|  |  |
| --- | --- |
| Tagline Cyan | MICS-logo_cyan-rgb |

GUIDELINES FOR THE CUSTOMISATION OF MICS7 QUESTIONNAIRES

MICS7 Questionnaire Architecture

**NOTE**

The questionnaire architecture in MICS7 is different to MICS6 (and to MICS4 and MICS5).

The MICS questionnaires are now structured as a set of Base Questionnaires accompanied by a range of Complementary Topics, that is, questionnaire modules that can be added to the survey.

This document provides customisation guidance in general and specifically to the Base Questionnaires. It also presents overall details on how to add Complementary Topics into the Base Questionnaires.

Each individual Complementary Topic is accompanied by customisation guidance specific to the topic.

The above chart indicates placement of modules covering both topics in the Base questionnaires (in black) and Complementary topics (in orange). Within this document, the Complementary topics are only indicated with recommended placement. Please refer to customisation guidance for each individual topic for detailed recommendations.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Household** |  | **Women (Men as appropriate)** |  | **Children & adolescents 5-17** |
| Household Information Panel |  | Woman's Information Panel |  | 5-17 Child Information Panel |
| List of Household Members |  | Woman's Background |  | Child's Background |
| Education: Attainment |  | Migration |  | Health Insurance |
| Education: Attendance |  | Health Insurance |  | Child Labour |
| Household Characteristics |  | Employment and Training |  | Child Discipline |
| Household Energy Use |  | ICT use |  | Child Functioning |
| Malaria: ITNs |  | Fertility/Birth History |  | Time-Use |
| Social Transfers |  | RC: Desire for Last Birth |  | Household Involvement in Education |
| Post-emergency |  | Antenatal Care |  | Foundational Learning Skills |
| Food Insecurity Experience |  | Malaria: IPTp |  | Anthropometric Measurements |
| Water |  | Delivery care |  |  |
| Sanitation |  | PN&NC: Thermal Care |  | **Children U5** |
| Hygiene |  | PN&NC: Cord Care |  | U5 Child Information Panel |
| Water Quality Testing |  | PN&NC: Birthweight |  | U5's Background |
|  |  | RC: Period Return |  | Health Insurance |
|  |  | IYCF: Initial Breastfeeding |  | Birth Registration |
|  |  | PN&NC: PNC for Newborns and Mothers |  | Early Childhood Development |
|  |  | PN&NC: Signal Care Functions |  | Child Discipline |
|  |  | RC: Contraception |  | Child Functioning |
|  |  | RC: Unmet Need |  | IYCF: Breastfeeding & Dietary Intake |
|  |  | Menstrual Health and Hygiene |  | Immunisation |
|  |  | FGM |  | Care-seeking and Treatment of Diarrhoea |
|  |  | HPV |  | Care-seeking and Treatment of Symptoms of ARI |
|  |  | Time-Use |  | Malaria: Care-seeking and Treatment |
|  |  | Attitudes Toward Domestic Violence |  | Anthropometric Measurements |
|  |  | SDG16: Safety |  | Facility Based Records of Vaccinations |
|  |  | SDG16: Discrimination |  |  |
|  |  | Marriage/Union |  |  |
|  |  | Adult Functioning |  |  |
|  |  | RC: Sexual Activity |  |  |
|  |  | RC: Decision-Making on Reproductive Health |  |  |
|  |  | Maternal Mortality |  |  |
|  |  | Tobacco Use |  |  |
|  |  | Mental Health |  |  |
|  |  | Violence Against Women |  |  |

Table of Contents

[Introduction 1](#_Toc137731296)

[Content and features to retain 3](#_Toc137731297)

[General information 4](#_Toc137731298)

[Rules and Useful Tips for Customisation 5](#_Toc137731299)

[Changing/Modifying standard MICS questionnaires 6](#_Toc137731300)

[Household Questionnaire 6](#_Toc137731301)

[Water Quality testing form 13](#_Toc137731302)

[GPS Data Collection form 14](#_Toc137731303)

[Questionnaire for Women 14](#_Toc137731304)

[Questionnaire for Men 16](#_Toc137731305)

[Questionnaire for Children Under Five 17](#_Toc137731306)

[Facility Based Records of Vaccinations Form 20](#_Toc137731307)

[Questionnaire for Children and Adolescents Age 5-17 21](#_Toc137731308)

[APPENDIX A: Options for the Fertility/Birth History Module 29](#_Toc137731309)

[APPENDIX B: Marriage Module in Surveys where visiting unions are prevalent 33](#_Toc137731310)

[APPENDIX C: The FL Module in Surveys with only one language for testing 37](#_Toc137731311)

# Introduction

This document is intended to provide, to survey managers and other technical staff in countries conducting Multiple Indicator Cluster Surveys (MICS), an overview of the basic principles and approaches that need to be used for the customisation of Base MICS questionnaires. The document further provides an overview on how to insert Complementary Topics, for which separate customisation guidance is provided in the individual Complementary Packages.

The document should be used together with the Base MICS questionnaires and other relevant survey tools, which can all be found on mics.unicef.org.

***Customisation*** (or adaptation) refers to the process during which the standard MICS questionnaires are tailored to the population/context where a MICS survey is being conducted (that is, a national MICS survey, or a MICS survey conducted for a population group or for a selected area within a country), using standard principles and approaches, while maintaining global comparability of the indicators that will be derived from the collected data.

The customisation process is by no means an easy and straightforward one. Without a detailed understanding of all the standard MICS survey tools and of the general principles and recommendations of the MICS programme, customisation of MICS questionnaires should not be attempted at country level without the assistance of a MICS expert. During the customisation process, it is also critical that lessons learned from previous data collection activities, including a previous MICS, are used effectively, and wherever necessary, tools are tested before final decisions are made. Testing may include organised pre-testing, field testing, piloting, and in some cases, cognitive testing. Analysis of raw data from previous surveys and data collection activities, as well as results from these efforts should also be undertaken for successful customisation of Base MICS questionnaires.

The Base MICS questionnaires in question (and covered in this document) are:

* Household Questionnaire
* Water Quality Testing Form
* The Questionnaire for Women
* The Questionnaire for Men
* The Questionnaire for Children and Adolescents Age 5-17, and
* The Questionnaire for Children Under Five

Customisation covers the following types of changes to the standard MICS questionnaires:

1. ***Country-/Survey-specific modifications*** to already existing MICS questions and response codes as described in this document,
2. ***Deletions*** from the Base questionnaires, and
3. ***Additions*** to the Base questionnaires, including
   1. ***Complementary Topics*** and
   2. ***Non-MICS*** topics***.***

As further explained in this document, certain parts of the Base MICS questionnaires *must* be modified. Therefore, (a) above applies to *all* MICS surveys. Indeed, in several instances, the Base questionnaires include clear directives that a change or modification must be made. These cases are indicated using red text such as “Early Childhood Education programme” in ED4 (and ED5, ED9, ED10, ED15, and ED16) or “mother tongue/native language” in HC1B, and questions or full segments of module that are not applicable in all settings, in green colour, e.g., additional questions at the end of the Water module. Please customise for red, include or delete for green, and, after customisation, change font colour to black.

Not all MICS surveys are recommended to retain all the modules and questions of the Base MICS questionnaires, although the architecture of MICS is now such that the Base Questionnaires includes only topics that are globally applicable. First, there will always be some topics that will not be relevant in certain countries or regions, such as polygyny, which is applicable only in (relatively) well-defined regions of the world.

Second, decisions on the content of any MICS survey will ideally be made as a result of a thorough data gap assessment, generally based on the List of MICS Indicators, and, for example, when information is available from other recent data sources, certain modules or sets of questions will be dropped. The process and analysis involved in a comprehensive data needs assessment will vary but is a crucial step in determining the content of the survey.

Determining what to exclude from the survey is a balancing act that should take data needs into account, but also learn from countless experiences of data quality issues as a result of overloaded questionnaires. Country priorities will guide decisions but may also work against achieving an optimum questionnaire size if negotiations turn more political than technical.

A final consideration will also rest with the ability to implement an adequate sample size, as this is often constrained by budget on one hand and on the other the known data quality issues associated with large sample sizes. For instance, some indicators are difficult to measure in low fertility settings, demanding higher sample sizes or complicated sample designs. Unless such issues can be technically addressed, the exclusion of such indicators may be necessary.

In some MICS surveys, therefore, it is expected that (b) above will be applicable in some instances.

MICS surveys are expected to add topics, modules, and questions which are not in the Base questionnaire. The architecture of the MICS7 questionnaire is explicitly chosen with limited content to the Base questionnaire and a large number of Complementary Topics available for selection and addition based on country context, data needs, constraints, and priorities. These also include additions that the Base questionnaires already point to (for example, adding household assets to the list already in the Household questionnaire). Additions could also include modules or sets of questions that are not covered in the Base MICS questionnaires or available as a Complementary Topic.

From the onset of considerations of what could be added in the MICS, careful consideration must be given to additions that are not provided for in the MICS standard tools. This will affect the technical support available as well as require changes and considerations throughout the package of tools available, from sampling, training, instructions, and data collection application to tabulations and reporting.

As with the above exercise of deleting from the questionnaires, the entry point should be the indicator list or, alternatively, the tabulation plan. Questionnaire design is secondary to the need for precise information on what such proposed additions would be measuring and how such would be presented.

Only when tabulations are clearly designed, questionnaire design can commence. Some additions may only require that an extra column is inserted in an existing table, others could be simple replications, and at the other end of the scale are entirely new topics that require extensive work. The Global MICS team remains open to and flexible to additions under the appropriate circumstances, but experience shows that interest in new topics often does not extend beyond presenting the idea of additional questions, leaving the Survey Management team with the whole responsibility of designing, collecting, and presenting the information and often resulting in significant delays to reporting.

Only questions that are previously well-tested and validated should be included. A full MICS is not the right tool to experiment with data collection. Results from questions that are not validated may be completely misleading without an understanding of what is being measured. In worst case scenarios, the additional effort may even reduce the quality of the rest of the survey.

Questions are often imported from other household surveys that have been conducted in the country. However, this does not necessarily mean that they are validated, nor does it mean that such questions can work within the frame of a MICS. It is nevertheless a good place to start, but one should always consider the overall package of the MICS as a multiple indicator survey targeted at collecting data on women and children.

If additions are made, please ensure that formatting and coding follow the rules in place for the MICS questionnaires. For entirely new topics it may be useful to build a new module and in other cases there is need to append to an existing module or insert within the existing flow.

# Content and features to retain

While this document is primarily about the customisation of Base MICS questionnaires, a certain amount of rigidity needs to be exercised when adapting the Base MICS questionnaires to different contexts. Some features or content will need to be retained exactly as they are in the Base MICS questionnaires, to ensure internal consistency among various survey tools and to maintain (global) comparability. Indeed, a large number of questions and modules need to be kept exactly as they are during the adaptation process. Understanding what needs to stay exactly the same is important for successful adaptation at least as much as understanding what needs to be changed. In fact, retaining certain features and content of Base MICS questionnaires can also be seen as part of the customisation process.

MICS is a global household survey programme that is implemented in multiple countries and settings. The Base MICS questionnaires, together with the standard list of indicators, are designed to serve as a starting point for all surveys. As explained above, the Base MICS questionnaires will need to be customised to each setting. However, during this process, several formatting conventions and questions need to remain intact in each survey.

There are several reasons why certain content and features need to be retained in all MICS surveys. In taking all customisation related decisions, these should be considered. The main criteria for retaining content and features of Base MICS questionnaires can be summarised as follows:

* Integrity of the survey tools

Decisions taken in one step influence others. The Base MICS questionnaires should not be seen in isolation from other MICS survey tools. In fact, there are various other survey tools that also use the same formatting and content as the questionnaires. For example, data collection programs use the question numbers that are in the MICS questionnaires. If changes are made in the Base MICS questionnaires to the question numbers, then the same changes will need to be made to the data entry programs. This will invariably increase the likelihood of errors in various steps of the survey process. Note that the same question numbers are also used in the tabulation syntax, in all the background documentation of the tabulation plan, indicator lists, all training documents, instructions for the field staff, and the like. To calculate the MICS indicators properly, preserve the relevant questions and response categories as they are.

