ *WS7* 13 ⇨ *WS3* 14 ⇨ *WS3* 21 ⇨ *WS3* 31 ⇨ *WS3* 32 ⇨ *WS3* 41 ⇨ *WS3* 42 ⇨ *WS3* 51 ⇨ *WS3* 61 ⇨ *WS4* 71 ⇨ *WS4* 72 ⇨ *WS4* 81 ⇨ *WS3* 96 ⇨ *WS3*

WS2. What is the <u>main</u> source of water used by members of your household for other purposes such as cooking and handwashing? *If unclear, probe to identify the place from which members of this household most often collect water for other purposes.*	**PIPED WATER** PIPED INTO DWELLING .....11 PIPED TO YARD / PLOT .....12 PIPED TO NEIGHBOUR.....13 PUBLIC TAP / STANDPIPE.....14 TUBE WELL / BOREHOLE.....21 **DUG WELL** PROTECTED WELL.....31 UNPROTECTED WELL .....32 **SPRING** PROTECTED SPRING.....41 UNPROTECTED SPRING.....42 RAINWATER.....51 TANKER-TRUCK.....61 CART WITH SMALL DRUM .....71 WATER REFILL STATION .....72 SURFACE WATER (RIVER, DAM, LAKE, POND, STREAM, CANAL, IRRIGATION CHANNEL) .....81 OTHER (*specify*)_____96	11 ⇨*WS7* 12 ⇨*WS7* 61 ⇨*WS4* 71 ⇨*WS4* 72 ⇨*WS4*
WS3. Where is that water source located?	IN OWN DWELLING.....1 IN OWN YARD / PLOT.....2 ELSEWHERE.....3	1 ⇨*WS7* 2 ⇨*WS7*
WS4. How long does it take for members of your household to go there, get water, and come back?	MEMBERS DO NOT COLLECT .....000 NUMBER OF MINUTES.....__ __ __ DK.....998	000 ⇨*WS7*
WS5. Who usually goes to this source to collect the water for your household? *Record the name of the person and copy the line number of this person from the LIST OF HOUSEHOLD MEMBERS Module.*	NAME_____ LINE NUMBER .....__ __	
WS6. Since last (***day of the week***), how many times has this person collected water?	NUMBER OF TIMES..... __ __ DK.....98	
WS7. In the last month, has there been any time when your household did not have sufficient quantities of drinking water?	YES, AT LEAST ONCE.....1 NO, ALWAYS SUFFICIENT .....2 DK.....8	 2 ⇨*WS9* 8 ⇨*WS9*
WS8. What was the main reason that you were unable to access water in sufficient quantities when needed?	WATER NOT AVAILABLE FROM SOURCE....1 WATER TOO EXPENSIVE.....2 SOURCE NOT ACCESSIBLE.....3 OTHER (*specify*)_____6 DK.....8	

WS9. Do you or any other member of this household do anything to the water to make it safer to drink?	YES .....1 NO .....2 DK 8	 2 ⇨*WS11* 8 ⇨*WS11*
WS10. What do you usually do to make the water safer to drink? *Probe:* Anything else? *Record all methods mentioned.*	BOIL .....A ADD BLEACH / CHLORINE .....B STRAIN IT THROUGH A CLOTH .....C USE WATER FILTER (CERAMIC, SAND, COMPOSITE, ETC.) .....D SOLAR DISINFECTION .....E LET IT STAND AND SETTLE .....F OTHER (*specify*)_____ X DK .....Z	
WS11. What kind of toilet facility do members of your household usually use? *If 'Flush' or 'Pour flush', probe:* Where does it flush to? *If not possible to determine, ask permission to observe the facility.*	**FLUSH / POUR FLUSH** FLUSH TO PIPED SEWER SYSTEM .....11 FLUSH TO SEPTIC TANK .....12 FLUSH TO PIT LATRINE .....13 FLUSH TO OPEN DRAIN .....14 FLUSH TO DK WHERE .....18 **PIT LATRINE** VENTILATED IMPROVED PIT LATRINE .....21 PIT LATRINE WITH SLAB .....22 PIT LATRINE WITHOUT SLAB / OPEN PIT .....23 COMPOSTING TOILET .....31 BUCKET .....41 HANGING TOILET / HANGING LATRINE .....51 NO FACILITY / BUSH / FIELD .....95 OTHER (*specify*)_____96	 11 ⇨*WS14* 14 ⇨*WS14* 18 ⇨*WS14* 41 ⇨*WS14* 51 ⇨*WS14* 95 ⇨*End* 96 ⇨*WS14*
WS12. Has your (***answer from WS11***) ever been emptied?	YES, EMPTIED .....1 NO, NEVER EMPTIED .....4 DK 8	 4 ⇨*WS14* 8 ⇨*WS14*

WS13. The last time it was emptied, where were the contents emptied to? *Probe:* Was it removed by a service provider?	**REMOVED BY SERVICE PROVIDER** TO A TREATMENT PLANT.....1 BURIED IN A COVERED PIT .....2 TO DON'T KNOW WHERE.....3 **EMPTIED BY HOUSEHOLD** BURIED IN A COVERED PIT .....4 TO UNCOVERED PIT, OPEN GROUND, WATER BODY OR ELSEWHERE.....5 OTHER (*specify*)_____6 DK.....8	
WS14. Where is this toilet facility located?	IN OWN DWELLING.....1 IN OWN YARD / PLOT.....2 ELSEWHERE.....3	
WS15. Do you share this facility with others who are not members of your household?	YES.....1 NO.....2	 2⇨*End*
WS16. Do you share this facility only with members of other households that you know, or is the facility open to the use of the general public?	SHARED WITH KNOWN HOUSEHOLDS (NOT PUBLIC).....1 SHARED WITH GENERAL PUBLIC.....2	 2⇨*End*
WS17. How many households in total use this toilet facility, including your own household?	NUMBER OF HOUSEHOLDS (IF LESS THAN 10) ..... 0 __ TEN OR MORE HOUSEHOLDS .....10 DK.....98	

