



Violence Against Women Survey

Implementation Toolkit: Complete questionnaire
for a stand-alone survey

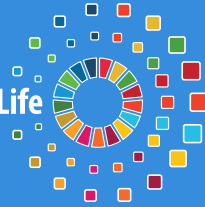


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Economic and Social Commission for Western Asia

Violence Against Women Survey Implementation Toolkit: Complete questionnaire for a stand-alone survey



United Nations
Beirut

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United Nations publication issued by ESCWA, United Nations House, Riad El Solh Square,
P.O. Box: 11-8575, Beirut, Lebanon.

Website: www.unescwa.org.

21-00358

Violence Against Women Survey Implementation Toolkit: Overview

Background

Improving tools to measure Violence Against Women (VAW) in conjunction with disseminating the statistical information they generate is the first step to strengthening national capacities for developing policies and programmes that address this issue effectively. Moreover, the development of a common framework for a methodology to measure VAW will allow focus on specific challenges facing different regions and contexts. Through partnership in developing and standardizing a regional methodology for agreed indicators to assess the prevalence of VAW, it is possible to develop and accelerate the adoption of advanced mechanisms for data collection and measurement of VAW in national statistical offices.

In 2009, the United Nations Statistics Division (UNSD) evaluation studies on VAW showed that no previous survey was able to assess United Nations indicators on VAW. In the same year, the United Nations Statistical Commission gave the regional statistical offices in the five regions the responsibility to start piloting a set of data to estimate United Nations indicators on VAW. The World Health Organization (WHO) country questionnaire on women's health and domestic VAW was used as a starting point, and the questions relating to VAW in the WHO questionnaire were amended to make it possible to calculate estimates of the required indicators. It is hoped that the questionnaire and its implementation tools will contribute to standardizing data collection and analysis of United Nations indicators on VAW internationally.

In 2011, the first module questionnaire for a survey measuring VAW and implementation tools was prepared by the secretariat of the United Nations Economic Commission for Europe, under the United Nations Development Account project "Enhancing Capacities to Eradicate VAW through networking of local knowledge communities".¹ The five United Nations regional commissions,² UNSD and UN Women implemented the project.

¹ The project was coordinated by the Economic Commission for Latin America and the Caribbean during the period 2008- 2010. The objectives of the project are to strengthen the capacities of countries around the world to regularly and appropriately measure VAW and to monitor and evaluate the impact of policies, legislation and programmes aimed at eliminating this type of violence. The questionnaire was drafted in September 2009 and revised at the Experts Group meeting (United Nations Economic Commission for Europe, Geneva, 28-30 September 2009). The questionnaire was improved, field tests were conducted, and further suggestions introduced on 11 March 2011.

² Economic Commission for Africa, Economic Commission for Europe, Economic Commission for Latin America and the Caribbean, Economic and Social Commission for Asia and the Pacific, and Economic and Social Commission for Western Asia.

The Economic and Social Commission for Western Asia (ESCWA), translated the VAW module questionnaire and the accompanying tools into Arabic. The questionnaire was revised and customized to Arab context during the workshop on VAW Questionnaire for Arab countries, held in Beirut in 2010.³ The final first version was adopted by the Inter-Agency and Expert Working Group on Gender Statistics in the Arab Countries, held in Beirut on November 14-16, 2011.⁴

In light of the new requirements of the 2030 Agenda for Sustainable Development, the Statistical Policy and Coordination Unit of the ESCWA Statistics Division has developed the complete questionnaire for a stand-alone survey during the year 2018-2020. The complete questionnaire for a stand-alone survey was presented for the first time at ESCWA/UNSD/WHO regional workshop on “Measuring Sustainable Development Indicators on Violence against Women and the Use of Time” held in Tangiers, Morocco during the period from 7 to 9 May 2018. It was discussed and approved in the “fifth meeting of the Inter-Agency and Expert Group on Gender Statistics in the Arab countries” held in Amman, on 15 and 16 October 2018. It was also presented at the joint ESCWA/UN Women/WHO meeting on “Strengthening the implementation of Prevalence of Violence against Women Survey in the Arab Region” held in Cairo, from 15 to 17 October 2019. In 2020, ESCWA completed the update of the supporting documents of the toolkit as per the complete questionnaire for a stand-alone survey on VAW.

Objectives of revising the VAW Survey Implementation Toolkit

- Enable countries to collect data to measure the following VAW-related indicators in the Sustainable Development Goals (SDGs):
 - 5.2.1 Proportion of ever-partnered women and girls aged 15 years and older subjected to physical and/or sexual and/or psychological violence by a current or former intimate partner in the previous 12 months, by form, frequency of violence and age.
 - 5.2.2 Proportion of women and girls aged 15 years and older subjected to sexual violence (rape) by persons other than an intimate partner in the previous 12 months, by place of occurrence, relationship to the perpetrator, frequency of violence and age.
 - 5.3.1 Proportion of women aged 20-24 years who were married or in a union before age 15 and before age 18.
 - 5.3.2 Proportion of girls or women aged 15-49 years who have undergone female genital mutilation/cutting, by age.
 - 5.6.1 Proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care.
- Capture other contextual information relevant to the region.

³ ESCWA, [Report on the training of trainers on violence against women and adaptation workshop for Arab countries](#) (Beirut, 3-7 May 2010). The following countries participated in the revision of the VAW module: Egypt, Iraq, Kuwait, Lebanon, State of Palestine and Morocco.

⁴ ESCWA, 2020. Violence against women module questionnaire: implementation tools ([E/ESCWA/SD/2011/Technical Paper.3/Rev.1](#)), available in Arabic.

- Add further disaggregation required in the SDGs, such as disability.
- Enable countries to implement stand-alone VAW Surveys.

About Revision 1

The list below provides information on the new sections including questions revised as follows:

- New Section II on the housing characteristics and household property.
- New Section III on the background of the respondent.
- New questions in Section IV on the marital status (extended questions about age at first marriage and polygamy).
- New Section V on the financial status and work.
- New Section VI on health.
- New Section VII on the background of the (current or most recent) husband.
- New questions in Section VIII on the husband/partner's violence (new questions on violence during pregnancy).
- New questions in Section X on violence committed by others (new questions on the place of violence, reporting the incident and actions taken, and questions on whether violence has been perpetrated to obtain a job or grades in school, as well as questions about girl child violence).