* Tested and validated questions

Unless indicated otherwise in this document, all the questions (and response categories) in the Base MICS questionnaires need to be kept in each survey exactly as they are shown. Changes or modifications are strictly not recommended as these questions have already been tested and validated exactly as they are, including, for instance, the ordering of questions in a module, and the exact choice of words. If certain changes or modifications are deemed necessary because of country-specific reasons, ensure to start a dialogue with members of the Global MICS Team to better understand implications of such changes, and/or how exactly these should be effected.

* Comparability

One of the essential features of the MICS Programme is that comparability needs to be maintained between surveys in different countries and settings at various levels. If questions are changed to the extent that they are not comparable across countries, it will not be possible to generate comparable indicators from different settings. Even if questions have not been changed, but the question numbers have been changed, the data sets will be different from one survey to the other, making comparative analysis using multiple surveys problematic, and sometimes even impossible.

* The quality assurance process

Various experts will be involved in the implementation of the survey, as well as providing quality assurance support to all surveys. Changing questionnaires beyond acceptable or necessary proportions will invariably make the quality assurance process much more difficult and will also increase the likelihood of errors. A regional or global expert reviewing questionnaires, or reviewing tabulations or SPSS program syntax, will need to spend considerably more time to understand the changes made, ensure that the same changes are made in other survey tools, and interpret specifics in any survey tool in relation to changes in the questionnaires. At the least, changes in the questionnaires should be done in such a manner that they are visible, well documented, and easily detected.

## General information

* Each module typically starts with question number “1” preceded by two letters indicating the topic. There are notable exceptions to this, such as 1) In the Questionnaire for Individual Men, where the coding from the identical questions in the Questionnaire for Individual Women is retained with an added “M” in front of the two letters indicating the topic, 2) similarly, the Chid Discipline and Child Functioning modules each have an additional letter, due to the modules being split over two questionnaires and 3) in the Household Characteristics module in the Household Questionnaire, where the first question is HC1A (customisation explained below).
* Question numbers appear in regular bold font (for example, “**HH1**”)
* Questions and introductions appear in regular font (for example, “On what day, month and year was (***name***) born?”) and must be read to the respondent.
* Italic text within parentheses in questions indicates that it must be replaced by the interviewer or will automatically be by the CAPI application using information already collected in the interview, e.g., “(***name***)” in above will automatically be replaced with the name of the household member.
* Instructions to interviewers appear in regular italic fonts (for example, “*To be filled after the Household Questionnaire is completed*”).
* Questions that should not be asked to the respondent and must be completed by the interviewer have aqua or yellow coloured background. The question text is in italics, indicating that these are instructions. The yellow colour indicates questions that are automated in CAPI. When the questionnaires are filled on paper (as back-up to CAPI), questions with yellow background should be treated as if with aqua background.
* Text in **uppercase** letters are response categories and is also used when a filter question refers to a different module or questionnaire.
* **Questions are not expected to be customised** except for 1) parts indicated in red or green, 2) those specifically mentioned in this guidance, or 3) with comparable concepts that should be used instead of the original wording to ensure appropriate understanding in local daily use. Strong evidence for other country-specific appropriate changes are of course for discussion.
* Two types of response categories: 1) **Numeric response codes**: Only one response can be recorded and 2) **Alphabetical response codes**: Multiple responses can be recorded.
* Coding of ‘Don’t know’ and ‘other’ follow a standard:

In numeric response codes:

8, 98, 998, 9998 = DON’T KNOW / DK

6, 96, 996, 9996 = OTHER (*specify*)

In alphabetical codes where multiple responses are expected

X = OTHER (*specify*)

Y = NONE, NO ONE, or (additional) OTHER (*specify*)

Z = DON’T KNOW / DK

## Rules and Useful Tips for Customisation

While customising the survey questionnaires where a translation is involved, it is recommended to:

* Check percentages of population speaking different local languages and consider translation to all major languages spoken among the survey population.
* Check previous surveys to see how the customisation was done.
* Consider the use of a language that can be understood by everyone.
* Pre-test the translated version(s) to make sure that the questions are understood, and the response categories are meaningful.

Customisation of the Questionnaires, Modules, Questions, and Response Categories is necessary for at least two basic reasons:

* Not all surveys are expected or recommended to use all modules in the Base questionnaires.
* No single questionnaire can accurately represent all human experience around the globe.

Customise to country/survey needs, but do not compromise global comparability.

For implementation or questionnaire flow, check all skips – including in the CAPI application.

For data analysis, check for the indicators needed and ensure that all required questions to calculate the indicators are included.

Retain the standard question numbers even if some of the questions within the module have been excluded. This is especially important to assist the stage of data processing and to have datasets that are globally comparable. It will also prevent skip pattern problems. It does not matter (for interviewers as well as the respondent) if the numbering is not completely sequential.

If new questions are added, do not assign question numbers that are already being used in the Base Questionnaires or Complementary Topics.

* If inserting between two standard questions, use A, B, C, e.g., HC11A, HC11B to be inserted between HC11 and HC12 (if available).
* If inserting at the end of the module; continue from the last question, e.g., HC21, HC22 after the standard question HC20.

Understand what the existing response categories are attempting to capture. Country-specific response categories may already be there, under a different terminology. In the same vein, add terms to an existing response category to make it more country-specific. For example, in answer “B” of WS10, the commercial name of a common chlorine-based water disinfection product used in the country may be added to “Add bleach / chlorine”.

Use the pre-test to see:

* if changes have affected the flow of the questionnaires;
* if response categories are comprehensive: If the category of “other (specify)” of a multiple-choice question is pre-tested to 5 per cent or higher of all answers to that question, it should be considered as a serious candidate for a separate answer category of its own; and
* if translated questionnaires are working.

If not necessary, do not change ordering of modules or questions. Check with the Regional MICS Coordinator before attempting such a change.

It is very important that the eligibility criteria, usually expressed in age ranges, not be changed as changes may result in the inability to measure the indicator. Change can only be safe if done to capture a wider group, e.g., employing the Questionnaire for Men to the age group 15-59 rather than 15-49 or asking the Education module questions ED9-ED16 to age group 3-25 instead of 3-24.

# Changing/Modifying standard MICS questionnaires

This section is intended to outline the major changes and modifications that may need to be made to the Base MICS questionnaires. In the questionnaires, placeholders are indicated for insertion of the Complementary Topics. Customisation guidance for these is available with each individual package. Please refer to the chart in the beginning of this document page for a complete overview. Note that additional Complementary Topics are in development at all times and that this present document may not reflect the latest list of Complementary Topics available.

The following general rules need to be considered when taking decisions to making changes or modifications to the Base MICS questionnaires:

* If available, use the previous surveys implemented under global survey programmes like MICS and/or DHS to help customisation of the questionnaires, especially the response categories. Do not make changes to questions or response categories blindly per previous surveys; investigate the results and employ diligence.
* Always assess the implications of changes, in terms of (1) all other survey tools and (2) the technical aspects/validity; test rigorously, document, and modify all other relevant survey tools accordingly.

## Household Questionnaire

**Household Information Panel (page 1)**

Replace ‘Name and year of survey’ with the name and year(s) of fieldwork of the survey.

**HH1**

MICS uses anonymous cluster numbers. Use of real enumeration area codes from the sample frame compromises confidentiality. Therefore, anonymous cluster numbers (from 001 to xxx, depending on the total numbers of clusters) are assigned to each selected enumeration area. The sequential coding of the cluster number should therefore be retained in all surveys.

**HH2**

As with HH1 above, anonymous household numbers should be used in MICS surveys. Household numbers from enumeration areas, building numbers in the regular address system, etc. should not be used. Households selected in each cluster should be numbered from 01 to xx (depending on the size of the cluster) prior to fieldwork and these numbers should be used by fieldwork teams to complete the questionnaires.

**HH3** and **HH4**

Each field team member (interviewer, supervisor, measurer) should be assigned three-digit codes prior to the start of the survey. In experience, such numbers can even be assigned at the start of the fieldwork training and no particular pattern is necessary, i.e., there is no value added to, for instance, assigning supervisors with number 001-099, measurers with 100-199, etc. If a few individuals change their positions during fieldwork, it is necessary that they retain the same code throughout the survey.

**HH6**

Normally, this is expected to remain as it is on the standard questionnaires. In some surveys, however, survey managers prefer to incorporate further detail in the classification of place of residence. In such cases, it is recommended that HH6 remains intact, but an additional question is added to capture the extra information. In accordance with the general rule of customisation described above, the new question would be numbered HH6A. For example, HH6A may read like this: Capital city (1), Other urban (2), Rural (3). In such a case, it is advisable to remove HH6 from the questionnaire, but allow the variable to be generated per standard in data processing, using the information collected in HH6A, i.e., recode HH6A=1,2 into HH6=1 and HH6A=3 into HH6=2.

**HH7**

Standard MICS questionnaires assume that regions are used as the first level of geographical or administrative division. Even when regions are used, the response categories should be replaced by the names and coding of regions used in the survey. If other main types of divisions are used, such as states, provinces, districts, governorates, then HH7 should be modified to reflect this.

**HH7A**

This question is to identify the administrative level below the first level. The question and response categories and codes should be customised similar to HH7. The question should be included even if the survey sample is not stratified at this level. The recommendation is to include one level below sample stratification.

**HH8**

This question should be kept only if the survey is including a Questionnaire for Individual Men to be administered in a subsample of households. This question should be deleted if the Questionnaire for Individual Men is not included or if the Questionnaire for Individual Men is included and will be administered in all households.

As outlined above, if this question is deleted, question numbers for the rest of the questions in this section should remain the same; no re-numbering of the questions should be attempted.

**HH9** and **HH10**

Similarly, these questions should only be kept if the survey is including Water Quality Testing to be conducted in a subsample of households.

**HH11**

Hours and minutes are recorded in 24-hour format. As this is automatically collected by the CAPI application there is no need to change even if AM/PM format is more common in the country. However, it should be stressed during training that 24-hour format should be used if paper questionnaires are filled, for instance when a tablet fails.

Hours and minutes are recorded at the start and end of each questionnaire and any customisation should be replicated to those questions as well.

**HH12**

Replace ‘National Statistical Office’ with the name of the agency conducting the fieldwork in the survey. Estimate the approximate duration of an interview from the pre-test and replace ‘number’ with this estimate.

The consent statement makes reference to the contact card that is included at the end of the questionnaire. Please customise ‘organisation name’ to the name of the agency conducting fieldwork or the external organisation mentioned on the contact card, if applicable.

Normally, further changes to the wording of these sentences are not required. However, if this is deemed necessary, the meaning of the sentences should remain intact.

Customise the contact card and prepare for printing enough copies to be able to hand all individual respondents. Estimate the number of needed cards by sample simulations. It should be more than adequate to sum the total number of households and the estimated number of women and men eligible for individual interviews. The individual respondents interviewed twice in this estimate (and in need of just one contact card) should more than cancel out the number of interviews with mothers or caregivers not already covered as respondents to either household or individual interview.

**Household Information Panel (page 20-24)**

**HH13**

See comments to HH11 above.

**HH14**

The response categories should include all language versions of the questionnaires.

**HH15**

All languages used by interviewers should be included here.

**HH16**

All major languages natively spoken by respondents should be included here.