HANDWASHING		HW
HW1. We would like to learn about where members of this household wash their hands. Can you please show me where members of your household <u>most often</u> wash their hands? *Record result and observation.*	**OBSERVED** FIXED FACILITY OBSERVED (SINK / TAP) IN DWELLING .....1 IN YARD /PLOT.....2 MOBILE OBJECT OBSERVED (BUCKET / JUG / KETTLE) .....3 **NOT OBSERVED** NO HANDWASHING PLACE IN DWELLING / YARD / PLOT.....4 NO PERMISSION TO SEE .....5 OTHER REASON (*specify*) _____6	 4⇨*HW5* 5⇨*HW4* 6⇨*HW5*
HW2. *Observe presence of water at the place for handwashing.* *Verify by checking the tap/pump, or basin, bucket, water container or similar objects for presence of water.*	WATER IS AVAILABLE.....1 WATER IS NOT AVAILABLE 2	
HW3. *Is soap or detergent present at the place for handwashing?*	YES, PRESENT .....1 NO, NOT PRESENT.....2	1⇨*HW7* 2⇨*HW5*
HW4. Where do you or other members of your household most often wash your hands?	FIXED FACILITY (SINK / TAP) IN DWELLING.....1 IN YARD / PLOT.....2 MOBILE OBJECT (BUCKET / JUG / KETTLE) .....3 NO HANDWASHING PLACE IN DWELLING / YARD / PLOT.....4 OTHER (*specify*) _____6	
HW5. Do you have any soap or detergent in your house for washing hands?	YES .....1 NO 2	 2⇨*End*
HW6. Can you please show it to me?	YES, SHOWN.....1 NO, NOT SHOWN.....2	 2⇨*End*
HW7. *Record your observation.* *Record all that apply.*	BAR OR LIQUID SOAP.....A DETERGENT (POWDER / LIQUID / PASTE) .....B	

AIR QUALITY		AQ
AQ1. *Take out the Air Quality Monitor from your bag and make sure that it is turned off. While asking the question, show it to the respondent.* We would like to take a reading of the air quality in your house using this instrument. This will measure the level of indoor air pollution. Can we take this reading in the area where your household cooks? *If the response is 'No', probe:* Can we take the reading somewhere else?	YES .....1 NO 2	 2 ⇨*End*
AQ2. *Go to the cooking area if permission is given, turn on the Air Quality Monitor and record the result. Otherwise, record the reading where you are and then record the result.*	READING .....__ __ __ OTHER (*specify*) _____996	
AQ3. *Record where the reading was taken.*	**INSIDE HOUSE** LIVING ROOM .....01 KITCHEN .....02 SLEEPING ROOM .....03 OTHER INSIDE ROOM.....04 **OUTSIDE THE HOUSE** IN DOORWAY .....05 GARDEN .....06 PORCH.....07 OTHER (*specify*) _____96	
AQ4. *Was anyone in the house cooking at the time of the reading?* *Check with the respondent if unsure.*	YES .....1 NO .....2 NOT SURE.....3	
AQ5. *Was anyone in the house smoking at the time of the reading?* *Check with the respondent if unsure.*	YES .....1 NO .....2 NOT SURE.....3	
AQ6. *Was anyone in the house burning mosquito coils or incense?*	YES .....1 NO .....2 NOT SURE.....3	

HH13. *Record the time.*	HOUR AND MINUTES ..... __ __ : __ __	
HH18. *Check HL6 in the LIST OF HOUSEHOLD MEMBERS and indicate the total number of children age 5-17 years:*	NO CHILDREN .....0 1 CHILD .....1 2 OR MORE CHILDREN (NUMBER)..... __	0⇨*HH29* 1⇨*HH27*

HH19. *List each of the children age 5-17 years below in the order they appear in the LIST OF HOUSEHOLD MEMBERS. Do not include other household members outside of the age range 5-17 years. Record the line number, name, sex, and age for each child.*

HH20. *Rank number*	**HH21**. *Line number from HL1*	**HH22**. *Name from HL2*	**HH23**. *Sex from HL4*	**HH24**. *Age from HL6*
RANK	LINE	NAME	M F	AGE
1	__ __		1 2	___ ___
2	__ __		1 2	___ ___
3	__ __		1 2	___ ___
4	__ __		1 2	___ ___
5	__ __		1 2	___ ___
6	__ __		1 2	___ ___
7	__ __		1 2	___ ___
8	__ __		1 2	___ ___

HH25. *Check the last digit of the household number (HH2) from the HOUSEHOLD INFORMATION PANEL. This is the number of the row you should go to in the table below.*

Check the total number of children age 5-17 years in HH18 above. This is the number of the column you should go to in the table below.

Find the box where the row and the column meet and record the number that appears in the box. This is the rank number (HH20) of the selected child.

LAST DIGIT OF HOUSEHOLD NUMBER (FROM HH2)	TOTAL NUMBER OF ELIGIBLE CHILDREN IN THE HOUSEHOLD (FROM HH18)						
	2	3	4	5	6	7	8+
0	2	2	4	3	6	5	4
1	1	3	1	4	1	6	5
2	2	1	2	5	2	7	6
3	1	2	3	1	3	1	7
4	2	3	4	2	4	2	8
5	1	1	1	3	5	3	1
6	2	2	2	4	6	4	2
7	1	3	3	5	1	5	3
8	2	1	4	1	2	6	4
9	1	2	1	2	3	7	5

HH26. *Record the rank number (HH20), line number (HH21), name (HH22) and age (HH24) of the selected child.* **HH27**. *(When HH18=1 or when there is a single child age 5-17 in the household): Record the rank number as '1'and record the line number (HL1), the name (HL2) and age (HL6) of this child from the LIST OF HOUSEHOLD MEMBERS.*	RANK NUMBER .....__ LINE NUMBER .....__ __ NAME _____ AGE .....__ __	
HH28. *Issue a QUESTIONNAIRE FOR CHILDREN AGE 5-17 to be administered to the mother/caretaker of this child.*		
HH29. *Check HL8 in the LIST OF HOUSEHOLD MEMBERS: Are there any women age 15-49?*	YES, AT LEAST ONE WOMAN AGE 15-49.....1 NO 2	2⇨*HH40*
HH30. *Issue a separate QUESTIONNAIRE FOR INDIVIDUAL WOMEN for each woman age 15-49 years.*		
HH31. *Check HL6 and HL8 in the LIST OF HOUSEHOLD MEMBERS: Are there any girls age 15-17?*	YES, AT LEAST ONE GIRL AGE 15-17 .....1 NO 2	2⇨*HH40*
HH32. *Check HL20 in the LIST OF HOUSEHOLD MEMBERS: Is consent required for interviewing at least one girl age 15-17?*	YES, AT LEAST ONE GIRL AGE 15-17 WITH HL20≠90.....1 NO, HL20=90 FOR ALL GIRLS AGE 15-17.....2	2⇨*HH40*

HH33. As part of the survey we are also interviewing women age 15-49. We ask each person we interview for permission. A female interviewer conducts these interviews.