Purpose of the VAW Survey Implementation Toolkit

This Toolkit has been prepared to accompany the VAW Questionnaire. It describes and explains each question and gives details about the various terms used, the concepts underlying the questions and the response codes given.

The VAW Questionnaire should be used in conjunction with the Instruction Manual: Question by Question (chapter II), which includes description of each question; the Instruction Manual for Field Workers (chapter III), which includes the Ethical and Safety Recommendations developed to research violence against women;⁵ the Facilitator Manual for Training Field Workers (chapter IV); and the Analysis Plan Manual for VAW Indicators (chapter V).

⁵ World Health Organization, 2001. Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women ([WHO/FCH/GWH/01. 1](#)).

VAW Indicators

The Friends of the Chair of the United Nations Statistical Commission adopted, at their meeting held in Aguascalientes, Mexico, from 9 to 11 December 2009,⁶ the standpoint that the instrument of choice for producing accurate and relevant statistics on the nine core indicators on violence against women is a dedicated statistical survey on violence against women representative of both national and sub-national levels. Bearing in mind, however, that implementing this recommendation would not be possible in all national circumstances due to a lack of statistical capacity and/or funding, attaching a VAW questionnaire to another survey, preferably a health or demographic survey, may be a viable alternative.

In compliance with the United Nations Secretary-General call on all countries to collect data on the prevalence of violence against women by 2015, and to fulfil the commitments to the 2030 Agenda, countries need to implement VAW surveys and collect and disseminate data on violence against women. The VAW Survey Implementation Toolkit enables countries to produce the following VAW core indicators:

| | |
|-----------|--|
| SDG 5.2.1 | Proportion of ever-partnered women and girls aged 15 years and older subjected to physical and/or sexual and/or psychological violence by a current or former intimate partner in the previous 12 months, by form and frequency of violence and age. |
| | Proportion of ever-partnered women and girls aged 15 years and older subjected to physical and/or sexual and/or psychological violence by a current or former intimate partner during their lifetime, by form and frequency of violence and age. |
| | Proportion of women and girls aged 15 years and older subjected to physical violence by persons other than an intimate partner in the previous 12 months, by relationship to the perpetrator, frequency of violence and age. |
| | Proportion of women and girls aged 15 years and older subjected to physical violence by persons other than an intimate partner, since the age of 15 years, by relationship to the perpetrator, frequency of violence and age. |
| SDG 5.2.2 | Proportion of women and girls aged 15 years and older subjected to sexual violence (rape) by persons other than an intimate partner in the previous 12 months, by place of occurrence, relationship to the perpetrator, frequency of violence and age. |
| | Proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner, since the age of 15 years, by place of occurrence, relationship to the perpetrator, frequency of violence and age. |

⁶ For the conclusions and recommendations of the meeting, see United Nations Statistical Commission, 2010, Report on the Meeting of the Friends of the Chair of the United Nations Statistical Commission on Statistical Indicators on Violence against Women (ESA/STAT/AC.193/L.3), p. 18.

| | |
|-----------|--|
| | Proportion of women aged 15 years and older subjected to economic control by husbands in the previous 12 months and lifetime |
| SDG 5.3.1 | Proportion of women aged 20-24 years who were married or in a union before age 15 and before age 18. |
| SDG 5.3.2 | Proportion of girls and women aged 15-49 years who have undergone female genital mutilation/cutting, by age. |

Selected contextual indicators

| | |
|------------|--|
| SDG 5.6.1 | Proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care. |
| SDG 5.b.1 | Proportion of individuals who own a mobile telephone, by sex. |
| SDG 7.1.1 | Proportion of population with access to electricity. |
| SDG 8.5.2 | Unemployment rate, by sex, age and persons with disabilities. |
| SDG 8.10.2 | Proportion of adults 15 years and older with an account at a bank or other financial institution, or with a mobile money service provider. |
| SDG 11.7.2 | Proportion of persons victim of physical or sexual harassment, by sex, age, disability status and place of occurrence, in the previous 12 months. |
| SDG 16.1.3 | Proportion of population subjected to (a) physical violence, (b) psychological violence and (c) sexual violence in the previous 12 months. |
| SDG 16.1.4 | Proportion of population that feel safe walking alone around the area they live. |
| SDG 16.3.1 | Proportion of victims of violence in the previous 12 months who reported their victimization to competent authorities or other officially recognized conflict resolution mechanisms. |

When referring to physical and sexual violence against women by persons other than the husband (fiancé/ partner), these indicators are estimated for incidents that took place after age 15. Note that childhood physical and sexual abuse is not included in these indicators and it is strongly discouraged to collect data from children using the same survey methodology used for adults because of methodological, ethical and safety-related considerations.

Context-specific questionnaire adaptations

Even while countries are encouraged to keep the changes to the questionnaire as minimal as possible in order not to jeopardize data comparability, some adaptations in the questionnaire are often unavoidable depending on the needs of the country concerned and the context of the main survey. Since the variables names and the analysis plan are based on question numbers, the following recommendations should be followed:

Inserting new questions in the questionnaire

If a new question is inserted, it is important not to change the numbering of existing questions. It could be suggested that country-specific variables may be distinguished from generic ones by designing variable names consisting of a combination of country code and question number.

Deleting questions or answer options in the questionnaire

A question or answer option can be deleted, but the original numbering of the question or answer option should not be changed. Therefore, question numbering will no longer be continuous, but the other questions will maintain their numbers for data comparability purposes. (For example, if question V03 is deleted, the sequence of question numbers will no longer include the number V03).

Adaptations to this toolkit

This manual and questionnaire will need to be adapted to the country needs and the context of the main study of which they are part.

The need may require adaptations related to the following components:

- Procedure of selecting a respondent.
- Collection of additional socio-economic information on the respondent, not included in the questionnaire.
- Violence questions, e.g. new questions may be added, or additional response codes may be used with existing questions.

In this manual, texts which may need to be adapted in some countries are marked with [square brackets].

Ethical issues and safety considerations

Some safety considerations and ethical issues that need extra attention because of the nature of the survey are:

- Importance of administering the VAW survey to only one woman in a household to avoid that other persons in the family become aware of the nature of the questions.
- Importance of strict privacy and confidentiality.
- Importance of referring to the questionnaire with a different, safe name, since the word “violence” shall not be used throughout the survey. Examples of possible safe names include

(women's issues, women and family relationships, women and life experiences). This is not only to avoid that the topic of the survey becomes known among other household members but also to give the respondent the terms that she may use to explain the interview to others if needed.