**HH34** – **HH39A**

These questions should be retained even if the survey does not include the Questionnaire for Men. If the survey does not include the Questionnaire for Men, HH34 will be recorded as ‘3’ in all households and will skip to HH38A where a check is performed to understand if consent is required to interview boys age 15-17 in the capacity of caregiver of another child.

If the Questionnaire for Individual Men is included and will be administered in all households question HH34 should be deleted. All skips to HH34 should be changed to HH35 (in HH29, HH31, HH32 and HH33).

**HH42** – **HH44**

These questions should be deleted if the survey does not include Water Quality Testing. Additionally, the skip instruction in HH40 should be changed to HH44A. The last instruction in HH57 should have the reference to the Water Quality Testing Form removed as well.

HH44 includes an instruction to interviewers that may need customisation if the survey management cannot ensure feedback on test results to local authorities.

**HH44B and HH44C**

Replace the text in red with the name of the agency implementing the survey.

**HH44G**

Customise the number of digit placeholders to match the number of digits in national phone numbers (in all columns).

**HH46**

The categories of ‘*Result of household interview:*’ should not be changed, even if other categories may be in use in other household surveys conducted in the country. The existing codes are used to calculate completion and response rates.

**HH50** and **HH54**

Delete these questions (the entire row) if the survey does not include the Questionnaire for Men.

Delete the interviewer instruction ‘*If the household is selected for QUESTIONNAIRE FOR MEN:*’ if the survey includes all men.

**List of Household Members**

Check the definition of ‘household’ in use in the country. This will normally be the definition used in the census. Use this definition in the survey to ascertain the members of the households. Consult other MICS documents for definitions of households, such as the Manual for Mapping and Household Listing and the Instructions for Supervisors.

Note that if the survey includes the Complementary Topic of Malaria: ITNs, the entire module should be replaced with the List of Household Members provided with the Malaria Complementary Package. This is to avoid the work entailed in including question HL7 to the module in the Base Household questionnaire.

**HL5**

Check previous household data, census data, and consult experts: If dates of birth are unlikely to be known by the general population, this question may be removed. However, date of birth information must be collected in the individual questionnaires. If HL5 is removed, this will also need to change the reference to this question in the instructions part of this module.

**HL9**

Delete this question if the survey does not include the Questionnaire for Individual Men.

Delete the part of the instruction text stating ‘*…and HH8 is yes*’ if the survey includes all men.

**HL15** and **HL19**

The word ‘REGION’ in response codes 2 and 3 may need customisation to match the term used in HH7.

**Education: Attainment and Attendance Modules**

Customisation should be founded on a description of the country’s education system including Early Childhood Education (ECE), detailing starting age, different levels, number of grades within each level, mapping to ISCED, etc. This information is a required appendix (C.2 and C.3) to the Survey Plan and Budget.

All household members age 3 and above are eligible for the Attainment module, whereas members age 3-24 years are eligible for the Attendance module, filtered in ED8. Some countries where pre-primary ECE programmes start before age 3 will need to lower the age filter (see more details about ECE programmes below).

Note that if the survey includes the Complementary Topic of Social Transfers, the entire Attendance module should be replaced with the Attendance module provided with the Social Transfers Complementary Package. This is to avoid the work entailed in including question to the module in the Base Household questionnaire.

**ED4**

‘Early Childhood Education programme’, or ‘ECE’, refers to any organised learning programmes before the start of primary education that are equivalent to ISCED level 0 ([International Standard Classification of Education (ISCED) | UNESCO UIS](http://uis.unesco.org/en/topic/international-standard-classification-education-isced)). The term may need to be customised to reflect the terminology commonly used in the country to refer to these programmes (for example, pre-primary or pre-school). Interviewers should be trained to distinguish between programmes that qualify as organised learning as well as situations that do not meet the definition of ISCED level 0. This also applies to questions UB5, UB6A, and UB8A/B in the Questionnaire for Children Under Five, and CB5 an CB6 in the Questionnaire for Children and Adolescents age 5-17.

**ED5**

This question is used to disaggregate results by the background characteristic of education level. As such, education levels should reflect the formal education stages recognised in the national education system (typically, pre-primary, primary, lower and upper secondary, tertiary). Levels should also reflect formal technical and vocational programmes (which are typically found at lower and upper secondary levels).

It is not recommended to include various types of schools or degrees. As with all customisation, assess the impact with the broader implications in mind. ‘GRADE/YEAR’ refers to the subdivisions within education levels and may also need customisation to reflect country-specific terms, such as ‘form’, ‘standard’ or ‘class’. If the term ‘grade/year’ is customised, this needs to be reflected in the wording of the question as well as in the response category headers. Any customisation should be replicated in all similar questions across all questionnaires.

**ED9**

The term ‘current’ school year refers to the school year that is currently in progress during fieldwork. For the purpose of the survey, the school year ends on the day before the first day of the new school year. For example, if a school year starts on the 1st of September of 2023 and ends on the 30th of June of 2024, and data collection occurs during July or August, ‘current’ school year will refer to the school year that was just completed.

It is recommended that the wording of the question is customised to refer specifically to the reference school year to avoid potential confusions. For example, in the example above, ‘current’ school year would be changed to ‘2023/24’ school year.

Any customisation to this question should be replicated in ED10 in this module. Additionally, a similar customisation should be made for references to ‘previous’ school year in ED15 and ED16.

**Household Characteristics Module**

**HC1A**, **HC1B** and **HC2**

Questions on religion, language, and ethnicity should be adapted to the country-specific setting. These questions are intended to identify the sociocultural backgrounds of interviewed households, using the household head’s sociocultural background as a proxy. Some sociocultural groups exhibit distinct features or behaviours and may be more vulnerable or disadvantaged than others. Depending on the criteria used in the country to differentiate between these groups, one or more of questions HC1A, HC1B, or HC2 may be deleted, if just one is sufficient, or a similar question which uses a criterion other than religion, ethnic group or mother tongue can be added. For instance, in some countries, asking about the nationality may be necessary to differentiate between various groups.

Note that one or more of these questions may be highly sensitive topics (in particular ethnicity) and may jeopardise the good rapport between interviewer and respondent. It is important to carefully consider this aspect when deciding on the best combination of one, two, three or more questions to determine socio-cultural background. Balance the sensitivities against the overarching principle of disaggregation of SDG indicators.

Additionally, rewording may be useful to match already applied methods in previous household surveys in the country. For instance, a question such as “With what ethnic group does (***name of the head of the household***) mainly identify?” is acceptable if it has been shown to work better.

The response categories in red should all be customised. Generally speaking, try to avoid more than 5% of the responses to remain in the “Other” category. This can be achieved by using results from the census or recent surveys.

In question HC1B, customise to use only one of the two suggested terms of either mother tongue or native language, or adapt to use a third term if appropriate.

**HC4**

Adapt the response categories to include locally relevant floor materials and to exclude those not applicable. If some material commonly used in the country is similar to another already included in one of the answer categories, simply add that material to the response category.

Review frequency distributions of floor materials from previous surveys.

**HC5**

Adapt the response categories to include locally relevant roof materials and to exclude those not applicable. If some material commonly used in the country is similar to another already included in one of the answer categories, simply add that material to the response category.

Review frequency distributions of roof materials from previous surveys.

**HC6**

Adapt the response categories to include locally relevant wall materials and to exclude those not applicable. If some material commonly used in the country is similar to another already included in one of the answer categories, simply add that material to the response category.

Review frequency distributions of exterior wall materials from previous surveys.

**HC7** and **HC9**

If available, use previous surveys implemented under global survey programmes like MICS and/or DHS to help customisation of these question. Do not make changes to response categories blindly per previous surveys; investigate the results and employ diligence.

Each survey should add to the list in HC7 at least five items of furniture, such as a table, a chair, a sofa, a bed, an armoire, a cupboard or cabinet, water storage tank, or other items that do not run on electricity.

In addition, each survey should add at least four additional household appliances so that the list in HC9 includes at least two items that even a poor household may have, at least two items that a middle-income household may have, and at least two items that a high-income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, washing machine, microwave oven, DVD player, CD player, camera, air conditioner, water cooler, sewing machine, etc.

**HC10**

Additional other personal items can be added to the list.

**HC11**

It is possible to add an additional question (HC11A) with multiple responses allowed to capture which devices (desktop, laptop, tablet (or similar handheld computer). If included, a ‘no’ to HC11 should have skip instruction to send to HC12.

Do not include equipment with some embedded computing abilities, such as smart TV sets, and devices with telephony as their primary function, such as smartphones.

**HC16**

If measurement units other than hectares are commonly used, adapt the question to allow for the recording of commonly used units, e.g., acres or m2. For example, if respondents are expected to sometimes answer in hectares and sometimes in acres, the question and answer categories similar to this example can be changed:

|  |  |  |
| --- | --- | --- |
| **HC16**. How many hectares or acres of agricultural land do members of this household own?  *First record the unit of measurement. If size is less than 1, record ‘00’. If 95 or more, record ‘95’. If unknown, circle ‘998’.* | HECTARES 1 \_\_\_ \_\_\_  ACRES 2 \_\_\_ \_\_\_  DK 998 |  |

**HC18**

Add country-specific animals to the list, as appropriate, such as oxen, water buffalo, camels, llamas, alpacas, ducks, or geese. Do not add an unspecific category such as ‘Other (*specify*)’ or ‘Other fowl’ unless it is only for purpose of pre-testing. Such categories will generally be unusable in contribution to computation of wealth index.

Review frequencies in previous surveys to guide potential addition (or deletion) of any type of animal.

**HC20**

Customise text in red to insert a specific example. If no such example exists, delete the text from the last comma onwards.

**Complementary Topic: Household Energy Use Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Malaria: ITNs Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Social Transfers Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Post-Emergency Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Food Insecurity Experience Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Water and Sanitation Modules**

**WS1** – **WS2**

From previous surveys and with expert advice, determine if any additional water sources are typically used in the country and add these to the response categories in WS1 and WS2. Be sure to retain the categories (and delete only if certain that a category is not applicable in the survey) as well as the category headings shown in the questionnaire.

Category ‘72’, Water Kiosk and ‘93’, Large Bottle / Dispenser Refill’, should be deleted if not applicable in the country.

**WS7A-WS10E**

These questions in green font are all optional as they are not required for SDG monitoring. If not included the skip in WS7 from category ‘1’ to WS8 should be deleted.

The optional questions WS9-WS10 are only recommended for inclusion in order to calculate the indicator “Water Treatment” which is the “Percentage of household members in households using unimproved drinking water who use an appropriate treatment method”. This indicator was part of the MICS5 Indicator List (#5.2) but has been dropped from the MICS list later.

Also note that similar questions are already included in the Water Quality Testing Form as it is essential to know this information and use it in interpreting the water quality testing results.

Additional optional questions are on year-round availability (WS7A), on management type (WS10, category A; whether supplies are managed by utility, community, or household), and seasonality (WS10, categories B-E; main source in wet or dry seasons) to assess climate resilience.

(WS10, category B): Free chlorine may be used in the form of liquid sodium hypochlorite, solid calcium hypochlorite and bleaching powder (chloride of lime).

(WS10, category D): Ceramic may include clays, diatomaceous earth, glass, and other fine particles.

In WS10B and WS10C, the text should be replaced with ‘dry’ if the fieldwork is in wet season.

In WS10C, category ‘72’, Water Kiosk and ‘93’, Large Bottle / Dispenser Refill’, should be deleted if not applicable in the country.

**WS11**

Any other usual types of facilities that do not fit into existing categories should also be listed here. However, be sure to retain the categories (and delete only if certain that a category is not applicable in the country) as well as the category headings shown in the questionnaire.

Category ‘21’, Ventilated Improved Pit Latrine (or VIP), should be deleted if not applicable in the country.

**WS12A, WS14, WS16, WS17**

These questions are optional as they are not required for SDG monitoring. If WS14 is not included, skips to ‘WS14’ in WS11 and WS12 need to be changed to ‘WS15’.