For girls age 15-17 we must also get permission from an adult to interview them. As mentioned before, all the information we obtain will remain strictly confidential and anonymous.

May we interview (***name(s) of female member(s) age 15-17***) later?

☐ *'Yes' for all girls age 15-17 ⇨ Continue with HH40.*

☐ *'No' for at least one girl age 15-17 and 'Yes' to at least one girl age 15-17 ⇨ Record '06' in WM17 (also in UF17 and FS17, if applicable) on individual questionnaires for those adult consent was not given. Then continue with HH40.*

☐ *'No' for all girls age 15-17 ⇨ Record '06' in WM17 (also in UF17 and FS17, if applicable) on all individual questionnaires for whom adult consent was not given. Then continue with HH40.*

HH40. *Check HL10 in the LIST OF HOUSEHOLD MEMBERS: Are there any children age 0-4?*	YES, AT LEAST ONE.....1 NO 2	2⇨*HH45*
HH41. *Issue a separate QUESTIONNAIRE FOR CHILDREN UNDER FIVE for each child age 0-4 years.*		

HH45. *Now return to the HOUSEHOLD INFORMATION PANEL and,*

- *Record '01' in question HH46 (Result of the Household Questionnaire interview),*
- *Record the name and the line number (from the LIST OF HOUSEHOLD MEMBERS) of the Respondent to the Household Questionnaire interview in HH47,*
- *Fill the questions HH48 – HH52*
- *Continue with HH60*

MICS PLUS CONSENT		
HH60. We would like to continue to talk about you and your family over the next 11 months. We wish to call you on the phone every month for 10-15 minutes. Again, all the information you provide will be confidential and anonymous. Would you like to participate?	YES ..... 1 NO 2	2 ⇨*HH66*

HH61. Please give me all phone numbers at which we can easily get in touch with you, starting with your preferred number.

HH62. *Order*	**HH63.** *INDICATE IF THIS IS A LANDLINE, BELIZE MOBILE OR TIGO MOBILE*	**HH63A.** Landline or Belize mobile Telephone Number	**HH63B.** TIGO mobile telephone number	**HH64**. Is there any preferred or more convenient time of the day we could call you on this number?
1	1 LANDLINE 2 BELIZE MOBILE 3 TIGO MOBILE 4 NO PHONE 5 NO MORE PHONE NUMBERS	Belize ___ ___ ___ ___ ___ ___ ___ ___ ___ ___	TIGO___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___	A MORNINGS B AFTERNOON C EVENINGS D WEEKENDS E ANYTIME X OTHER (*specify*) _____
2	1 LANDLINE 2 BELIZE MOBILE 3 TIGO MOBILE 4 NO PHONE 5 NO MORE PHONE NUMBERS	Belize ___ ___ ___ ___ ___ ___ ___ ___ ___ ___	TIGO___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___	A MORNINGS B AFTERNOON C EVENINGS D WEEKENDS E ANYTIME X OTHER (*specify*) _____
3	1 LANDLINE 2 BELIZE MOBILE 3 TIGO MOBILE 4 NO PHONE 5 NO MORE PHONE NUMBERS	Belize ___ ___ ___ ___ ___ ___ ___ ___ ___ ___	TIGO___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___	A MORNINGS B AFTERNOON C EVENINGS D WEEKENDS E ANYTIME X OTHER (*specify*) _____

HH66. *Check HH33: Is there any female(s) age 15-17 that consent was sought and 'Yes' response was received from this respondent?*	YES, CONSENT WAS GIVEN ..... 1 NO, NO FEMALE AGE 15-17 OR CONSENT NOT GIVEN 2	2 ⇨*HH70*

HH67. For the same project, may we contact (***name***) about once a month over the next 11 months?	'*Yes' for all girls age 15-17* ..... 1 '*No' for at least one girl age 15-17 and 'Yes' to at least one girl age 15-17* ..... 2 *'No to all girls age 15-17* 3	

HH70. *Thank the respondent for his/her cooperation and then*

- *Proceed with the administration of the remaining individual questionnaire(s) in this household.*

If there is no individual questionnaire to be completed in this household thank the respondent for his/her cooperation and move to the next household you have been assigned by your supervisor.

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

WOMAN'S INFORMATION PANEL	**WM**
WM1. *Cluster number:* ___ ___ ___	**WM2**. *Household number:* ___ ___
WM3. *Woman's name and line number:* NAME _____ ___ ___	**WM4**. *Supervisor's name and number:* NAME _____ ___ ___ ___
WM5. *Interviewer's name and number:* NAME _____ ___ ___ ___	**WM6**. *Day / Month / Year of interview:* ___ ___ /___ ___ / 2 0 1 9

Check woman's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: If age 15-17, verify in HH33 that adult consent for interview is obtained or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be recorded in WM17.	**WM7**. *Record the time:* HOURS : MINUTES __ __ : __ __

WM8. *Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?*	YES, INTERVIEWED ALREADY .....1 NO, FIRST INTERVIEW 2	1 ⇨*WM9B* 2 ⇨*WM9A*

WM9A. Hello, my name is (***your name***). We are from Statistical Institute of Belize. We are conducting a survey about the situation of children, families and households. I would like to talk to you about your health and other topics. This interview usually takes about 15 minutes. We are also interviewing mothers about their children. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?	**WM9B**. Now I would like to talk to you about your health and other topics in more detail. This interview will take about 15 minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?
YES .....1 NO / NOT ASKED 2	1 ⇨*WOMAN'S BACKGROUND Module* 2 ⇨*WM17*

WM17. *Result of woman's interview.* *Discuss any result not completed with Supervisor.*	COMPLETED.....01 NOT AT HOME .....02 REFUSED.....03 PARTLY COMPLETED .....04 INCAPACITATED (*specify*) _____ 05 NO ADULT CONSENT FOR RESPONDENT AGE 15-17 .....06 OTHER (*specify*)_____ 96