Those issues will be discussed in detail in the "Instruction Manual for Field Workers" (chapter III) and the "Facilitator Manual for Training Field Workers" (chapter IV).

Acknowledgements

Considering the new requirements of the 2030 Agenda for Sustainable Development, the Statistical Policy and Coordination Unit of the ESCWA Statistics Division has developed this complete questionnaire for a stand-alone survey in collaboration with UN Women, WHO and UNSD.

Ms. Neda Jafar, Head of Statistical Policies and Coordination Unit of the Statistics Division, supervised the process under the umbrella of the Development Account Project on “Data and Statistics” with the assistance of Ms. Dana El-Soussi, research assistant.

The development of the complete questionnaire to conduct a stand-alone survey on VAW and the updating of its mechanisms are a result of the discussions that took place during three meetings: Measuring Sustainable Development Indicators on Violence against Women and the Use of Time (Morocco, 7-9 May 2018); the fifth Inter-Agency and Expert Group Meeting on Gender Statistics in the Arab Countries (Jordan, 15-16 October 2018); and the meeting on Supporting the Implementation of the Prevalence Surveys on Violence against Women in the Arab Region (Egypt, 15-17 October 2019).

Ms. Henrica A.F.M. Jansen prepared the first module in 2011 under the Development Account Project "Enhancing Capacities to Eradicate Violence Against Women through Networking of Local Knowledge Communities". Ms. Jansen was consulted on the complete questionnaire to reflect the latest global field tests. The VAW Survey Implementation Toolkit was developed and revised in close collaboration with two experts in this field, Ms. Wafaa al-Majid of the Central Authority for Public Mobilization and Statistics in Egypt and Ms. Bouchra Bouziane of the High Commission for Planning in Morocco.

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I. Violence Against Women Questionnaire

Questionnaire structure

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Violence against Women Questionnaire

A. Household Form

| | | | | | | | | | | | | | |
|----|------------------------------|----------------------------|--|--|-------|--|--|------|--|--|--|--|--|
| 1 | Location | URBAN.....1 RURAL.....2 | | | | | | | | | | | |
| 2 | Primary unit's number | | | | | | | | | | | | |
| 3 | Secondary unit's number | | | | | | | | | | | | |
| 4 | Households' number | | | | | | | | | | | | |
| 5 | Woman respondent's number | | | | | | | | | | | | |
| 6 | Woman respondent's name | | | | | | | | | | | | |
| 7 | Date of the interview | DAY | | | MONTH | | | YEAR | | | | | |
| 8 | Supervisor's name and code | | | | | | | | | | | | |
| 9 | Observer's name and code | | | | | | | | | | | | |
| 10 | Field worker's name and code | | | | | | | | | | | | |
| 11 | Date of revising the form | DAY | | | MONTH | | | YEAR | | | | | |

SECTION I: HOUSEHOLD CHARACTERISTICS

Hello, my name is _____. I am visiting your household on behalf of CENTRE FOR SURVEY. We are conducting a survey in STUDY LOCATION to learn about SAFE NAME OF THE SURVEY (e.g. women's health and life experiences or women's living conditions – never to be named violence against women survey).

| | | | | |
|------|--|--|--|--|
| DC01 | <p>Please can you tell me how many people live here, and share food?</p> <p>PROBE: Does this include children (including infants) living here?</p> <p>Does it include any other people who may not be members of your family, such as domestic workers, lodgers or friends who live here and share food?</p> <p>(MAKE SURE THESE PEOPLE ARE INCLUDED IN THE TOTAL)</p> | <p style="text-align: center;">TOTAL NUMBER OF PEOPLE IN HOUSEHOLD</p> <table border="1" style="width: 100%; height: 20px; margin-top: 10px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table> | | |
| | | | | |
| DC02 | <p>Is the head of the household male or female?</p> | <p>MALE..... 1</p> <p>FEMALE..... . 2</p> <p>BOTH..... . 3</p> | | |

Eligible Woman Selection Form

| | (B) FEMALE HOUSEHOLD MEMBERS | (C) RELATIONSHIP TO HEAD OF HOUSEHOLD | (D) RESIDENCE | | (E) AGE | (F) ELIGIBLE | |
|-------------------------------|--|---|--|----|--|-------------------------------------|----|
| DC03 (A) Line Number | <p>Today we would like to talk to one woman or girl from your household. To enable me to identify whom I should talk to, would you please give me the first names of all girls or women who usually live in your household (and share food).</p> | <p>What is the relationship of NAME to the household head? (*)</p> <p>(USE CODES BELOW)</p> | <p>Does NAME usually live here? (SPECIAL CASES: SEE (a) BELOW)</p> | | <p>How old is NAME? (YEARS MORE OR LESS IN FULL YEARS)</p> | <p>(SEE CRITERIA BELOW (a + b))</p> | |
| | | | YES | NO | | YES | NO |
| 1 | | | 1 | 2 | | 1 | 2 |

| | | | | | | | |
|----|--|--|---|---|--|---|---|
| 2 | | | 1 | 2 | | 1 | 2 |
| 3 | | | 1 | 2 | | 1 | 2 |
| 4 | | | 1 | 2 | | 1 | 2 |
| 5 | | | 1 | 2 | | 1 | 2 |
| 6 | | | 1 | 2 | | 1 | 2 |
| 7 | | | 1 | 2 | | 1 | 2 |
| 8 | | | 1 | 2 | | 1 | 2 |
| 9 | | | 1 | 2 | | 1 | 2 |
| 10 | | | 1 | 2 | | 1 | 2 |

CODES

| | | |
|--------------------|-------------------|---|
| 01 HOUSEHOLD HEAD | 06 MOTHER | 11 ADOPTED/FOSTER/STEPDAUGHTER |
| 02 WIFE (PARTNER) | 07 MOTHER-IN-LAW | 12 DOMESTIC WORKER |
| 03 DAUGHTER | 08 SISTER | 13 LODGER |
| 04 DAUGHTER-IN-LAW | 09 SISTER-IN-LAW | 14 FRIEND |
| 05 GRANDDAUGHTER | 10 OTHER RELATIVE | 15 OTHER NOT RELATIVE (specify): ----- ----- |

If there is more than one household living in a dwelling, complete a form for each household. Only one woman per household can be interviewed.