**Hygiene Module**

**HW1**

This question asks about the place where members of the household most often wash their hands. Only if the respondent indicates that there is no fixed place for handwashing, probing is needed by asking about what do the members of this household most often use to wash their hands. If mobile objects such as a bucket, jug or kettle is not used by the population to wash or rinse hands response category 3 may be deleted.

**HW3**

Adapt so that locally used cleansing agents (ash/mud/sand) are only included in the question and response categories if applicable in the country.

## Water Quality testing form

**WQ1** – **WQ4**

Customise similarly to customisation done for HH1-HH4 in the Household Questionnaire.

**WQ14** and **WQ15**

Similar questions (WS9 and WS10) in the Household Questionnaire are optional (and can be used to calculate the “Water treatment” indicator). However, the inclusion of these question in the Water Quality Testing Form is for their use in interpreting the water quality testing results. Especially when compared to the testing results obtained from the source and that of the household consumption point, the information about whether the household treats the drinking water and the ways they treat are very useful. These two questions should not be removed even if WS9 and WS10 are included in the Household Questionnaire.

(WQ15 category B): Free chlorine may be used in the form of liquid sodium hypochlorite, solid calcium hypochlorite and bleaching powder (chloride of lime).

(WQ15, category D): Ceramic may include clays, diatomaceous earth, glass, and other fine particles.

**WQ17**

Copy customised response categories of WQ1 in the Household Questionnaire.

## Questionnaire for Women

This questionnaire should only be administered by a trained female interviewer. It can include modules and questions on sensitive and private topics such as sexual behaviour, contraception, mental health, and violence against women, among others. The use of a male interviewer will result in the collection of unreliable information, jeopardise the administration of additional questionnaires and lead to refusals.

It is also strongly recommended that interviewers make every attempt to interview women in privacy. Some modules may not under any circumstance be administered unless in complete privacy.

**Woman’s Information Panel (page 1)**

Replace ‘Name and year of survey’ with the name and year(s) of fieldwork of the survey.

**WM1**, **WM2**, **WM4**, **WM5**, and **WM9A/B**

Please see customisation instructions to HH1, HH2, HH3 and HH4, and HH12 above.

**Woman’s Information Panel (page 17-19)**

**WM12**, **WM13**, **WM14**, **WM15E**, **WM15F**, and **WM15J**

Please see customisation instructions to HH14, HH15, HH16, HH44B, HH44C, and HH44G above.

**Woman’s Background Module**

**WB5**

The question text in red should be customised to be the name of the country.

**WB5A**

The response category in red should be customised to be the name of the first administrative level in the country. The names and codes should be added as a list in the CAPI application.

**WB6**

The country names and codes used in the response categories are based on the ISO 3166-1 codes. It may be useful to add precoded countries, for instance, the neighbouring countries or other nations that would be frequently met in the survey.

**WB7**

The question text in red should be customised to be the name of the country.

**WB7B**

The country names and codes used in the response categories are based on the ISO 3166-1 codes. It may be useful to add precoded countries for easy access in the CAPI application, for instance, the neighbouring countries or other nations that would be frequently met in the survey. Note that up to three countries should be able to be recorded.

**Complementary Topic: Migration Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Health Insurance Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Employment and Training Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**ICT Use Module**

No changes are necessary.

**Fertility/Birth History Module**

These two modules are linked. There are several options for customisation, depending on the objectives and circumstances of the survey. Options are presented in detail in Appendix A. Please discuss these with the Regional MICS Coordinator:

**Complementary Topic: RC: Desire for Last Birth Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Antenatal Care Module**

**MN2**

This question mention “antenatal” care for the first time. It is repeated in several places. Some countries use a different terminology, such as “prenatal”, in common language. Please customise the terminology if appropriate.

**MN3**

The categories of providers must be appropriately adapted and translated for the local context, based on the country’s health care system, experience from previous surveys, expert advice as well as the pre-test. It is important to maintain the broad categories shown here. We need to be able to distinguish between antenatal care provided by health professionals and care provided by others. Interviewers must be provided definitions of each type of provider during training.

**MN6**

The three first measurements/exams specified (A, B, C) provide the components of the MICS Indicator. Other interventions have been included as items D-G. However, additional content may be required by national policy and can be included in this question as additional sub-items, e.g., [H], [I], etc.

**Complementary Topic: Malaria: IPTp Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Delivery Care Module**

**MN19**

Coding categories should be developed locally (if possible, based on previous experience) and revised based on the pre-test. However, the broad categories must be maintained. Again, the focus is whether the person who assisted with the delivery was a health professional or another person.

**MN20**

Coding categories should be developed locally (if possible based on previous experience) and revised based on the pre-test. Make sure to maintain the broad categories, so that it is possible to distinguish between private, public, and NGO health facilities, or other places.

I many countries, there is no NGO sector, and these categories can be deleted.

**Complementary Topic: PN&NC: Thermal Care Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: PN&NC: Cord Care Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: PN&NC: Birthweight Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: RC: Period Return Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: IYCF: Initial Breastfeeding Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: PN&NC: PNC for Newborns and Mothers Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: PN&NC: Signal Care Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: RC: Contraception Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: RC: Unmet Need Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Menstrual Health and Hygiene Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: FGM Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: HPV Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Time-Use Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Attitudes Toward Domestic Violence Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: SDG16: Safety Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: SDG16: Discrimination Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Marriage/Union Module**

‘Marriage’ refers to both formal and informal unions, such as living together. An informal union is one in which partners live together, intending to have a lasting relationship, but do not have a formal civil or religious ceremony.

The module is primarily intended to collect information on opposite-sex unions, but it captures same-sex marriages or informal same-sex unions.

Adapt the terms and concepts used in this module to the country. In some countries, ‘visiting unions’ may be prevalent, for instance, where the man and woman live in different households but still consider their relationship a ‘union’. In some other cultures, only ‘civil marriages’ may be considered unions, and those in religious unions may not consider themselves as ‘married’ or even ‘in union’. Be very careful in the adaptation of the terms and concepts in the module. There may be a wish to ask an additional question to inquire about the type of marriage/union. Contact the MICS regional coordinator if this addition is intended. Customised modules are available in Appendix B for countries where ‘visiting unions’ are prevalent.

In other settings, questions relating to reproductive health and experiences may not be appropriate to ask women who have never been married. In such circumstances, the Marriage/Union Module should be placed earlier in the questionnaire before the Fertility/Birth History Module.

**MA2** – **MA3** – **MA4**

In countries where polygyny is not practised or is uncommon, the questions in green font (MA2, MA3 and MA4) must be removed and the question MA2 in black font where all answers skip to MA7 should be kept.

After removing the questions in green font (MA2, MA3 and MA4), do not renumber the remaining questions as this might easily lead to incorrect skips or problems in the questionnaire and unnecessary changes to the data processing tools.

In countries where polygyny is practised or common, the question MA2 in black font should be removed and the next three questions in green font (MA2, MA3, MA4) must be kept and the font colour must be changed from green to black.

**MA6**

Customise this question to the situation in the country and/or describe to the interviewers what each of the categories refers to. In some cultures, the word ‘marital’ is not used for informal unions; delete the word ‘marital’ from the question if necessary and ask, “What is your status now: are you widowed, divorced or separated?”

**Complementary Topic: Adult Functioning Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: RC: Sexual Activity Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: RC: Decision-Making on Reproductive Health Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Maternal Mortality Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Tobacco Use Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Mental Health Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Violence Against Women Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

## Questionnaire for Men

Modules and questions in the questionnaire for men are identical to those in the questionnaire for women. No specific instructions are therefore provided for the questionnaire for men. Copy any applicable customisation for women to the questionnaire for men.

While preparing the Instructions for Interviewers, please copy the explanations given for the Questionnaire for Women and adapt the contents per the modules included in the survey.

**Differences from the questionnaire for women**

All the module abbreviations and question numbers in this questionnaire have an additional letter “M” to indicate the modules and questions are for individual men.

The term ‘woman’ has been replaced with ‘man’ in the module names, questions, and wherever necessary.

The term ‘husband’ has been replaced with ‘wife’ in the questions and wherever necessary.

**MMA1** – **MMA3** – M**MA4**

In countries where polygyny is not practised or is uncommon, the questions in green font (MMA1, MMA3 and MMA4) must be removed.

After removing the questions in green font (MMA1, MMA3 and MMA4), do not renumber the remaining questions as this might easily lead to incorrect skips or problems in the questionnaire and unnecessary changes to the data processing tools.

In countries where polygyny is practised or common, the question MMA1 in black font should be removed and the next three questions in green font (MMA1, MMA3, MMA4) must be kept and the font colour must be changed from green to black.

## Questionnaire for Children Under Five

**Under-five Child Information Panel (page 1)**

Replace ‘Name and year of survey’ with the name and year(s) of fieldwork of the survey.

**UF1**, **UF2**, **UF5**, **UF6**, and **UF10A/B**

Please see customisation instructions to HH1, HH2, HH3, HH4, and HH12 above.

**Under-five Child Information Panel (page 17-19)**

**UF12**, **UF13**, **UF14**, **UF15E**, **UF15F**, and **UF15J**

Please see customisation instructions to HH14, HH15, HH16, HH44B, HH44C, and HH44G above.

**Under-Five’s Background Module**

The child’s date of birth is very important in this survey. For several indicators, including those on anthropometry, immunisation, and breastfeeding, we need to have the exact age of children in months to be able to calculate the relevant indicators.

**UB0**

Please customise ‘National Child Immunisation Record’ to terminology in use for home-based immunisation records.

**UB5, UB6A, UB8A/B**

The text in red should be replaced with common names of ECE programmes in the country, such as nursery, pre-school, community ECD centre, etc. Please refer to instructions for customisation of ED4.

**Complementary Topic: Health Insurance Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Birth Registration Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Early Childhood Development Module**

**EC2[A]**

The examples of homemade are generally applicable across the world, but in a few instances, slight changes may be necessary. Contact the Regional MICS Coordinator for input to any suggested changes.

**EC2[C]**

Similar to EC2[A] the examples listed are generally applicable. Contact the Regional MICS Coordinator for input to any suggested changes.

**EC7**

(Translation) It is important that the translation conveys clearly that both feet must leave the ground.

**EC8**

The item is meant to determine if children can put on at least two different items of clothing that can easily be pulled on and off. As part of the customization process, the text in red may be replaced by the names of similarly common items of clothing used in the country context or setting. It is important that such items of clothing are as simple and easy for young children to pull on and off as pants and shirts. For instance, the text in red should not be replaced by items of clothing that have complex fastening devices such as clasps. If the text in red is being customized and it is common for children to wear only one article of clothing, then it would be sufficient to simply reference this article of clothing as opposed to two different types of clothing. Care should be taken to identify items that are equally common across the country.

**EC11**

(Translation) It is important that the translation does not remove the phrase ‘words that go together’. The objective of this item is to determine if the child can form a simple sentence (of at least 3 words) that makes sense. If the examples do not translate well into 3-word sentences, these can be changed to fit the objective of the item, which is to determine if children can say 3-word sentences. In other words, if the examples given in English translate into sentences that are not 3 words, they should be replaced by simple and common 3-word sentences in the translated language.

**EC12**

(Translation) Similar to EC26, if the examples do not translate well into 5-word sentences, these should be changed to fit the objective of the item, which is to determine if children can say 5-word sentences that make sense. In other words, if the examples given in English translate into sentences that are not 5 words, they should be replaced by similarly simple and common 5-word sentences in the translated language.

**EC14**

(Translation) ‘Consistently’ implies that the child names objects in the same way, even with pronunciation errors, or even if the child uses a nickname for the object. The item is not meant to determine if children are saying words ‘correctly’, so the translation should retain the specific meaning of ‘consistently’.

**EC15**

The text in red may be replaced if something other than letters are used in the local alphabet (for example, characters in the Chinese language).