WOMAN'S BACKGROUND		WB
WB1. *Check the respondent's line number (WM3) in WOMAN'S INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47): Is this respondent also the respondent to the Household Questionnaire?*	YES, RESPONDENT IS THE SAME, WM3=HH47 ..... 1 NO, RESPONDENT IS NOT THE SAME, WM3≠HH47 2	2⇨*WB3*
WB2. *Check ED5 in EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for this respondent: Highest level of school attended:*	ED5=3, 4 OR 5..... 1 ED5=0, 1, 2, 8 OR BLANK..... 2	1⇨*WB14A* 2⇨*WB14*
WB3. In what month and year were you born?	DATE OF BIRTH MONTH ..... __ __ DK MONTH ..... 98 YEAR..... __ __ __ __ DK YEAR 9998	
WB4. How old are you? *Probe:* How old were you at your last birthday? *If responses to WB3 and WB4 are inconsistent, probe further and correct. Age must be recorded.*	AGE (IN COMPLETED YEARS)..... __ __	
WB5. Have you ever attended school or any early childhood education programme?	YES..... 1 NO..... 2	2⇨*WB14*
WB6. What is the highest level and grade or year of school you have attended?	PRESCHOOL ..... 000 INFANT..... **1** __ __ PRIMARY ..... **2** __ __ SECONDARY ..... **3** __ __ ASSOCIATES ..... **4** __ __ B.SC. OR HIGHER..... **5** __ __	000⇨*WB14*
WB7. Did you complete that (standard/form/year)?	YES..... 1 NO..... 2	
WB8. *Check WB4: Age of respondent:*	AGE 15-24..... 1 AGE 25-49..... 2	2⇨*WB13*
WB9. At any time during the current school year did you attend school?	YES..... 1 NO..... 2	2⇨*WB11*
WB10. During this current school year, which level and standard/form/year are you attending?	INFANT..... **1** __ __ PRIMARY ..... **2** __ __ SECONDARY ..... **3** __ __ ASSOCIATES ..... **4** __ __ B.SC. OR HIGHER..... **5** __ __	
WB11. At any time during the previous school year did you attend school?	YES..... 1 NO..... 2	2⇨*WB13*
WB12. During that previous school year, which level and standard/form/year did you attend?	INFANT..... **1** __ __ PRIMARY ..... **2** __ __ SECONDARY ..... **3** __ __ ASSOCIATES ..... **4** __ __ B.SC. OR HIGHER..... **5** __ __	
WB13. *Check WB6: Highest level of school attended:*	WB6= 3, 4 OR 5 ..... 1 WB6=1 OR 2 2	1⇨*WB14A*

WB14. Now I would like you to read this sentence to me. *Show sentence on the card to the respondent.* *If respondent cannot read whole sentence, probe:* Can you read part of the sentence to me?	CANNOT READ AT ALL ..... 1 ABLE TO READ ONLY PARTS OF SENTENCE ..... 2 ABLE TO READ WHOLE SENTENCE ..... 3 NO SENTENCE IN REQUIRED LANGUAGE / BRAILLE (*specify language*) _____ 4	
WB14A. *Check WB4/HL6: Age 15-24?*	YES (WB4/HL6=15-24) ..... 1 NO (WB4/HL6=25-49) 2	2⇨*WB15*
WB14B. *Check WB9/ED9: Currently attending school?*	YES (WB9/ED9=1) ..... 1 NO (WB9/ED9=2) 2	2⇨*WB14D*
WB14C. Did you attend school within the last 4 weeks?	YES ..... 1 NO 2	1⇨*WB15*
WB14D. Did you attend an apprenticeship, internship or work-place training during the last 4 weeks	YES ..... 1 NO 2	1⇨*WB15*
WB14E. In the past 4 weeks, did you attend any courses, seminars, conferences or received private lessons or instruction?	YES ..... 1 NO 2	1⇨*WB15*
WB14F. In the last year, that is since (***date of interview minus 1 year***), did you attend such training?	YES ..... 1 NO 2	
WB14G. Last week, from Monday to Sunday, did you do any work for someone else for pay, even if only for one hour?	YES ..... 1 NO 2	1⇨*WB15*
WB14H. Last week, did you run or do any kind of business, farming or other activity to generate income, even if only for one hour? *Probe*: Examples of activities include making things for sale, growing produce for sale, buying and reselling things, providing services for pay, raising animals or catching fish for sale.	YES ..... 1 NO 2	1⇨*WB14Q*
WB14I. Last week, did you help with the paid job or business of a household or family member?	YES ..... 1 NO 2	1⇨*WB14Q*
WB14J. Even though you did not work last week, did you have a paid job or a business? *Probe:* Absence could be due to leave, illness, seasonality of agricultural activities, strike, etc.	YES ..... 1 NO 2	2⇨*WB14S*

WB14K. Was the reason for your absence last week any of the following?	YES NO	
[A] That you have shift work, flexi time, or similar nature of work?	SHIFT WORK 1 2	1⇨*WB14Q*
[B] That you were on vacation or holidays?	VACATION 1 2	1⇨*WB14Q*
[C] That you were sick, ill, or suffered an accident?	SICK 1 2	1⇨*WB14Q*
[D] That you were on (maternity/paternity) leave?	MATERNITY/PATERNITY 1 2	1⇨*WB14Q*
WB14L. Was the reason for your absence last week that you are waiting to start new job or business?	YES ..... 1 NO 2	1⇨*WB14S*
WB14M. Was the reason for your absence last week that your paid job or business was in low or off-season?	YES ..... 1 NO 2	2⇨*WB14O*
WB14N. During the low or off-season, do you continue to do some work for that job or business?	YES ..... 1 NO 2	1⇨*WB14Q* 2⇨*WB14S*
WB14O. Including the time that you have been absent, will you return to that same job or business in 3 months or less?	YES ..... 1 NO ..... 2 DK 8	1⇨*WB14Q*
WB14P. Do you continue to receive an income from your job or business during this absence?	YES ..... 1 NO ..... 2 DK 8	2⇨*WB14S* 8⇨*WB14S*
WB14Q. Was this work that you mentioned in:	YES NO	
[A] Farming or rearing farm animals?	FARMING 1 2	
[B] Fishing or fish farming?	FISHING 1 2	
[X] Another type of job or business?	OTHER 1 2	
At least one 'yes' must be recorded in question [A], [B] or [X].		
WB14R. *Check WB14Q: Is [X]=1?*	YES (WB14Q[X]=1) ..... 1 NO (WB14Q[X]=2) 2	1⇨*WB15* 2⇨*WB14T*
WB14S. Last week did you do any work in farming, rearing animals, fishing or fish farming?	YES ..... 1 NO 2	2⇨*WB15*
WB14T. Thinking about the products from (***farming and/or fishing***) you worked on, are they intended only for sale, mainly for sale, mainly for family use or only for family use?	ONLY FOR SALE ..... 1 MAINLY FOR SALE ..... 2 MAINLY FOR FAMILY USE ..... 3 ONLY FOR FAMILY USE ..... 4 DK 8	1⇨*WB15* 2⇨*WB15* 3⇨*WB14V* 4⇨*WB14V*
WB14U. In general, in the past have these products been only sold, mainly sold, mainly kept or only kept for family use?	ONLY SOLD ..... 1 MAINLY SOLD ..... 2 MAINLY KEPT FOR FAMILY USE ..... 3 ONLY KEPT FOR FAMILY USE 4	1⇨*WB15* 2⇨*WB15*