(a) SPECIAL CASES TO BE CONSIDERED MEMBERS OF HOUSEHOLD:

- DOMESTIC WORKERS: IF THEY SLEEP 5 NIGHTS A WEEK OR MORE IN THE HOUSEHOLD.
- VISITORS: IF THEY HAVE SLEPT IN THE HOUSEHOLD FOR THE PAST 4 WEEKS.

(b) ELIGIBLE: ANY WOMAN AGED 15 YEARS AND OLDER (the maximum age limit must not be less than 49, and it is preferable to include elderly people) LIVING IN HOUSEHOLD.

MORE THAN ONE ELIGIBLE WOMEN IN HOUSEHOLD:

- RANDOMLY SELECT ONE ELIGIBLE WOMAN FOR INTERVIEW. (Kish table is used).
- PUT CIRCLE AROUND LINE NUMBER OF WOMAN SELECTED. ASK IF YOU CAN TALK WITH THE SELECTED WOMAN. IF SHE IS NOT AT HOME, AGREE ON DATE FOR RETURN VISIT.
- CONTINUE WITH HOUSEHOLD FORM.

NO ELIGIBLE WOMAN IN HOUSEHOLD:

- SAY "I cannot continue because I can only interview women aged 15 years and older".

(The maximum age limit must not be less than 49, and it is preferable to include elderly people).

Thank you for your assistance. (FINISH HERE)

SECTION II: HOUSING CHARACTERISTICS AND HOUSEHOLD PROPERTY

(*) If both (male and female) are the head, continue with the questions of section II on “Housing characteristics and household property” with the male.

The following questions aim to identify the housing conditions and the economic situation of the household, namely its income, financial needs and ability to spend.

| Number | Questions | Answers | | | | Answer code | | |
|--------|--|------------------------|-----|----|----|--------------------------|-----|----|
| HC01 | What is the type of housing unit in which the family resides? | VILLA | | | | 1 | | |
| | | HOUSE | | | | 2 | | |
| | | APARTMENT | | | | 3 | | |
| | | SEPERATE ROOM | | | | 4 | | |
| | | TENT | | | | 5 | | |
| | | CARAVAN | | | | 6 | | |
| | | OTHER (specify): ----- | | | | 7 | | |
| HC02 | What is the type of dwelling? | OWNED | | | | 1 | | |
| | | RENT UNFURNISHED | | | | 2 | | |
| | | RENT FURNISHED | | | | 3 | | |
| | | FREE OF CHARGE | | | | 4 | | |
| | | IN RETURN FOR WORK | | | | 5 | | |
| | | OTHER (specify): ----- | | | | 6 | | |
| HC03 | Sex of the dwelling holder | MALE | | | | 1 | | |
| | | FEMALE | | | | 2 | | |
| | | BOTH | | | | 3 | | |
| HC04 | Are the following goods and services available to the household? | | | | | | | |
| | | | YES | NO | | | YES | NO |
| | 1 | PRIVATE CAR | 1 | 2 | 12 | CENTRAL AIR-CONDITIONING | 1 | 2 |
| | 2 | WASHING MACHINE | 1 | 2 | 13 | CENTRAL HEATING | 1 | 2 |
| | 3 | DRYER | 1 | 2 | 14 | AIR COOLER | 1 | 2 |
| | 4 | GAS/ELECTRIC STOVE | 1 | 2 | 15 | TELEVISION | 1 | 2 |
| | 5 | MICROWAVE | 1 | 2 | 16 | RADIO | 1 | 2 |

| | | | | | | | | |
|-------------------|---|---------------------------------|-------------------|---|----|---|---|---|
| | 6 | REFRIGERATOR | 1 | 2 | 17 | DISH/A SATELLITE SYSTEM | 1 | 2 |
| | 7 | DEEP FREEZER | 1 | 2 | 18 | COMPUTER (PC)/ LAPTOP/TABLET IPAD | 1 | 2 |
| | 8 | DISHWASHER | 1 | 2 | 19 | A NON-MOBILE TELEPHONE/ LANDLINE | 1 | 2 |
| | 9 | SOLAR WATER HEATERS | 1 | 2 | 20 | INTERNET CONNECTION/LINE | 1 | 2 |
| | 10 | WATER PURIFIER | 1 | 2 | 21 | SHARED GRID (EXTERNAL GENERATOR) | 1 | 2 |
| | 11 | SPLIT UNIT/AIR- CONDITIONING | 1 | 2 | 22 | OWN POWER GENERATOR | 1 | 2 |
| HC05 SDG 7.1.1 | How many hours the electricity was available daily in the dwelling over the past month? (OPTIONAL QUESTION) | | LESS THAN 8 HOURS | | | | 1 | |
| | | | 8 to 16 HOURS | | | | 2 | |
| | | | 17 to 23 HOURS | | | | 3 | |
| | | | 24 HOURS | | | | 4 | |

| Questions on household economic characteristics | | | | | | | | |
|---|---|---|-------------|--|--|--|--|--|
| | Questions | Answers | Answer code | | | | | |
| HC06 | For the past month, how much did your family spend on various goods and services? | LESS THAN XXX | 1 | | | | | |
| | | < XXX < | 2 | | | | | |
| | | MORE THAN XXX | 3 | | | | | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | | | | | |
| | | REFUSED/NO ANSWER | 99 | | | | | |
| HC07 | What do you think is the total amount your household needs per month to meet the basic needs and requirements of living (such as food, clothing, housing, various bills, education, health, etc.)? (Register (-) in the boxes if it is impossible to obtain an answer) | <table border="1" style="width: 100%; height: 60px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table> | | | | | | |
| | | | | | | | | |
| HC08 | To what extent do you think that your household's income is sufficient to cover your household's daily needs (such as food, clothing, housing, various bills, education, health, etc.)? | INCOME IS HIGHER THAN OUR BASIC NEEDS | 1 | | | | | |
| | | INCOME IS LESS THAN OUR BASIC NEEDS | 2 | | | | | |
| | | INCOME IS EQUAL TO THE COST OF OUR BASIC NEEDS (BARELY) | 3 | | | | | |
| | | DON'T KNOW | 98 | | | | | |
| | | REFUSED/NO ANSWER | 99 | | | | | |
| HC09 | In general, do you consider the economic situation of your household: Very poor Poor Average Good Very good Excellent | VERY POOR | 1 | | | | | |
| | | POOR | 2 | | | | | |
| | | AVERAGE | 3 | | | | | |
| | | GOOD | 4 | | | | | |
| | | VERY GOOD | 5 | | | | | |
| | | EXCELLENT | 6 | | | | | |
| | | DON'T KNOW | 98 | | | | | |
| | | REFUSED/NO ANSWER | 99 | | | | | |

B. Individual Consent Form for Eligible Women

Hello, my name is _____. I am visiting the household on behalf of CENTRE FOR SURVEY. We are conducting a survey in STUDY LOCATION to learn about SAFE NAME OF THE SURVEY (e.g. women's health and life experiences). You have been selected randomly to participate in this survey.