(Translation) The word ‘recognize’ should be translated into a similar word that conveys that the child knows and can identify 5 letters. The question is not meant to determine if the child can read words.

**EC18**

This item is meant to determine if the child can provide the correct number of small objects. As part of the customization process, the text in red may be replaced by the name of a similarly common small object that is normally available to the child (such as a chickpea or small fruit) and that is relevant in the country context or setting.

**EC20**

As part of the customization process, the text in red may be replaced if colouring or playing with building blocks are not typical activities for children in the country context or setting. The activities chosen can either be task-oriented (such as working on a puzzle or putting away clothes) or can be creative in nature (such as drawing, painting, or playing pretend games).

(Translation) The translation should convey that the child does not give up after a very short amount of time. Terms like ‘too early’ or ‘too soon’ should be avoided.

**EC21**

As part of the customization process, the text in red may be replaced by referring to another type of person that would be familiar and well-known to the child (for example, an aunt, uncle, grandpa) and that is relevant in the country context or setting.

**EC24**

(Translation) It is important that ‘daily’ is not translated as ‘once a day’. It is important that ‘a few times a year’ is not translated as ‘several times a year’.

**EC25**

(Translation) In some languages there may not be an equivalent to ‘how much’. In this case, it might be necessary to translate this as ‘how often’, in which case the response options would also need to be revised accordingly as: never, as often or less often, more often, much more often.

**Child Discipline Module**

This module requires careful training of interviewers, editors, and supervisors. Questions in this module ask about disciplinary methods that may be very common and others that are strongly condemned, even prohibited, and attitudes towards methods of discipline vary a good deal among countries. Extra time is required to practice using these questions, in role-playing training sessions and during pilot study (field practice) interviews. Note that the field staff may have strong views on these disciplinary actions, and it must be ensured that their views do not interfere with the collection of the information in the module.

Great care must be taken with the translation of questions in this module. The questions refer to disciplinary methods ranging from non-violent methods to psychological aggression and to physical punishment, so do not change the order of these questions. Note that we do not ask about the consequences of these actions, but only whether the actions have occurred. Practices common in one culture may be absent in another. The discipline items in the module have been chosen with expert assistance and aim to include behaviours that are universal – and that range from common behaviours to rare ones. When correctly translated, these practices should be understood and applicable in virtually all settings. Please read the instructions for each question to ensure that the survey team and the translators know what is meant by each one.

**Complementary Topic: Child Functioning Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: IYCF: Breastfeeding & Dietary Intake Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Immunisation Module**

Information on several issues regarding immunisation in the country is necessary to obtain before customisation. This information is a required appendix to the Survey Plan and Budget.

Specifically, the survey team should:

1. Obtain child immunisation cards used in the country and adapt the module accordingly. Obtain all the cards that are or could be issued to children that are under age 3 at the planned start of fieldwork. Interviewers will need to be trained on all.
2. Obtain the most recent national immunisation schedule for children and reflect the schedule in the module. Information on schedules that have been updated (at least) over the 3 years before start of fieldwork is also needed. Children may have been given vaccines that are no longer on cards. All applicable schedules must be submitted with the customised questionnaires in the review process outlined in the MICS Technical Collaboration Framework.
3. Find out if any immunisation campaigns (for example, national immunisation days for polio, measles campaigns and other campaigns such as yellow fever) were carried out in the previous year.

Based on this information, adapt the immunisation module to the survey, reflecting combinations of vaccines, if necessary (hepb1 or dtpheb1, for instance), omitting ‘extra’ antigens if not included in the immunisation schedule (such as yellow fever), reflecting the immunisation schedule to the questions (such as changing the appropriate age recommended for measles and yellow fever vaccines) or adding other vaccines. Please note that in some countries, even if a combination vaccine is on the schedule, individual vaccines may still be given, perhaps due to stock-outs of the combination vaccine. The most important customisation done is to make the work of the interviewers as straightforward as possible. The interviewers should be able to easily find where to record what they see written on the cards. Preparation, customisation, interviewer Instructions, pre-testing, training with copies of real filled cards, etc. are essential ingredients to good data.

Be aware that each of the individual vaccines must be accompanied by a matching probe in the list of IM11-IM27A. Please do not replace those deleted with new vaccines, but rather delete and insert new with appropriate new question numbers. For instance, if Pentavalent is completely replaced with DTP, HepB, and Hib, IM20 and IM21 must be deleted and new IM20A, IM20B, IM20C, IM20D, IM20E and IM20F (three vaccines with two questions for each) inserted to match the questions if ever received and how many times received.

**IM2** and **IM3**

Similar to question UB0, please customise ‘National Child Immunisation Record’ to terminology in use for home-based immunisation records.

**IM6**

If the common practice in the country for recording the dates is different than the format used here (dd/mm/yyyy), the order for dates (i.e., mm/dd/yyyy) can be changed.

Build the list of vaccines based on first what is in the current immunisation schedule and the most current immunisation card. Then consider that list against previous schedules and cards, including knowledge of any combination vaccine that may still be replaced by individual antigens, i.e., one Pentavalent vaccine is replaced by three individual shots of DTP, HepB, and Hib.

**IM7**

‘*BCG to Td Booster*’ should be customised to show the first and last immunisation dose in IM6.

**IM8** and **IM12**

Insert the dates and types of vaccination given in the most recent immunisation campaigns in the country. If possible, include the season in which each national immunisation day campaign took place, because some respondents may not be able to identify a precise date. It is also advised to list the vaccines administered during these campaigns, as it may trigger recall as well.

The campaigns listed should preferably cover the previous 3 years.

Please also customise text in red in the question based on what types of campaigns the customised list includes.

**IM9**

Customise the text in red if necessary, depending on the campaign types listed in IM8.

**IM11**

Customise the text in red if necessary, depending on the campaign types listed in IM12. The wording should be the same as customised for IM9.

**IM13**

The question reference in red should be customised to include all items listed in IM12.

**IM14-IM27A**

As mentioned above, there must be a question to each immunisation listed in IM6, in most cases followed by a question asking how many doses. The individual questions should be adapted locally, using the most common vaccination site (arm, shoulder or elsewhere) and with probes that match the usual vaccinations given during the appropriate visit.

**IM26 – IM26A**

The MMR (or MR or Measles) vaccine is normally given as an injection in the arm at the age of 9 months. In some settings, children may receive it as an injection in the thigh. In some countries, the vaccine is administered at 12 or 15 months of age. A second dose is given as early as 15-18 months of age. The appropriate antigen combination should be used in the question, as should appropriate age for and common location of the injection following the recommendations for the vaccination in the country. If only one measles vaccination is given, question IM26A should be deleted in addition to the skips in IM26.

Very rarely, the practise is to give individual vaccinations of measles and rubella. If this is the case, IM26 and IM26A should be changed to cater for measles alone and an additional question inserted as IM26B to address the rubella vaccination.

**IM28**

This question should be included if vaccination cards are only available at health facilities. In most cases, this question should be deleted (that is, not include the ‘Facility Based Records of Vaccinations Form’) if home-based records are available to respondents. In some countries, the question and Form can be included if facility-based records are available, of good quality, and there is an interest in obtaining these records in addition to the home-based records.

In some countries, vaccination cards may be kept only at health facilities, and not given to mothers/primary caretakers. If so, plan to have fieldwork teams visit health facilities to collect this information by using the ‘Facility Based Records of Vaccinations Form’. Customise, print, and give fieldwork teams the form ‘Facility Based Records of Vaccinations Form’ that will initially be manually filled at health facilities.

When interviewers administer the Immunisation module of the Questionnaire for Children Under Five to mothers/primary caretakers, they should record either ‘1’ or ‘3’ for IM2 in these cases, and, following the flow, ask questions from IM11 onwards to obtain the recall information in immunisations.

Interviewers should also make sure to include, at the top of the ‘Facility Based Records of Vaccinations Form’, identification information that will later allow them to match the vaccination forms with the questionnaire; specifically, to match HF1 to HF5 and HF7A and HF7B against the questions UF1 to UF5 and UB1 and IM5A in the Questionnaire for Children under five.

Fieldwork teams should visit the health facility where vaccination cards are kept, identify the cards for children included in the survey, and fill out the ‘Facility Based Records of Vaccinations Form’ per information on the card.

**Complementary Topic: Care-seeking and Treatment of Diarrhoea Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Care-seeking and Treatment of ARO Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Malaria: Care-seeking and Treatment Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Anthropometric Measurements Form**

No changes are necessary.

## Facility Based Records of Vaccinations Form

The list of vaccinations in HF12 should match that developed for IM6, customised as necessary as described above.

## Questionnaire for Children and Adolescents Age 5-17

**5-17 Child Information Panel (page 1)**

Replace ‘Name and year of survey’ with the name and year(s) of fieldwork of the survey.

**FS1**, **FS2**, **FS5**, **FS6**, and **FS10A/B**

Please see customisation instructions to HH1, HH2, HH3 and HH4, and HH12 above.

**5-17 Child Information Panel (page 19)**

**FS12**, **FS13**, **FS14**, **FS15E**, **FS15F**, and **FS15J**

Please see customisation instructions to HH13, HH14, HH15 and HH16 above.

**Child’s Background Module**

**CB5** and **CB6**

The text in red should be replaced with common names of ECE programmes in the country, such as nursery, pre-school, community ECD centre, etc. See customisation instructions for question ED4.

**Complementary Topic: Health Insurance Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Child Labour Module**

**CL1**

In most surveys, no change is necessary to the four questions [A]-[X] in CL1. However, please review to establish whether any country-specific example may be useful to include. All the activities listed in Questions [A] to [X] count as economic activities for the calculation of the child labour indicator and any additions or changes should be done according to the activities related to the individual question as described below.

Question [A] refers to a series of activities related to agriculture that the child may have worked on or helped with. [B] refers to a series of activities related to other types of family business, business that the child may own, or those owned by relatives, that the child may have worked with or without payment. [C] refers to producing or selling various types of products, such as articles, handicrafts, clothes, food, or agricultural products. [X] is intended to capture all other activities for the production and/or distribution of goods and services that are not covered in the previous three questions. Please note that activities such as cleaning or cooking for the household are not meant to be captured here but in question CL11.

**CL4**, **CL5** and **CL6**

The three questions are designed to establish whether the child is working under hazardous conditions and describe the most common hazardous conditions under which child labourers may work. It is necessary to review the conditions included in these questions (in particular those listed in CL6) to identify whether they are adequate in the country-specific setting. Child Labour experts should be consulted, for instance within the Ministry of Labour, UNICEF, ILO, or others, as should previous stand-alone child labour surveys or surveys that included modules on child labour, i.e., a labour force survey. Additional questions can be added either before CL4, CL5, or CL6 (or within CL6, before CL6[X]). The decision on placement should be evaluated based on the particular question. Please retain the codes and keep [X] as the final question, as it is meant to pick up any other hazardous situation not directly asked.

If there is no demand or interest in learning the frequency of each individual type of hazardous conditions, skip instructions can be inserted so that the first ‘yes’ to any of the conditions in CL4, CL5 and CL6 skips to CL7. This will still allow computation of MICS Indicator 8.2 (SDG Indicator 8.7.1).

**CL7** and **CL9**

These two types of activities (either or both) can be removed from the questionnaire if not applicable in the country. If CL7 or CL9 are deleted, please delete also remove CL8 or CL10, respectively. If deleted in this direct form, any such infrequent activity should be captured in CL11[X] and an instruction to do so should be added to the instructions for interviewers.

**CL11**

This list includes the most common and time-consuming household chores. However, there may be a wish to add country-specific chores that are not mentioned already. Please insert any additional chore above question [X] as this is meant to capture chores not specifically mentioned. Also, keep in mind that chores must not be economic activities as these are exclusively to be captured in CL1. In that respect also note that fetching water and collecting firewood are already asked in questions CL7 and CL9.