WB14V. Were you hired by someone else to do this work?	YES ..... 1 NO 2	
WB15. How long have you been continuously living in (*name of current city, town or village of residence*)? *If less than one year, record '00' years.*	YEARS ..... __ __ ALWAYS / SINCE BIRTH 95	95 ⇨*End*
WB16. Just before you moved here, did you live in a city, in a town, or in a rural area? *Probe to identify the type of place.* *<u>If unable to determine whether the place is a city, a town or a rural area</u>, write the name of the place and then temporarily record '9' until you learn the appropriate category for the response.* _____ *(Name of place)*	CITY ..... 1 TOWN ..... 2 RURAL AREA 3	
WB17. Before you moved here, in which region did you live in?	COROZAL ..... 01 ORANGE WALK ..... 02 BELIZE (EXCLUDING BELIZE CITY SOUTH SIDE) ..... 03 BELIZE CITY SOUTH SIDE ..... 04 CAYO ..... 05 STANN CREEK ..... 06 TOLEDO ..... 07 OUTSIDE OF BELIZE (*specify*) _____ 96	

FERTILITY		**CM**
CM1A. Now I would like to ask about births you have had during your life. Have you ever given birth? *This module should only include children born alive. Any stillbirths should not be included in response to any question.*	YES .....1 NO 2	1 ⇨*CM15C*
CM8. Have you ever given birth to a boy or girl who was born alive but later died? *If 'No' probe by asking:* I mean, to any baby who cried, who made any movement, sound, or effort to breathe, or who showed any other signs of life even if for a very short time?	YES .....1 NO 2	2 ⇨*End*
CM15C. In what month and year was your (last) child born? *Month and year must be recorded.*	DATE OF LAST BIRTH MONTH ..... __ __ YEAR .....__ __ __ __	
CM17. *Check CM15C: Last birth occurred within the last 2 years, that is, since April in 2017?* *If the month of interview and the month of birth are the same, and the year of birth 2017, consider this as a birth within the last 2 years.*	NO LIVE BIRTHS IN THE LAST 2 YEARS .....0 ONE OR MORE LIVE BIRTHS IN THE LAST 2 YEARS 1	0 ⇨*End*
CM18. *Ask for the name of the last-born child.* *If the child has died, take special care when referring to this child by name in the following modules.*	NAME OF LAST-BORN CHILD _____	

MATERNAL AND NEWBORN HEALTH		MN
MN1. *Check CM17: Was there a live birth in the last 2 years?* *Copy name of last birth listed in the birth history (CM18) to here and use where indicated:* *Name* _____	YES, CM17=1 ..... 1 NO, CM17=0 OR BLANK 2	2 ⇨*End*
MN2. Did you see anyone for antenatal care during your pregnancy with (***name***)?	YES ..... 1 NO 2	2 ⇨*MN19*
MN3. Whom did you see? *Probe:* Anyone else? *Probe for the type of person seen and record all answers given.*	**HEALTH PROFESSIONAL** DOCTOR ..... A NURSE / MIDWIFE ..... B **OTHER PERSON** TRADITIONAL BIRTH ATTENDANT ..... F COMMUNITY HEALTH WORKER ..... G OTHER (*specify*) _____ X	
MN4. How many weeks or months pregnant were you when you first received antenatal care for this pregnancy? *Record the answer as stated by respondent. If "9 months" or later, record 9.*	WEEKS ..... **1** __ __ MONTHS ..... **2** 0 __ DK 998	
MN5. How many times did you receive antenatal care during this pregnancy? *Probe to identify the number of times antenatal care was received. If a range is given, record the minimum number of times antenatal care received.*	NUMBER OF TIMES ..... __ __ DK 98	
MN6. As part of your antenatal care during this pregnancy, were any of the following done at least once:	YES NO	
[A] Was your blood pressure measured?	BLOOD PRESSURE 1 2	
[B] Did you give a urine sample?	URINE SAMPLE 1 2	
[C] Did you give a blood sample?	BLOOD SAMPLE 1 2	

MN19. Who assisted with the delivery of (***name***)? *Probe:* Anyone else? *Probe for the type of person assisting and record all answers given.*	**HEALTH PROFESSIONAL** DOCTOR....A NURSE / MIDWIFE....B **OTHER PERSON** TRADITIONAL BIRTH ATTENDANT....F COMMUNITY HEALTH WORKER....G RELATIVE / FRIEND....H OTHER (*specify*) _____X NO ONE....Y	
MN20. Where did you give birth to (***name***)? *Probe to identify the type of place.* *<u>If unable to determine whether public or private</u>, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response.* _____ *(Name of place)*	**HOME** RESPONDENT'S HOME.... 11 OTHER HOME.... 12 **PUBLIC MEDICAL SECTOR** GOVERNMENT HOSPITAL.... 21 GOVERNMENT CLINIC / HEALTH CENTRE.... 22 OTHER PUBLIC (*specify*) _____ 26 **PRIVATE MEDICAL SECTOR** PRIVATE HOSPITAL.... 31 PRIVATE CLINIC.... 32 PRIVATE MATERNITY HOME.... 33 OTHER PRIVATE MEDICAL (*specify*) _____ 36 DK PUBLIC OR PRIVATE.... 76 OTHER (*specify*) _____ 96	11⇨*MN36* 12⇨*MN36* 96⇨*MN36*
MN21. Was (***name***) delivered by caesarean section? That is, did they cut your belly open to take the baby out?	YES....1 NO....2	
MN36. Did you ever breastfeed (***name***)?	YES....1 NO....2	2⇨*MN39B*
MN37. How long after birth did you first put (***name***) to the breast? *If less than 1 hour, record '00' hours.* *If less than 24 hours, record hours.* *Otherwise, record days.*	IMMEDIATELY....000 HOURS....**1** __ __ DAYS....**2** __ __ DK / DON'T REMEMBER....998	
MN38. In the first three days after delivery, was (***name***) given anything to drink other than breast milk?	YES....1 NO....2	1⇨*MN39A* 2⇨*End*