I would like to ask you some questions that address important aspects of women's lives. It may be difficult for you to discuss some topics, but many women have found it helpful to take this opportunity to speak. You can end the interview at any time you want. You do not have to answer any question you do not wish to answer. There is no right or wrong answer. I want to assure you that all your answers will be kept strictly private and will not be told to anyone, and no one else will know that you were asked these questions. I will not register your name nor your address.

Your participation in this survey is completely voluntary, but your experience may be very helpful to other women in (country name).

Do you have any questions?

(GIVE MINUTES FOR THE RESPONSE). Do you agree to be interviewed?

(NOTE WHETHER RESPONDENT AGREES TO BE INTERVIEWED OR NOT)

DOES NOT AGREE TO BE INTERVIEWED \Rightarrow (THANK PARTICIPANT FOR HER TIME AND END)

AGREES TO BE INTERVIEWED



Is now a good time and place to hold the interview?

YES NO

It is very important that we talk in private or is there somewhere else that you would like to go to? (Specify time -----and place -----)

(Optional)

TO BE COMPLETED BY THE RESPONDENT

I CERTIFY THAT THE FIELD WORKER HAS READ THE ABOVE

SIGNATURE -----

THE START TIME OF THE WOMAN'S INTERVIEW (24H SYSTEM) HH:MM [][] Hour [][] Minutes in Day [][][]
Month [][][] Year [][][]

| SECTION III: BACKGROUND OF THE RESPONDENT | | | | |
|---|---|--|------------|---------|
| | Questions | Answers | Answercode | Move to |
| W01 | I would now like to ask you some questions about yourself. | DAY <input type="text"/> <input type="text"/> MONTH <input type="text"/> <input type="text"/> YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | | |
| | What is your date of birth (day, month and year that you were born)? | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| W02 | How old are you? (Age in completed years) | AGE IN COMPLETED YEARS <input type="text"/> <input type="text"/> | | |
| W03 | What is your religion? | NO RELIGION | 1 | |
| | | ISLAM | 2 | |
| | | CHRISTIAN | 3 | |
| | | OTHER (specify): ----- | 4 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| W04 | What is your nationality? | (Specify): ----- | 1 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| W05 | How long have you been living in this neighbourhood? (neighbourhood in which she resides in) | NUMBER OF YEARS <input type="text"/> <input type="text"/> | | |
| | | LESS THAN 1 YEAR | 0 | |
| | | LIVED ALL HER LIFE IN THIS NEIGHBOURHOOD | 1 | |
| | | VISITOR (AT LEAST 4 WEEKS IN HOUSEHOLD) | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |

| | Questions | Answers | Answercode | Move to |
|----------------------|--|-------------------------------|------------|---------|
| W06 SDG 16.1.4 | How safe do you feel walking alone in your area/ neighbourhood? | VERY SAFE | 1 | |
| | | FAIRLY SAFE | 2 | |
| | | BIT UNSAFE | 3 | |
| | | VERY UNSAFE | 4 | |
| | | I NEVER WALK ALONE AFTER DARK | 5 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| W07 | Do any of your family of birth live close enough that you can easily see/visit them? | YES | 1 | |
| | | NO | 2 | |
| | | LIVING WITH FAMILY OF BIRTH | 3 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| W08 | How often do you see or talk to a member of your family of birth? Would you say daily, at least once a week, once a month, once a year, or never? | DAILY | 1 | |
| | | AT LEAST ONCE A WEEK | 2 | |
| | | AT LEAST ONCE A MONTH | 3 | |
| | | AT LEAST ONCE A YEAR | 4 | |
| | | NEVER (HARDLY EVER) | 5 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| W09 | When you need help or have a problem, can you usually count on members of your family of birth for support? | YES | 1 | |
| | | NO | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |

| | Questions | Answers | Answercode | Move to |
|---------------------|--|---------------------------------|----------------------|--------------------|
| W10 SDG 5.b.1 | Did you use a mobile phone in the past 3 months? | YES | 1 | |
| | | NO | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| W11 | Have you ever attended school? | YES | 1 | W13 |
| | | NEVER ATTENDED SCHOOL | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| W12a | What is the highest level of education you achieved? | PRIMARY ----- YEAR | 1 | W13 |
| | | SECONDARY ----- YEAR | 2 | |
| | | TERTIARY AND ABOVE----- YEAR | 3 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| W12b | What is the number of schooling years? [locally specified coding] | NUMBER OF SCHOOLING YEARS | <input type="text"/> | Move to section IV |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| W13 | Do you read and write? | READS AND WRITES | 1 | |
| | | READS ONLY | 2 | |
| | | DOESN'T READ AND WRITE | 3 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |

| SECTION IV: MARITAL STATUS (RELATIONSHIP WITH HUSBAND/PARTNER) | | | | |
|--|---|---|-------------|-------------------|
| | Questions | Answers | Answer code | Move to |
| R01 | Are you currently married (have a partner)? living together? IF NO: are you involved in a relationship with a fiancé or a boyfriend without living together? | CURRENTLY MARRIED, LIVING TOGETHER | 1 | R04 |
| | | CURRENTLY MARRIED, NOT LIVING TOGETHER | 2 | |
| | | CURRENTLY HAVING A FIANCÉ OR A BOYFRIEND, NOT LIVING TOGETHER | 3 | |
| | | NOT CURRENTLY MARRIED OR HAVING A PARTNER | 4 | |
| R02a | Have you ever been married or lived with a partner? | YES, PREVIOUSLY MARRIED | 1 | R03a |
| | | YES, PREVIOUSLY LIVED WITH A PARTNER, NOT MARRIED | 2 | |
| | | NO, NEVER LIVED WITH A PARTNER/NEVER MARRIED | 3 | |
| R02b | Have you ever been involved in a relationship with a man without living together (such as being engaged or dating)? | YES | 1 | Move to section V |
| | | NO | 2 | |
| | | REFUSED/NO ANSWER | 99 | |
| R03a | Did the last partnership with a man end in divorce or separation, or did your husband/fiancé (partner) die? | DIVORCED | 1 | R04 |
| | | SEPARATED/BROKEN UP | 2 | |
| | | WIDOWED/PARTNER DIED | 3 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| R03b | Was the divorce/separation initiated by you, by your husband/partner, or did you both decide that you should separate? | RESPONDENT | 1 | |
| | | HUSBAND/PARTNER | 2 | |
| | | BOTH (RESPONDENT AND HUSBAND/PARTNER) | 3 | |
| | | OTHER (specify): ----- | 4 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |

| | Questions | Answers | Answer code | Move to |
|--|--|--|-------------|---------|
| R04 | How many times in your life have you been married and/or lived together with a man? (INCLUDE CURRENT PARTNER— COUNT EVERY PERSON ONCE) | NUMBER OF TIMES MARRIED OR LIVED TOGETHER | | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| R04a SDG 5.3.1 | How old were you the first time you were married or lived together with a man? | AGE IN COMPLETED YEARS | | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| R04b | Did you have any kind of marriage ceremony to formalize the union? What type of ceremony did you have? (OPTIONAL QUESTION) | NONE | 1 | |
| | | CIVIL MARRIAGE | 2 | |
| | | RELIGIOUS MARRIAGE | 3 | |
| | | CUSTOMARY MARRIAGE | 4 | |
| | | OTHER (specify): ----- -- | 5 | |
| The following questions are about your (current or most recent) husband. | | | | |
| | Questions | Answers | Answer code | Move to |
| R05 | Do/did you live together (in the same home) with your husband/partner's family or relatives, or with your own family or relatives? | DOESN'T LIVE/DIDN'T LIVE WITH HER OWN FAMILY OR HER HUSBAND'S FAMILY | 1 | |
| | | WITH HIS FAMILY | 2 | |
| | | WITH HER FAMILY | 3 | |
| | | WITH BOTH HIS AND HER FAMILY | 4 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| R06 | | YES | 1 | |

| | | | | |
|-----|--|-------------------------------------|----------------------|-----|
| | Does/did your (current or most recent) husband/partner have any other wives while being married to you (having a relationship with you)? (REFER TO POLYGAMY HERE) | NO | 2 | R08 |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| R07 | How many wives does/did he have (including yourself)? | NUMBER OF WIVES | <input type="text"/> | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| R08 | Are/were you the first, second wife? | NUMBER/ POSITION | <input type="text"/> | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| R09 | Who chose your (current or most recent) husband for you? | BOTH CHOSE (RESPONDENT AND HUSBAND) | 1 | |
| | | RESPONDENT CHOSE | 2 | |
| | | RESPONDENT'S FAMILY CHOSE | 3 | |
| | | HUSBAND CHOSE | 4 | |
| | | HUSBAND'S FAMILY CHOSE | 5 | |
| | | OTHER (specify): ----- | 6 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| R10 | Before the marriage with your (current or most recent) husband, were you asked whether you wanted to marry him or not? | YES | 1 | |
| | | NO | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |

SECTION V: FINANCIAL STATUS AND WORK

Now I'd like to ask you a few questions about things that you own and your earnings. We need this information to understand the financial position of women nowadays.

| | | YES – OWNED BY SELF | YES - OWNED WITH OTHERS | NO – DO NOT OWN | |
|-----|--|---|----------------------------------|-----------------------|-----|
| F01 | Please tell me if you own any of the following, either by yourself or with someone else: PROBE: Does she own this by herself, or with others? | | | | |
| | a | Land (construction or agriculture) | 1 | 2 | 3 |
| | b | House (apartment, building) | 1 | 2 | 3 |
| | c | Company, shop, factory, establishment | 1 | 2 | 3 |
| | d | Large animals (cows, horses, etc.) | 1 | 2 | 3 |
| | e | Small animals (chickens, pigs, goats, fish, etc.) | 1 | 2 | 3 |
| | f | Produce or crops from certain fields or trees | 1 | 2 | 3 |
| | g | Large household items (TV, bed, cooker) | 1 | 2 | 3 |
| | h | Jewelry, gold, other valuables | 1 | 2 | 3 |
| | i | Cars | 1 | 2 | 3 |
| | j | Savings in the bank | 1 | 2 | 3 |
| k | Other (specify): ----- | 1 | 2 | 3 | |
| F02 | Do you earn money by yourself? | | YES | 1 | |
| | | | NO | 2 | F04 |
| F03 | What exactly do you do to earn money? (ASK ALL QUESTIONS, SPECIFY) | | YES | NO | |
| | a | Job | 1 | 2 | |
| | b | Selling things, trading | 1 | 2 | |
| | c | Doing seasonal work | 1 | 2 | |

| | | | | | |
|--------------------|---|---|---|---|-----|
| | d | Childcare services | 1 | 2 | |
| | e | Food preparation services or crops | 1 | 2 | |
| | f | Any other job (Specify): ----- | 1 | 2 | |
| F04 SDG 8.5.2 | What is your regular or current activity status? | EMPLOYEE | 1 | | |
| | | EMPLOYER | 2 | | |
| | | OWN-ACCOUNT WORKER | 3 | | |
| | | CONTRIBUTING FAMILY WORKER | 4 | | F07 |
| | | UNEMPLOYED LOOKING FOR WORK (WORKED BEFORE) | 5 | | |
| | | UNEMPLOYED LOOKING FOR WORK (NEVER WORKED BEFORE) | 6 | | |
| | | INCOME RECIPIENT AND DOESN'T WORK | 7 | | |
| | | STUDENT | 8 | | F07 |
| | | HOMEMAKER | 9 | | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | | |
| | | REFUSED/NO ANSWER | 99 | | |
| Check question R01 | CURRENTLY MARRIED WOMAN CODE (1) OR (2) OR CURRENTLY HAS PARTNER (FIANCÉ/FRIEND) CODE (3) Continue | | CURRENTLY UNMARRIED WOMAN OR DOES NOT HAVE PARTNER CODE (4) Move to section VI on "Health" | | |
| Check question F02 | If "YES" in F02 Continue | | If "NO" in F02 Move to section VI on "Health" | | |