Consult with labour statistics experts on any desired changes to CL11.

**Child Discipline Module**

This module requires careful training of interviewers, editors, and supervisors. Questions in this module ask about disciplinary methods that may be very common and others that are strongly condemned, even prohibited, and attitudes towards methods of discipline vary a good deal among countries. Extra time is required to practice using these questions, in role-playing training sessions and during pilot study (field practice) interviews. Note that the field staff may have strong views on these disciplinary actions, and it must be ensured that their views do not interfere with the collection of the information in the module.

Great care must be taken with the translation of questions in this module. The questions refer to disciplinary methods ranging from non-violent methods to psychological aggression and to physical punishment, so do not change the order of these questions. Note that we do not ask about the consequences of these actions, but only whether the actions have occurred. Practices common in one culture may be absent in another. The discipline items in the module have been chosen with expert assistance and aim to include behaviours that are universal – and that range from common behaviours to rare ones. When correctly translated, these practices should be understood and applicable in virtually all settings. Please read the instructions for each question to ensure that the survey team and the translators know what is meant by each one.

**Complementary Topic: Child Functioning Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Complementary Topic: Time-Use Module**

If selected for the survey, insert the module as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

**Household Involvement in Education Module**

**PR4**

Replace the text in red with similar customisation done for CB5 and CB6.

**PR7**

Customise the term ‘student report card’ to reflect the term commonly used in the country. For example, “student report”, “report card”, “performance record”, etc.

**PR9**

Replace text in red with the appropriate term for parent-teacher association (for example “community-teacher association”) and for school management committee (for example “school managing committee”).

**PR11**

PR11 is an optional question only applicable for countries with a policy or practice of producing school report cards.

School report cards provide information on the school’s performance, for example, details about school finances, student achievement and teacher qualifications.

**Foundational Learning Skills Module**

This module is a direct assessment of children's reading and numeracy competencies. It is designed to measure the reading and numeracy skills children are expected to have acquired by the time they complete 2nd grade of primary education.

​The module begins with a few questions about the reading habits of the child, the language the child speaks at home, and the language the child’s teachers use when teaching. These questions are followed by a reading and a numeracy assessment. Each assessment consists of several items. The numeracy assessment includes four number tasks, and the reading assessment includes a short story followed by five comprehension questions.

While the numeracy tasks typically do not require any customisation, there are several steps and considerations regarding the **customisation of the reading assessment**:

* A **team of experts from the Ministry of Education (MoE)** with expertise in early grade curriculum and assessment should guide the customisation process, in consultation with the regional MICS specialists, who will direct any questions to UNICEF’s learning experts.
* The first issue to address in the customisation process is the **selection of the language(s)** in which foundational reading skills will be assessed:

1. Surveys in settings where only one language is used as medium of instruction in the early grades of primary education as per the Ministry of Education’s (MoE) official policy will assess reading skills in that language only.

* These surveys should use the version of the FL module designed for single-language settings (see Appendix C).

1. Surveys in settings where more than one language is used as medium of instruction in the early grades of primary education may select two or more languages for the assessment. However, it may not be feasible to develop and present the reading assessment in all the languages used for instruction. For example[[1]](#footnote-1), a language may be recognised as medium of instruction in the national policy but there may not be textbooks or reading materials available in that language. In such a case, this language cannot be used in the MICS reading assessment. Leaving languages out of the assessment may be complex due to cultural sensitivities or equity concerns. It is therefore very important that the MoE experts guide this process in consultation with the regional MICS specialists, who will direct any questions to UNICEF’s learning experts.

* These surveys should use the version of the FL module designed for multi-language settings (provided in the standard Questionnaire for Children and Adolescents Age 5-17).
* The next step in the customisation of the reading assessment consists of **analysing the text to** **ensure that both vocabulary and cultural references are appropriate and relevant to the local context**. This applies to both single-language and multi-language assessments. Guidelines on how to conduct a text analysis are provided below.
* As described earlier, the reading assessment consists of reading a short story and answering a set of comprehension questions related to the story. MICS has developed **two standard reading passages** (each with their corresponding questions): one about a girl named Mary and another about a boy named Moses. These two standard stories are available in **five languages**: English, Spanish, French, Russian and Arabic. Standard reading practice items are also available in these languages.

If reading skills are assessed in one language only, select one of the standard stories (Moses or Mary) and proceed as follows:

1. If the language of the assessment is one of the five available languages, analyse the text of the selected story in that language. For example, if the language of the assessment is Spanish, pick the Spanish language version of either Mary’s or Moses’ story and analyse the text following the guidance provided below.
2. If the language of the assessment is not one of the five available languages, first translate the selected story into the language of the assessment and then analyse the translated text following the guidance provided below.

Note: Translations should be prepared by MoE experts with knowledge of the language.

If reading skills are assessed in more than one language, both standard stories (Moses and Mary) must be used in the assessment. One of the following situations may apply:

1. All languages used in the assessment are among the five available languages. For example, if the languages of the assessment are Arabic and French, pick the Arabic and French language versions of both stories. This is a total of four stories (two in Arabic and two in French). Analyse the four texts following the guidance provided below.
2. None of the languages used in the assessment is among the available languages. In this case, start by translating both stories into each of the languages that will be used in the assessment. For example, if the assessment is in two languages, translate both stories into each of the languages. This will result in four translated versions of the standard stories. Analyse all four translated texts following the guidance below.
3. The languages used for the assessment are a combination of available and non-available languages. In such a case, follow instructions in a and b above. For example, the Zimbabwe 2019 MICS assessed reading skills in Shona, Ndebele, and English. The survey team used the English language versions of the Moses and Mary stories that were available. In addition, they translated the two stories into Shona and Ndebele. This resulted in six versions of the stories: three versions of the Moses story (in Shona, Ndebele, and English) and three versions of the Mary story (in Shona, Ndebele, and English). A text analysis was prepared for each language version of each of the stories. In total, six texts were analysed.

* A **text analysis** is a review of the story to ensure that the vocabulary is appropriate for second-grade level reading and that the elements in the story are relevant to the local context. The procedures described below must be followed even when using stories in any of the five languages available (English, Spanish, French, Russian and Arabic):
* Conduct a vocabulary check. The references for the vocabulary check should be 2nd grade government-approved language textbooks or reading textbooks. If that is not feasible, use reading story books that are government approved for grade 2. Do not use books for other subjects like math or science. Include only books used by students. Do not include books used by teachers.
* Document the results of the vocabulary check by recording the following information in an Excel sheet (see template below):
  + Specify the story (Moses or Mary) and language (e.g., Story: Moses; Language: Russian).
  + Number and list every word that appears in the text.
  + Indicate whether the word can be found in the books and, if yes, where (e.g., unit and page). One reference of where to find the word in the books is enough.
  + If a word in the story or its corresponding comprehension questions cannot be found in the books, suggest an alternative word that does appear within the books. The new word does not need to be a synonym or equivalent to the old word, but it must make sense in the story (or in associated question) and not affect the meaning of the story. For instance, in some cases the word “banana” may be replaced with the word “apple”. Document these suggested changes clearly in the Excel sheet under “Alternative word”.
  + Use “Notes” to provide clarifications. For example, experts may recommend that a word that does not appear in the textbook be kept in the story because other words that appear in the textbook are very similar in terms of form and spelling, thus suggesting the level of difficulty of the original word is appropriate. This type of justification needs to be clearly documented for reviewers.

**Example of Excel sheet to document the text analysis for each version of the story used in the reading assessment**

**Story: A; Language: X**



* Once the text analysis is complete, prepare the customised version of the story and questions. The customisation of the story and questions is mainly done by replacing words as needed based on the results of the text analysis.
* Please, note that while small modifications in vocabulary are fine, changes should be minimised and only introduced when strictly necessarily. Even small changes can inadvertently alter the meaning of the story or the narrative arc in a way that affects comprehension.
* Examples of safe changes include substituting the names of the characters in the story with local names (please, ensure gender balance). Other simple changes may include replacing names of fruits, vegetables, or trees.
* Other acceptable modifications may be related to curriculum. The Madagascar 2018 MICS, for example, assessed literacy skills in Malagasy and French. While the Malagasy language version of the stories was written in past tense following the standard stories, the French language version of the stories had to be customised using the present tense because the past tense is not taught in second-grade French language in the country.
* Finally, please check for typos and make sure that words are separated/spaced properly. Ensure that accents and punctuation marks are correct. Make sure that the writing conventions are those respected in the classroom. When there are conflicting instructions on how a word is spelled, always ensure that best practice is followed.
* Please, consult with the regional MICS specialists during the customisation of the stories. They will direct any questions to UNICEF’s learning experts.
* Finally, the customisation process ends with the submission of the following documentation for final review by the MICS/UNICEF learning experts:
* Final drafts of all customised materials: practice items, stories and their corresponding comprehension questions and answers.
* If one or both stories have been translated from one of the five available languages into other languages, please submit all translated texts (practice items, story, questions and answers) and their back-translations to either English, French or Spanish. For example, in the case of the Zimbabwe 2019 MICS, the Shona and Ndebele translations of the stories were back-translated into English (by a different person than the original translator). All translations and their corresponding back-translations must be submitted for review.
* Documentation showing the results of the text analyses completed for all language versions of the stories that will be used in the assessment (see Excel sheet above).
* Scanned (.pdf) copies of the language textbooks and reading book(s) used for the text analyses.

**Protocol for determining the language of the assessment when more than one language is available.** The objective of the FL module is not to assess reading skills in a particular language. The goal is to measure reading skills in whatever language children are able to read:

1. Children who attend school at the time of the survey (or who attended school in the past) are given the reading tasks in the language of instruction (as reported by themselves in FL9A/B). If the reading assessment is not available in the language reported in FL9A/B or if the child fails the reading tasks in that language, the child is offered the possibility to try the reading tasks in any of the other available languages.
2. Children who have never attended school are given the reading tasks in the language they speak at home (as reported by themselves in FL7). Those who fail the tasks in this language (or refuse to attempt) are offered the possibility to try in any of the other available languages.

If the reading tasks are not available in the language the child is being taught at school (as reported in FL9A/B) or in the language the child speaks at home (reported in FL7), it might not be possible to assess the reading skills of the child in any language.

**Guidance for the customisation of questions FL3-FL22[E]** is provided below.

(Note: if assessment is in one language only, please refer to Appendix C for corresponding guidance)

**FL3**

Follow customisation guidance regarding HH12.

**FL7**

The response categories should be customised, typically by simply copying languages used for HH14-16. Languages in which the reading tasks are available should be listed under “Reading test available” (i.e., use response codes 11-19), whereas languages for which the reading test is not available should be listed under “Reading test not available” (i.e., use response codes 21-29).

**FL9A/B**

Identical to customisation done for FL7.

**FL9C**

Edit the red text in response category 1 to include only those languages in FL7/9 for which a Reading & Numbers Book is available. Edit the language categories listed in red in response category 2 to include those without book.

**FL10C**

Edit the languages in red text to list all languages in which the reading tasks are available.

**FL13** – **FL18**

These questions are intended as a reading practice exercise for younger children and children out of school. The practice items include a very simple text followed by two basic comprehension questions. These practise items must be available in each of the languages in which the reading assessment is available.

Once the customised/translated versions of the practice items have been reviewed by the MICS specialists, replace the red text with them.

**FL19**

The first reading task in the FL module is the reading of a short story (or reading passage). This passage should be available in all the languages that have been selected for inclusion in the foundational reading skills assessment.

Once the customised/translated versions of the standard stories have been reviewed by the MICS specialists, replace the red text with them.