MN39A. What was (***name***) given to drink? *Probe:* Anything else? *'Not given anything to drink' is not a valid response and response category Y cannot be recorded.* **MN39B**. In the first three days after delivery, what was (***name***) given to drink? *Probe:* Anything else? *'Not given anything to drink' (category Y) can only be recorded if no other response category is recorded.*	MILK (OTHER THAN BREAST MILK) .....A PLAIN WATER.....B SUGAR OR GLUCOSE WATER .....C GRIPE WATER .....D SUGAR-SALT-WATER SOLUTION.....E FRUIT JUICE ..... F INFANT FORMULA.....G TEA / INFUSIONS / TRADITIONAL HERBAL PREPARATIONS .....H HONEY..... I PRESCRIBED MEDICINE .....J OTHER (*specify*) _____X NOT GIVEN ANYTHING TO DRINK .....Y	

ATTITUDES TOWARD DOMESTIC VIOLENCE					DV
DV1. Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations:		YES	NO	DK	
[A]	If she goes out without telling him?	GOES OUT WITHOUT TELLING.....1	2	8	
[B]	If she neglects the children?	NEGLECTS CHILDREN 1	2	8	
[C]	If she argues with him?	ARGUES WITH HIM.....1	2	8	
[D]	If she refuses to have sex with him?	REFUSES SEX 1	2	8	
[E]	If she burns the food?	BURNS FOOD 1	2	8	

VICTIMISATION		VT
VT20. *Check for the presence of others. Before continuing, ensure privacy.* How safe do you feel walking alone in your neighbourhood after dark?	VERY SAFE ..... 1 SAFE ..... 2 UNSAFE ..... 3 VERY UNSAFE..... 4 NEVER WALK ALONE AFTER DARK 7	
VT21. How safe do you feel when you are at home alone after dark?	VERY SAFE ..... 1 SAFE ..... 2 UNSAFE ..... 3 VERY UNSAFE..... 4 NEVER ALONE AFTER DARK 7	

VT30. Let me assure you again that your answers are completely confidential.

I will now ask you about discrimination. Discrimination happens when you are treated less favourably compared to others or harassed because of the way you look, where you come from, what you believe or for other reasons. You may be refused equal access to work, housing, healthcare, education, marriage or family life, the police or justice system, shops, restaurants or any other services and opportunities. You may also encounter comments, gestures or other behaviours that make you feel offended, threatened or insulted, or have to stay away from places or activities to avoid such behaviours.

VT31. In Belize, do you feel that you have personally experienced any form of discrimination or harassment during the last 5 years, namely since April 2014 (or since you have been in the country), on the following grounds? *Show the attached card (Showcard) to the respondent or read it if the respondent has difficulty to read.* *Go through the list of grounds one by one. If necessary, help the respondent to establish the recall period and make sure that you allow adequate time for the recall.* *You may reassure: "*It can be difficult to remember this sort of incidents, so please take your time while you think about your answers*".*		YES	NO	DK	
[A] Sex?	SEX	1	2	8	
[B] Age?	AGE	1	2	8	
[C] Disability or health status?	DISABILITY OR HEALTH STATUS	1	2	8	
[D] Ethnicity, colour or language?	ETHNICITY, COLOUR, LANGUAGE	1	2	8	
[E] Migration status?	MIGRATION STATUS	1	2	8	
[F] Socio-economic status?	SOCIO-ECONOMIC STATUS	1	2	8	
[G] Geographic location or place of residence?	GEOGRAPHIC LOCATION OR PLACE OF RESIDENCE	1	2	8	
[H] Religion?	RELIGION	1	2	8	
[I] Marital and family status?	MARITAL AND FAMILY STATUS	1	2	8	
[J] Sexual orientation or gender identity?	SEXUAL ORIENTATION OR GENDER IDENTITY	1	2	8	
[K] Political opinion?	POLITICAL OPINION	1	2	8	
[L] Other grounds?	OTHER GROUNDS	1	2	8	
VT32. *Check VT31 [A] to [L]: Is there at least one 'Yes' recorded?*	YES NO	1 2			2 ⇨*End*

VT33. *Only for the ground(s) to which the respondent said (YES) in VT31, ask the question repeating the ground(s) mentioned by the respondent and then record the answer. For ground(s) recorded as "NO" in VT31 do not record any answers.* In Belize, do you feel that you have personally experienced any form of discrimination or harassment during the past 12 months, namely since (***month of interview***) 2018, on any of these ground(s) you identified under the preceding question?		YES	NO	DK	
[A] Sex?	SEX	1	2	8	
[B] Age?	AGE	1	2	8	
[C] Disability or health status?	DISABILITY OR HEALTH STATUS	1	2	8	
[D] Ethnicity, colour or language?	ETHNICITY, COLOUR, LANGUAGE	1	2	8	
[E] Migration status?	MIGRATION STATUS	1	2	8	
[F] Socio-economic status?	SOCIO-ECONOMIC STATUS	1	2	8	
[G] Geographic location or place of residence?	GEOGRAPHIC LOCATION OR PLACE OF RESIDENCE	1	2	8	
[H] Religion?	RELIGION	1	2	8	
[I] Marital and family status?	MARITAL AND FAMILY STATUS	1	2	8	
[J] Sexual orientation or gender identity?	SEXUAL ORIENTATION OR GENDER IDENTITY	1	2	8	
[K] Political opinion?	POLITICAL OPINION	1	2	8	
[L] Other grounds?	OTHER GROUNDS	1	2	8	

SHOWCARD

Discrimination happens when you are treated less favourably compared to others or harassed because of the way you look, where you come from, what you believe or for other reasons. You may be refused equal access to work, housing, healthcare, education, marriage or family life, the police or justice system, shops, restaurants or any other services and opportunities. You may also encounter comments, gestures or other behaviours that make you feel offended, threatened or insulted, or have to stay away from places or activities to avoid such behaviours.