| | Questions | Answers | Answer code | Move to |
|-------------------|--|--|-------------|---------|
| F05 | Are you able to spend the money you earn as you wish? Or do you have to give all or part of the money to your husband/partner? | SELF/OWN CHOICE | 1 | |
| | | GIVE PART TO HUSBAND | 2 | |
| | | GIVE ALL TO HUSBAND | 3 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| F06 | Would you say that the money that you bring into the family is: More than what your husband/partner contributes? Or less than what he contributes? Or about the same as he contributes? | MORE THAN THE HUSBAND | 1 | |
| | | LESS THAN THE HUSBAND | 2 | |
| | | ABOUT THE SAME | 3 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| F07 SDG 8.10.2 | Do you have a bank or postal account? | NO | 1 | |
| | | YES, OWNED BY SELF | 2 | |
| | | YES, SHARED WITH THE HUSBAND | 3 | |
| | | YES, SHARED WITH A MEMBER OF MY FAMILY | 4 | |
| | | YES, SHARED WITH ANOTHER PERSON WITHOUT RELATIVE | | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |

| SECTION VI: HEALTH | | | | | |
|--------------------|---|---------------------------------|----------------------|----------------------|----------------------|
| | Questions | Answers | Answer code | Move to | |
| H01 | I would now like to ask you a few questions about your health and use of health services. In general, would you describe your overall health as excellent, good, fair, poor, or very poor? | EXCELLENT | 1 | | |
| | | GOOD | 2 | | |
| | | FAIR | 3 | | |
| | | POOR | 4 | | |
| | | VERY POOR | 5 | | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | | |
| | | REFUSED/NO ANSWER | 99 | | |
| H02 | Who usually makes decisions about your health care? You? Or your husband? Or you and your husband? Or someone else? | I DO | 1 | | |
| | | MY HUSBAND/PARTNER | 2 | | |
| | | BOTH (MY HUSBAND/PARTNER AND I) | 3 | | |
| | | ANOTHER PERSON | 4 | | |
| H03 | Where is the main source of water located? | IN OWN DWELLING | 1 | H05 | |
| | | IN OWN YARD/PLOT | 2 | | |
| | | ELSEWHERE | 3 | | |
| H04 | How long does it take for you to get water, and come back? No. of minutes (more or less than 30 minutes) | NO. OF MINUTES | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | | DON'T KNOW/DON'T REMEMBER | 98 | | |
| H05 | Where is the toilet facility located? | IN OWN DWELLING | 1 | H07 | |
| | | IN OWN YARD/PLOT | 2 | | |
| | | ELSEWHERE | 3 | | |
| H06 | How long does it take for you to go to the toilet, and come back? No. of minutes (more or less than 30 minutes) | NO. OF MINUTES | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | | DON'T KNOW/DON'T REMEMBER | 98 | | |

| The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM. | | | | |
|--|--|---------------------|-------------|---------|
| | Questions | Answers | Answer code | Move to |
| H07 | Do you have difficulty seeing, even if wearing glasses? | NO DIFFICULTY | 1 | |
| | | SOME DIFFICULTY | 2 | |
| | | A LOT OF DIFFICULTY | 3 | |
| | | CANNOT DO AT ALL | 4 | |
| | | REFUSED/NO ANSWER | 99 | |
| H08 | Do you have difficulty hearing, even if using a hearing aid(s)? | NO DIFFICULTY | 1 | |
| | | SOME DIFFICULTY | 2 | |
| | | A LOT OF DIFFICULTY | 3 | |
| | | CANNOT DO AT ALL | 4 | |
| | | REFUSED/NO ANSWER | 99 | |
| H09 | Do you have difficulty walking or climbing steps? | NO DIFFICULTY | 1 | |
| | | SOME DIFFICULTY | 2 | |
| | | A LOT OF DIFFICULTY | 3 | |
| | | CANNOT DO AT ALL | 4 | |
| | | REFUSED/NO ANSWER | 99 | |
| H10 | Using your usual language, do you have difficulty communicating, for example, understanding or being understood? | NO DIFFICULTY | 1 | |
| | | SOME DIFFICULTY | 2 | |
| | | A LOT OF DIFFICULTY | 3 | |
| | | CANNOT DO AT ALL | 4 | |
| | | REFUSED/NO ANSWER | 99 | |
| H11 | Do you have difficulty remembering or concentrating? | NO DIFFICULTY | 1 | |
| | | SOME DIFFICULTY | 2 | |
| | | A LOT OF DIFFICULTY | 3 | |
| | | CANNOT DO AT ALL | 4 | |
| | | REFUSED/NO ANSWER | 99 | |
| H12 | Do you have difficulty raising a 2-litre bottle of water or soda from waist to eye level? | NO DIFFICULTY | 1 | |
| | | SOME DIFFICULTY | 2 | |
| | | A LOT OF DIFFICULTY | 3 | |

| | | | | |
|------------------|---|--|----|----------------------|
| | | CANNOT DO AT ALL | 4 | |
| | | REFUSED/NO ANSWER | 99 | |
| H13 | Do you have difficulty using your hands and fingers, such as picking up small objects, for example, a button or pencil, or opening or closing containers or bottles? | NO DIFFICULTY | 1 | |
| | | SOME DIFFICULTY | 2 | |
| | | A LOT OF DIFFICULTY | 3 | |
| | | CANNOT DO AT ALL | 4 | |
| | | REFUSED/NO ANSWER | 99 | |
| H14 | Do you have difficulty with self-care, such as washing all over or dressing? | NO DIFFICULTY | 1 | |
| | | SOME DIFFICULTY | 2 | |
| | | A LOT OF DIFFICULTY | 3 | |
| | | CANNOT DO AT ALL | 4 | |
| | | REFUSED/NO ANSWER | 99 | |
| H15 SDG 5.3.2 | Have you yourself undergone FGM/cutting? (OPTIONAL QUESTION) | YES | 1 | |
| | | NO | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| H16 | Now I would like to ask about all of the children that you may have given birth to during your life. Have you ever given birth? How many children have you given birth to that were alive when they were born? | NO. OF CHILDREN BORN | | <input type="text"/> |
| | | (in case of not giving birth, write zero/zero) | | |
| | | NOT MARRIED | 90 | H32 |
| H17 | How many times have you been pregnant? - Include the current pregnancy | TOTAL NO. OF PREGNANCIES | | <input type="text"/> |
| | | (If there was no pregnancy, write zero/zero and skip to H20) | | |
| H18 | Have you ever had a pregnancy that miscarried, or ended in a stillbirth? Or an abortion? | YES | 1 | |
| | | NO | 2 | H20 |
| H19 | How many times did you miscarry, how many times did you have a stillbirth, and how many times did you abort? (Multiple answers allowed) | MISCARRIAGES | A | <input type="text"/> |
| | | ABORTIONS | B | <input type="text"/> |
| | | STILLBIRTHS | C | <input type="text"/> |