**FL20**

As a result of customisation and translation, the length of the reading passages presented in FL19 will vary. Different language (or customised) versions of the same standard story will result in a different word count. For example, the English language version of the standard story about Moses is 72 words long, compared to 70 in its Spanish language version or 86 in its French language version. Please, edit the text in red to reflect every language in which the reading passage is available, followed by its corresponding word count. For example, in the case of the Zimbabwe 2019 MICS, where three languages were used in the reading assessment, the text was customised as follows: (English: 72; Shona: 46; Ndebele: 50)

**FL21A**

The second task in the reading assessment is a set of comprehension questions related to the short story in FL19. In order to proceed from the first task (reading of a short story) to the second task (comprehension questions), the child needs to correctly read at least 90% of the words in the story. In other words, if a child incorrectly reads, misses, or does not attempt to read more than 10% of the words in the story presented in FL19, the child will not be asked any questions about the story.

In order to determine what number of words that corresponds to this 10% threshold, first calculate 10% of the total number of words and then pick the whole number immediately above. For example, if a passage has 72 words, 10% of 72 is 7.2. The number immediately above is 8. A child who fails on 8 words or more in a 72-word story will not proceed to the comprehension task. In another example, in a 60-word story, 10% is 6, and the number immediately above is 7. In a 60-word story, a child who fails on 7 or more words will not proceed.

Calculate the 10% threshold value for each language version of the story presented in FL19. Then edit the text in red to reflect all languages in which the reading passage is available and their corresponding 10% threshold values. Following the example of the Zimbabwe 2019 MICS, this would be customised as follows: (English: 8; Shona: 5; Ndebele: 6).

**FL21B[A], [B], [C], [D], [E]**

The second reading task in the FL module consists of five comprehension questions related to the story in FL19. These questions – and their corresponding answers – must be available in each of the languages in which the story in FL19 is presented. If the story has been translated into languages other than those available (English, Spanish, French, Russian or Arabic), the comprehension questions and their corresponding answers should be translated into those languages as well. Questions and answers also need to be customised to be consistent with any edits made to the standard stories.

Once the customised/translated questions and answers have been reviewed by the MICS specialists, replace the red text with them.

**FL21D**

If a child fails the reading passage or the comprehension questions, the child is given the opportunity to try to read another story in any of the other available languages. The child may or may not want to try.

The response categories should be customised to list all the languages in which the reading tasks are available.

Customise the wording of the question by selecting one of the options available. Select “it” if the reading assessment is only available in two languages. Select “one of them” if the reading assessment is available in more than two languages.

**FL21G-L**

See above customisation guidance for the first practise (FL13-FL18).

**FL21O-FL22[E]**

See above customisation guidance for the first reading passage, filters, and comprehension questions (FL19-FL21B[E]).

**FL module booklet**

During the interview, the interviewer will give the child a booklet that includes the reading practice item, the reading passage, and the math tasks. This booklet is also referred to as “Reading & Numbers Book”. The child will be able to read directly from the booklet. The booklet is not intended for the child to keep. The child should return the booklet to the interviewer once the interview is completed. Please do not make design changes to the cover page, as it is meant to not distract the child in any way. The booklet should not be printed with questionnaires, but as a separate document. If the reading assessment is conducted in more than one language, consider preparing individual booklets for each language with the name of the language printed on the cover. This may help interviewers to more easily find the relevant language version of the booklet needed in each interview.

**Complementary Topic: Anthropometric Measurements Form**

If selected for the survey, insert the Form as instructed in the specific customisation guidance document packaged with the topic. Otherwise delete the placeholder from the Base questionnaire.

# APPENDIX A: Options for the Fertility/Birth History Module

As described in the main document, there are options for customisation of these linked modules. Please discuss these with the Regional MICS Coordinator:

* For measuring child mortality and fertility it is recommended to retain the modules as is.
* If only a summary birth history is desired (for calculation of indirect child mortality rates and 1-year fertility rates): Delete the two modules and replace with the Fertility module presented below.
* If no child mortality and fertility indicators are desired, the recommendation is to retain the summary birth history, as the methodology is tried and tested, and known to typically elicit a better response coverage of recent live births, which are still needed to establish eligibility for the following modules. It will also allow calculating the mentioned mortality and fertility indicators, which are excellent markers of the survey’s overall data quality. Should the desire still be to remove, please delete the two modules and replace as described below the Fertility Module in this Appendix.

|  |  |  |
| --- | --- | --- |
| **FERTILITY CM** | | |
| **CM1**. Now I would like to ask about all the births you have had during your life. Have you ever given birth?  *This module history should only include children born alive. Any stillbirths should not be included in response to any question.* | YES 1  NO 2 | 2*ðCM8* |
| **CM2**. Do you have any sons or daughters to whom you have given birth who are now living with you? | YES 1  NO 2 | 2*ðCM5* |
| **CM3**. How many sons live with you?  *If none, record ‘00’*. | Sons at home \_\_ \_\_ |  |
| **CM4**. How many daughters live with you?  *If none, record ‘00’*. | Daughters at home \_\_ \_\_ |  |
| **CM5**. Do you have any sons or daughters to whom you have given birth who are alive but do not live with you? | YES 1  NO 2 | 2*ðCM8* |
| **CM6**. How many sons are alive but do not live with you?  *If none, record ‘00’*. | Sons elsewhere \_\_ \_\_ |  |
| **CM7**. How many daughters are alive but do not live with you?  *If none, record ‘00’*. | Daughters elsewhere \_\_ \_\_ |  |

|  |  |  |
| --- | --- | --- |
| **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*ðCM11* |
| **CM9**. How many boys have died?  *If none, record ‘00’*. | Boys dead \_\_ \_\_ |  |
| **CM10**. How many girls have died?  *If none, record ‘00’*. | Girls dead \_\_ \_\_ |  |
| **CM11**. *Sum answers to CM3, CM4, CM6, CM7, CM9 and CM10.* | Sum \_\_ \_\_ |  |
| **CM12**. Just to make sure that I have this right, you have had in total (***total number in CM11***) births during your life. Is this correct? | Yes 1  No 2 | 1*ðCM14* |
| **CM13***. Check responses to CM1-CM10 and make corrections as necessary until response in CM12 is ‘Yes’.* |  |  |
| **CM14A**. *Check CM11. How many live births?* | No live births, CM11=00 0  One live birth Only, CM11=01 1  Two or more live births,  CM11=02 or more 2 | 0*ðEnd*  1*ðCM15A*  1*ðCM15B* |
| **CM15A**. In what month and year was your child born?  **CM15B**. In what month and year was the last of your (***total number in CM11***) births?  *Month and year must be recorded.* | Date of Last birth  Month \_\_ \_\_  Year \_\_ \_\_ \_\_ \_\_ |  |
| **CM16A**. *Check CM11. How many live births?* | One live birth Only, CM11=01 1  Two or more live births,  CM11=02 or more 2 | 1*ðCM17* |
| **CM16B**. In what month and year was the first of your (***total number in CM11***) births? | Date of First birth  Month \_\_ \_\_  DK Month 98  Year \_\_ \_\_ \_\_ \_\_  DK YEAR 9998 |  |
| **CM16C**. *Check CM16B. Is year of birth recorded?* | Yes 1  No 2 | 1*ðCM17* |

|  |  |  |
| --- | --- | --- |
| **CM16D**. How many years ago did you first give birth?  *Probe:*  How old is or would your child have been today?  How old were you when your child was born?  *If using the second probe, remember to use respondent’s age to calculate completed years since first birth.* | Completed years  since first birth \_\_ \_\_ |  |
| **CM17**. *Check CM15A/B: Last birth occurred within the last 2 years, that is, since (****month of interview****) in (****year of interview minus 2****)?*  *If the month of interview and the month of birth are the same, and the year of birth is (****year of interview minus 2****), 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*ðEnd* |
| **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 |  |

If no data on fertility and mortality is desired, please use below subset:

|  |  |  |
| --- | --- | --- |
| **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*ðCM15C* |
| **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*ðEnd* |

|  |  |  |
| --- | --- | --- |
| **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 (****month of interview****) in* *(****year of interview minus 2****)?*  *If the month of interview and the month of birth are the same, and the year of birth is (****year of interview minus 2****), 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*ðEnd* |
| **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 |  |

# APPENDIX B: Marriage Module in Surveys where visiting unions are prevalent

This appendix is intended for replacing the Marriage/Union Modules of Questionnaires for Women and Men in countries where visiting unions are prevalent.

|  |  |  |
| --- | --- | --- |
| Marriage/UNION | | MA |
| **MA1**. Are you currently married, living together with someone as if married, or in a visiting relationship? | Yes, currently married 1  Yes, living with a partner 2  Yes, in a visiting relationship 0  No, not in union 3 | 3*ðMA5* |
| **MA2**. How old is your (***husband/partner***)?  *Probe*: How old was your (***husband/partner***) on his last birthday? | Age in years \_\_ \_\_  DK 98 | *ðMA7*  98*ðMA7* |
| **MA2**. How old is your (***husband/partner***)?  *Probe*: How old was your (***husband/partner***) on his last birthday? | Age in years \_\_ \_\_  DK 98 |  |
| **MA3**. Besides yourself, does your (***husband/partner***) have any other wives, does he live with someone else as if married, or is he in a visiting relationship with other partners? | Yes 1  No 2 | 2*ðMA7* |
| **MA4**. How many other wives, live-in partners, or visiting relationships does he have? | Number \_\_ \_\_  DK 98 | ð*MA7*  98*ðMA7* |
| **MA5**. Have you ever been married, lived together with someone as if married, or been in a visiting relationship? | Yes, formerly married 1  Yes, formerly lived with a partner 2  Yes, formerly had a visiting  partner 0  No 3 | 3*ðEnd* |
| **MA6**. What is your marital status now: are you widowed, divorced, separated, or no longer in a visiting relationship? | Widowed 1  Divorced 2  Separated 3  no longer in a visiting  relationship 4 |  |
| **MA7**. Have you been married, lived with someone, or been in a visiting relationship only once or more than once? | Only once 1  More than once 2 | 1*ðMA8A*  2*ðMA8B* |
| **MA8A**. In what month and year did you start living with your (***husband/partner***) or start the visiting relationship?  *If respondent says that she is married but not yet living together with her husband, ask:* In what month and year did you get married to your husband?  **MA8B**. In what month and year did you start living with your first husband or partner or start your first visiting relationship?  *If respondent says that she was married before but never lived with her first husband, ask:* In what month and year did you get married to your first husband? | 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*ðEnd* |
| **MA10**. *Check MA7: In union only once?* | Yes, MA7=1 1  No, MA7=2 2 | 1*ðMA11A*  2*ðMA11B* |
| **MA11A**. How old were you when you started living with your (***husband/partner***) or when you started your visiting relationship?  *If respondent says that she is married but not yet living together with her husband, ask:* How old were you when you got married to your husband?  **MA11B**. How old were you when you started living with your first husband or partner or when you started your first visiting relationship?  *If respondent says that she was married before but never lived with her first husband, ask:* How old were you when you got married to your first husband? | Age in years \_\_ \_\_ |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Marriage/UNION | MMA | | |
| **MMA1**. Are you currently married, living together with someone as if married, or in a visiting relationship? | | Yes, currently married 1  Yes, living with a partner 2  Yes, in a visiting relationship 0  No, not in union 3 | 1*ðMMA7*  2*ðMMA7*  0*ðMMA7* |
| **MMA1**. Are you currently married or living together with someone as if married, or in a visiting relationship? | | Yes, currently married 1  Yes, living with a partner 2  Yes, in a visiting relationship 0  No, not in union 3 | 3*ðMMA5* |
| **MMA3**. Do you have other wives, or do you live with someone else as if married, or are you in a visiting relationship with other partners? | | Yes 1  No 2 | 2*ðMMA7* |
| **MMA4**. How many other wives, live-in partners, or visiting relationships do you have? | | Number \_\_ \_\_  DK 98 | *ðMMA8B*  98*ðMMA8B* |
| **MMA5**. Have you ever been married, lived together with someone as if married, or been in a visiting relationship? | | Yes, formerly married 1  Yes, formerly lived with a  partner 2  Yes, formerly had A visiting partner 0  No 3 | 3*ðEnd* |
| **MMA6**. What is your marital status now: are you widowed, divorced, separated, or no longer in a visiting relationship? | | Widowed 1  Divorced 2  Separated 3  no longer in a visiting relationship 4 |  |
| **MMA7**. Have you been married, lived with someone or been in a visiting relationship only once or more than once? | | Only once 1  More than once 2 | 1*ðMMA8A*  2*ðMMA8B* |
| **MMA8A**. In what month and year did you start living with your (***wife/partner***) or start the visiting relationship?  *If respondent says that he is married but not yet living together with his wife, ask:* In what month and year did you get married to your wife?  **MMA8B**. In what month and year did you start living with your first wife or partner or start your first visiting relationship?  *If respondent says that he was married before but never lived with his first wife, ask:* In what month and year did you get married to your first wife? | | Date of (first) union  Month \_\_ \_\_  DK month 98  Year \_\_ \_\_ \_\_ \_\_  DK year 9998 |  |
| **MMA9**. *Check MMA8A/B: Is ‘DK YEAR’ recorded?* | | Yes, Mma8A/b=9998 1  No, MMA8A/B≠9998 2 | 2*ðEnd* |
| **MMA10**. *Check MMA7: In union only once?* | | Yes, MMA7=1 1  No, MMA7=2 2 | 1*ðMMA11A*  2*ðMMA11B* |
| **MMA11A**. How old were you when you started living with your (***wife/partner***) or when you started your visiting relationship?  *If respondent says that he is married but not yet living together with his wife, ask:* How old were you when you got married to your wife?  **MMA11B**. How old were you when you started living with your first wife or partner or when you started your first visiting relationship?  *If respondent says that he was married before but never lived with his first wife, ask:* How old were you when you got married to your first wife? | | Age in years \_\_ \_\_ |  |