1. SEX: *such as being a woman or a man*

2. AGE: *such as being perceived to be too young or too old*

3. DISABILITY OR HEALTH STATUS: *such as having difficulty in seeing, hearing, walking or moving, concentrating or communicating, having a disease or other health conditions or no reasonable accommodation provided for it*

4. ETHNICITY, COLOUR OR LANGUAGE: *such as skin colour or physical appearance, ethnic origin or way of dressing, culture, traditions, native language, indigenous status, or being of African descent*

5. MIGRATION STATUS: *such as nationality or national origin, country of birth, refugees, asylum seekers, migrant status, undocumented migrants or stateless persons*

6. SOCIO-ECONOMIC STATUS: *such as wealth or education level, being perceived to be from a lower or different social or economic group or class, land or home ownership or not*

7. GEOGRAPHIC LOCATION OR PLACE OF RESIDENCE: *such as living in urban or rural areas, formal or informal settlements*

8. RELIGION: *such as having or not a religion or religious beliefs*

9. MARITAL AND FAMILY STATUS: *such as being single, married, divorced, widowed, pregnant, with or without children, orphan or born from unmarried parents*

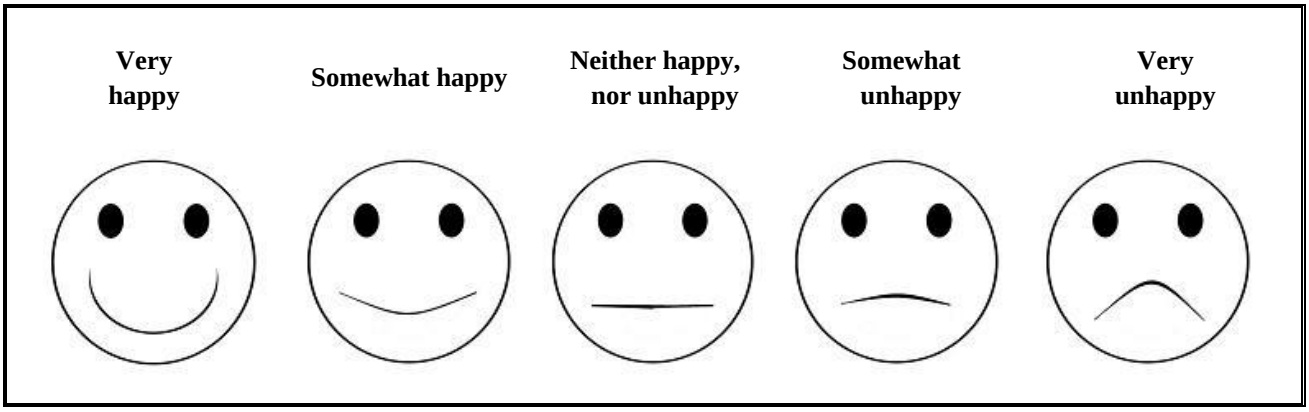
10. SEXUAL ORIENTATION OR GENDER IDENTITY: *such as being attracted to person of the same sex, self-identifying differently from sex assigned at birth or as being either sexually, bodily and/or gender diverse*

11. POLITICAL OPINION: *such as expressing political views, defending the rights of others, being a member or not of a political party or trade union*

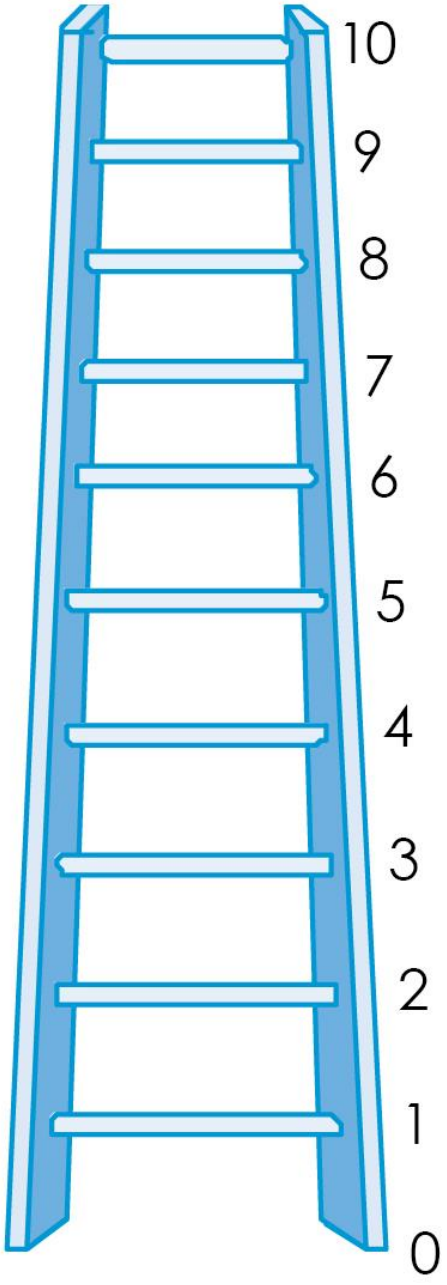
12. OTHER GROUNDS

MARRIAGE/UNION		MA
MA1. Are you currently married or living together with someone as if married or in a visiting partner relationship?	YES, CURRENTLY MARRIED.....1 YES, LIVING WITH A PARTNER.....2 YES, IN A VISITING PARTNER RELATIONSHIP.....4 NO, NOT IN UNION.....3	 3⇨*MA5*
MA2. How old is your (husband/partner/visiting partner)? *Probe*: How old was your (husband/partner/visiting partner) on his last birthday?	AGE IN YEARS.....__ __ DK.....98	⇨*MA7* 98⇨*MA7*
MA5. Have you ever been married or lived together with someone as if married or been in a visiting partner relationship?	YES, FORMERLY MARRIED.....1 YES, FORMERLY LIVED WITH A PARTNER.....2 YES, FORMERLY IN A VISITING PARTNER RELATIONSHIP.....4 NO.....3	 3⇨*End*
MA6. What is your marital status now: are you widowed, divorced or separated?	WIDOWED.....1 DIVORCED.....2 SEPARATED.....3	
MA7. Have you been married or lived with someone or been in a visiting partner relationship only once or more than once?	ONLY ONCE.....1 MORE THAN ONCE.....2	1⇨*MA8A* 2⇨*MA8B*
MA8A. In what month and year did you start (living with your husband/partner) (your visiting partner relationship)? **MA8B**. In what month and year did you start (living with your <u>first</u> husband/partner) (your <u>first</u> visiting partner relationship)?	DATE OF (FIRST) UNION MONTH.....__ __ DK MONTH.....98 YEAR.....__ __ __ __ DK YEAR.....9998	
MA9. *Check MA8A/B: Is 'DK YEAR' recorded?*	YES, MA8A/B=9998.....1 NO, MA8A/B≠9998.....2	 2⇨*End*
MA10. *Check MA7: In union only once?*	YES, MA7=1.....1 NO, MA7=2.....2	1⇨*MA11A* 2⇨*MA11B*
MA11A. How old were you when you started (living with your husband/partner) (your visiting partner relationship)? **MA11B**. How old were you when you started (living with your <u>first</u> husband/partner) (your <u>first</u> visiting partner relationship)?	AGE IN YEARS.....__ __	

LIFE SATISFACTION		**LS**
LS1. I would like to ask you some simple questions on happiness and satisfaction. First, taking all things together, would you say you are very happy, somewhat happy, neither happy nor unhappy, somewhat unhappy or very unhappy? I am now going to show you pictures to help you with your response. *Show smiley card and explain what each symbol represents. Record the response code selected by the respondent.*	VERY HAPPY ..... 1 SOMEWHAT HAPPY ..... 2 NEITHER HAPPY NOR UNHAPPY ..... 3 SOMEWHAT UNHAPPY ..... 4 VERY UNHAPPY 5	
LS2. *Show the picture of the ladder.* Now, look at this ladder with steps numbered from 0 at the bottom to 10 at the top. Suppose we say that the top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you. On which step of the ladder do you feel you stand at this time? *Probe if necessary:* Which step comes closest to the way you feel?	LADDER STEP ..... ___ ___	
LS3. Compared to this time last year, would you say that your life has improved, stayed more or less the same, or worsened, overall?	IMPROVED ..... 1 MORE OR LESS THE SAME ..... 2 WORSENED 3	
LS4. And in one year from now, do you expect that your life will be better, will be more or less the same, or will be worse, overall?	BETTER ..... 1 MORE OR LESS THE SAME ..... 2 WORSE 3	


Very happy
Somewhat happy
Neither happy, nor unhappy
Somewhat unhappy
Very unhappy

Best Possible Life



Worst Possible Life

WM10. *Record the time.*	HOURS AND MINUTES .....__ __ : __ __	

MICS PLUS CONSENT		
WM11A. *Check HH60.Was consent for MICS Plus previously asked from this respondent?*	YES, CONSENT ALREADY ASKED ..... 1 NO, NOT ASKED 2	1 ⇨ *WM15*
WM11A1. *Check HH67. Was consent for MICS Plus previously given for this respondent in the HH questionnaire?*	YES ..... 1 NO 2	2 ⇨ *WM15*
WM11A2. *Was consent for MICS Plus previously asked from this respondent in any other questionnaire (U5Q or 5-17Q)?*	YES, CONSENT ALREADY ASKED ..... 1 NO, NOT ASKED 2	1 ⇨ *WM15*
WM11B. We would like to continue to talk about you and your family over the next 11 months. We wish to call you on the phone every month for 10-15 minutes. Again, all the information you provide will be confidential and anonymous. Would you like to participate?	YES ..... 1 NO ..... 2 OTHER (*specify*) _____ 6	2 ⇨ *WM15* 6 ⇨ *WM15*

WM11C. Please give me all phone numbers at which we can easily get in touch with you, starting with your preferred number.

WM11D. *Order*	**WM11E.** *INDICATE IF THIS IS A LANDLINE, BELIZE MOBILE OR TIGO MOBILE*	**WM11F1.** Landline or Belize mobile Telephone Number	**WM11F2.** TIGO mobile telephone number	**WM11G**. Is there any preferred or more convenient time of the day we could call you on this number?
1	1 LANDLINE 2 BELIZE MOBILE 3 TIGO MOBILE 4 NO PHONE 5 NO MORE PHONE NUMBERS	Belize __ __ __ __ __ __ __ __ __ __	TIGO__ __ __ __ __ __ __ __ __ __ __	A MORNINGS B AFTERNOON C EVENINGS D WEEKENDS E ANYTIME X OTHER (*specify*) _____
2	1 LANDLINE 2 BELIZE MOBILE 3 TIGO MOBILE 4 NO PHONE 5 NO MORE PHONE NUMBERS	Belize __ __ __ __ __ __ __ __ __ __	TIGO__ __ __ __ __ __ __ __ __ __ __	A MORNINGS B AFTERNOON C EVENINGS D WEEKENDS E ANYTIME X OTHER (*specify*) _____
3	1 LANDLINE 2 BELIZE MOBILE 3 TIGO MOBILE 4 NO PHONE 5 NO MORE PHONE NUMBERS	Belize __ __ __ __ __ __ __ __ __ __	TIGO__ __ __ __ __ __ __ __ __ __ __	A MORNINGS B AFTERNOON C EVENINGS D WEEKENDS E ANYTIME X OTHER (*specify*) _____

WM15. *Check columns HL10 and HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Is the respondent the mother or caretaker of any child age 0-4 living in this household?*

☐ *Yes* ⇨ *Go to WM17 in WOMAN'S INFORMATION PANEL and record '01'. Then go to the QUESTIONNAIRE FOR CHILDREN UNDER FIVE for that child and start the interview with this respondent.*

☐ *No* ⇨ *Check HH26-HH27 in HOUSEHOLD QUESTIONNAIRE: Is there a child age 5-17 selected for QUESTIONNAIRE FOR CHILDREN AGE 5-17?*

- ☐ *Yes* ⇨ *Check column HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Is the respondent the mother or caretaker of the child selected for QUESTIONNAIRE FOR CHILDREN AGE 5-17 in this household?*
  - ☐ *Yes* ⇨ *Go to WM17 in WOMAN'S INFORMATION PANEL and record '01'. Then go to the QUESTIONNAIRE FOR CHILDREN AGE 5-17 for that child and start the interview with this respondent.*
  - ☐ *No* ⇨ *Go to WM17 in WOMAN'S INFORMATION PANEL and record '01'. Then end the interview with this respondent by thanking her for her cooperation. Check to see if there are other questionnaires to be administered in this household.*
- ☐ *No* ⇨*Go to WM17 in WOMAN'S INFORMATION PANEL and record '01'. Then end the interview with this respondent by thanking her for her cooperation. Check to see if there are other questionnaires to be administered in this household.*

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

For information on the report, please contact:

United Nations Children's Fund
Data and Analytics Section
Division of Data, Analytics, Planning and Monitoring
3 United Nations Plaza, New York, NY 10017, USA Tel: +1
(212)-326-7000
Email: mics@unicef.org