# APPENDIX C: The FL Module in Surveys with only one language for testing

This appendix is intended for surveys where only one language is used in the assessment of reading skills.

First, proceed with the selection of the language for the assessment as well as the customisation of the reading practice items, the story and comprehension questions following the guidance provided in the above section on Foundational Learning Skills module. This process includes the analysis of the text and the submission of all documentation for review.

Once that process is completed, proceed to customise the questionnaire following the guidance below. First, replace the entire set of questions FL7 to FL22[E] with the below set. The operation should result in question FL21B[E] being followed by FL23.

|  |  |  |
| --- | --- | --- |
| **FL7**. Which language do you speak most of the time at home?  *Probe if necessary and read the listed languages.* | **Reading test available**  English 11    **READING TEST NOT AVAILABLE**  LANGUAGE 21  OTHER (*specify*) 96  DK 98 |  |
| **FL8**. *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: In the current school year, did the child attend school or any early childhood education programme?* | Yes, ED9=1 1  No, ED9=2 or blank 2 | 1*FL9A* |
| **FL8A**. *Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: Did the child ever attend school or any early childhood education programmes?* | Yes, ED4=1 1  No, ED4=2 or blank 2 | 1*FL9B*  2*FL9C* |
| **FL9A**. What language do your teachers use most of the time when teaching you in class?  **FL9B**. When you were in school, what language did your teachers use most of the time when teaching you in class?  *Probe if necessary and read the listed languages.* | **Reading test available**  English 11    **READING TEST NOT AVAILABLE**  LANGUAGE 21  OTHER (*specify*) 96  DK 98 | 11*ðFL10A* |
| **FL9C**. *Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?* | Yes, FL7=11 1  No, FL7=21, 96 or 98 2 | 1*FL10B*  2*FL23* |
| **FL10A**. Now I am going to give you a short story to read in (***Language recorded in FL9A/B***). Would you like to start reading the story?  **FL10B**. Now I am going to give you a short story to read in (***Language recorded in FL7***). Would you like to start reading the story? | YES 1  NO 2 | 2*ðFL23* |
| **FL11**. *Check CB3: Child’s age?* | Age 7-9 years 1  Age 10-14 years 2 | 1*FL13* |
| **FL12**. *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: In the current school year, did the child attend school or any early childhood education programme?* | Yes, ED9=1 1  No, ED9=2 or blank 2 | 1*FL18B* |
| **FL13**.*Give the child the Reading & Numbers Book.*  *Open the page showing the reading practice item and say:*  Now we are going to do some reading. *Point to the sentence.* I would like you to read this aloud. Then I may ask you a question.  ***English: Sam is a cat. Tina is a dog. Sam is 5. Tina is 6.*** | | |
| **FL14**. *Did the child read every word in the practice correctly?* | Yes 1  No 2 | 2*FL23* |
| **FL15**. *Once the reading is done, ask:*  **How old is Sam?** | Correct  **5** 1  Other answers 2  No answer after 5 seconds 3 | 1*ðFL17* |
| **FL16**. *Say:*  **Sam is 5 years old.** |  | *ðFL23* |
| **FL17**. Here is another question:  **Who is older: Sam or Tina?** | Correct  **TINA** 1  Other answers 2  No answer after 5 seconds 3 | 1*ðFL18A* |
| **FL18**. *Say:*  **Tina is older than Sam. Tina is 6 and Sam is 5.** |  | *ðFL23* |
| **FL18A**. *Turn the page to reveal the reading passage. Say:*  Thank you. Now I want you to try this. |  | *ðFL19* |
| **FL18B**. *Give the child the Reading & Numbers Book.*  *Open the book on the page of the reading passage.* |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **FL19.** Here is a story. I want you to read it aloud as carefully as you can.  You will start here *(point to the first word on the first line)* and you will read line by line *(point to the direction for reading each line)*.  When you finish, I will ask you some questions about what you have read.  If you come to a word you do not know, go on to the next word.  Put your finger on the first word. Ready? Begin. | Moses | is | in | class | two. | One | day, |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Moses | was | going | home | from | school. | He |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| saw | some | red | flowers | on | the | way. |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| The | flowers | were | near | a | tomato | farm. |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| Moses | wanted | to | get | some | flowers | for |
| 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| his | mother. | Moses | ran | fast | across | the |
| 36 | 37 | 38 | 39 | 40 | 41 | 42 |
| farm | to | get | the | flowers. | He | fell |
| 43 | 44 | 45 | 46 | 47 | 48 | 49 |
| down | near | a | banana | tree. | Moses | started |
| 50 | 51 | 52 | 53 | 54 | 55 | 56 |
| crying. | The | farmer | saw | him | and | came. |
| 57 | 58 | 59 | 60 | 61 | 62 | 63 |
| He | gave | Moses | many | flowers. | Moses | was |
| 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| very | happy. |  |  |  |  |  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 |

|  |  |  |
| --- | --- | --- |
| **FL20**. *Results of the child’s reading.*  *Incorrect or missed words (B) are those marked incorrect while reading plus the difference between the number of the last word in the story (****72****) and the last word attempted (A).*  *If the child did not try to read the story, record ‘00’ as the last word attempted (A).* | Last word attempted  (A) Number \_\_ \_\_    Total number of words incorrect or missed  (B) Number \_\_ \_\_ |  |
| **FL21A**. *Check FL20(B): Did the child incorrectly read or miss* ***8*** *or more words?* | yES, AT LEAST **8** incorrect WORDS 1  NO, LESS THAN **8** incorrect WORDS 2 | 1*ðFL23* |
| **FL21B**. Now I am going to ask you a few questions about what you have read.  *If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark ‘No response’ and say:* Thank you. That is ok. We will move on.  *Make sure the child can still see the passage and ask:* |  |  |
| [A] **What class is Moses in?** | Correct  **Two** 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| [B] **What did Moses see on the way home?** | Correct  **flowers** 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| [C] **Why did Moses start crying?** | Correct  **Because he fell** 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| [D] **Where did Moses fall?** | Correct  **near a banana tree** 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| [E] **Why was Moses happy?** | Correct  **Because the farmer gave him many flowers or Because he had flowers to give to his mother** 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |

Once this initial replacement has been completed, continue with the below guidance.

**FL3**

Follow customisation guidance regarding HH12.

**FL7**

The response categories should be customised, typically by simply copying languages used for HH14-16. The language in which the reading tasks are available should be listed under “Reading test available” (i.e., response code 11), whereas languages in which the reading test is not available should be listed under “Reading test not available” (i.e., use response codes 21-29).

**FL9A/B**

Identical to customisation done for FL7.

**FL9C**

Edit the red text in response category 2 to include the languages in FL7/9 for which a “Reading & Numbers Book” is not available.

**FL13** – **FL18**

These questions are intended as a reading practice exercise for younger children and children out of school. The practice items include a very simple text followed by two basic comprehension questions.

Once the customised/translated version of the practice items have been reviewed by the MICS specialists, replace the red text with them.

**FL19**

The first reading task in the FL module is the reading of a short story (or reading passage).

Once the customised/translated version of either of the standard stories has been reviewed by the MICS specialists, replace the red text with them.

**FL20**

As a result of customisation and translation, the length of the reading passage presented in FL19 will vary. Different language (or customised) versions of the same standard story will result in a different word count. For example, the English language version of the standard story about Moses is 72 words long, compared to 70 in its Spanish language version or 86 in its French language version. Please, edit the text in red to reflect the corresponding word count of the customised/translated story that will be used in the assessment.

**FL21A**

The second task in the reading assessment is a set of comprehension questions related to the short story in FL19. In order to proceed from the first task (reading of a short story) to the second task (comprehension questions), the child needs to correctly read at least 90% of the words in the story. In other words, if a child incorrectly reads, misses, or does not attempt to read more than 10% of the words in the story presented in FL19, the child will not be asked any questions about the story.

In order to determine what number of words that corresponds to this 10% threshold, first calculate 10% of the total number of words and then pick the whole number immediately above. For example, if a passage has 72 words, 10% of 72 is 7.2. The number immediately above is 8. A child who fails on 8 words or more in a 72-word story will not proceed to the comprehension task. In another example, in a 60-word story, 10% is 6, and the number immediately above is 7. In a 60-word story, a child who fails on 7 or more words will not proceed.

Calculate the 10% threshold value for each language version of the story presented in FL19. Then edit the text in red to reflect all languages in which the reading passage is available and their corresponding 10% threshold values. Following the example of the Zimbabwe 2019 MICS, this would be customised as follows: (English: 8; Shona: 5; Ndebele: 6).

**FL21B[A], [B], [C], [D], [E]**

The second reading task in the FL module consists of five comprehension questions related to the story in FL19. These questions – and their corresponding answers – must be available in each of the languages in which the story in FL19 is presented. If the story has been translated into a language other than those available (English, Spanish, French, Russian or Arabic), the comprehension questions and their corresponding answers should be translated into that language as well. Questions and answers also need to be customised to be consistent with any edits made to the standard story.

Once the customised/translated questions and answers have been reviewed by the MICS specialists, replace the red text with them.

**FL module booklet**

During the interview, the interviewer will give the child a booklet that includes the reading practice item, the reading passage, and the math tasks. This booklet is also referred to as “Reading & Numbers Book”. The child will be able to read directly from the booklet. The booklet is not intended for the child to keep. The child should return the booklet to the interviewer once the interview is completed. Please do not make design changes to the cover page, as it is meant to not distract the child in any way. The booklet should not be printed with questionnaires, but as a separate document~~.~~ This may help interviewers to more easily find the relevant language version of the booklet needed in each interview.

1. Other considerations include the proportion of the children learning to read in a particular language, or the language skills of enumerators: interviewers cannot administer tests in languages they do not speak or understand. [↑](#footnote-ref-1)