| | | | | |
|-----------------------|--|---|----|-----|
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| H20 | Do you use or used any method of family planning/ contraception? | YES, I CURRENTLY USE | 1 | H23 |
| | | YES, USED IN THE PAST | 2 | |
| | | NEVER USED | 3 | |
| H21 SDG 5.6.1.b | Who decided to use family planning/contraception? Can you say that the decision to use family planning/contraception is mainly yours? Or is your husband's decision mainly? Or did you jointly make the decision? | I decided | 1 | |
| | | DECISION IS MAINLY FOR THE HUSBAND | 2 | |
| | | SHARED DECISION | 3 | |
| | | FATHER-IN-LAW/MOTHER-IN-LAW | 4 | |
| | | OTHER (specify): ----- | 5 | |
| H22 | What is the main reason for using family planning/ contraception (last time)? | MY HUSBAND'S PRESSURE | 1 | H24 |
| | | DELAYING PREGNANCY | 2 | |
| | | I DON'T WANT MORE CHILDREN | 3 | |
| | | OTHER (specify): ----- | 4 | |
| H23 | What is the main reason for not using family planning/ contraception (last time)? | I WANT TO HAVE CHILDREN | 1 | |
| | | METHOD HAS HEALTH SIDE EFFECTS | 2 | |
| | | MY HUSBAND DISAGREES/HE PRESSURED ME | 3 | |
| | | MY HUSBAND THREATENED ME WITH A DIVORCE | 4 | |
| | | MY HUSBAND HIT ME | 5 | |
| | | PRESSURE FROM MY PARENTS | 6 | |
| | | PRESSURE FROM MY HUSBAND'S PARENTS | 7 | |
| | | OTHER (specify): ----- | 8 | |

| | | | | |
|-----|--|---|---|-----|
| H24 | In general, did it happen that you wanted to have children and your husband disagreed? | YES | 1 | |
| | | NO | 2 | H26 |
| H25 | Did you break your husband's decision? | YES | 1 | H27 |
| | | NO | 2 | |
| H26 | What is the main reason for accepting your husband's decision and not violating it? | MY HUSBAND THREATENED ME WITH A DIVORCE | 1 | |
| | | MY HUSBAND HIT ME | 2 | |
| | | MY HUSBAND'S PRESSURED ME | 3 | |
| | | PRESSURE FROM MY PARENTS | 4 | |
| | | PRESSURE FROM MY HUSBAND'S PARENTS | 5 | |
| | | OTHER (specify): ----- | 6 | |
| H27 | On the contrary, in general, did it happen that you did not want to have children and your husband wanted? | YES | 1 | |
| | | NO | 2 | H29 |
| H28 | Did you break your husband's decision? | YES | 1 | H30 |
| | | NO | 2 | |
| H29 | What is the main reason for accepting your husband's decision and not violating it? | MY HUSBAND THREATENED ME WITH A DIVORCE | 1 | |
| | | MY HUSBAND HIT ME | 2 | |
| | | MY HUSBAND'S PRESSURED ME | 3 | |
| | | PRESSURE FROM MY PARENTS | 4 | |
| | | PRESSURE FROM MY HUSBAND'S PARENTS | 5 | |
| | | OTHER (specify): ----- | 6 | |
| | | YES | 1 | |

| | | | | |
|-----------------------|---|---|----|--|
| H30 SDG 5.6.1.a | Can you refuse sexual intercourse with your husband/partner if you do not want to? | NO | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| H31 SDG 5.6.1.c | Who decides that you should have reproductive health care, for example, if you feel pain or burning when you urinate? | MAINLY THE RESPONDENT | 1 | |
| | | HUSBAND OR PARTNER | 2 | |
| | | SHARED DECISION | 3 | |
| | | OTHER THAN THESE POSSIBILITIES (Specify): ----- | 4 | |

Respondent's opinion

I want to take your opinion on some questions.

In this community and elsewhere, people have different ideas about men, women, families, and what behaviours are acceptable to men and women in the home.

I will read you a list of phrases, and I would like you to tell me whether you agree or disagree to each phrase. There are no correct or false answers.

| | Questions | Answers | Answer code | | Move to | |
|-----|---|-------------------|---|----|------------|----|
| H32 | Do you think the wife should agree and obey her husband's opinion, even if she is not convinced of this opinion or disagrees with him? | YES | 1 | | | |
| | | NO | 2 | | | |
| | | DON'T KNOW | 98 | | | |
| | | REFUSED/NO ANSWER | 99 | | | |
| H33 | Should the man, in your opinion, control and preside over the house? | YES | 1 | | | |
| | | NO | 2 | | | |
| | | DON'T KNOW | 98 | | | |
| | | REFUSED/NO ANSWER | 99 | | | |
| H34 | Do you think that the following behaviours justify wife-beating? For the field worker: Put a circle around Code (1) if the answer is YES and around (2) if the answer is NO and around (3) if the answer is don't know | | YES | NO | DON'T KNOW | |
| | | a | SHE NEGLECTS HOUSEWORK | 1 | 2 | 98 |
| | | b | SHE NEGLECTS TO TAKE CARE OF HER CHILDREN | 1 | 2 | 98 |
| | | c | SHE IS LATE IN PREPARING FOOD | 1 | 2 | 98 |
| | | d | SHE BURNS THE FOOD | 1 | 2 | 98 |

| | | | | | | |
|--|--|---|---|---|---|----|
| | | e | SHE SUSPECTS HER HUSBAND AND ASKS ABOUT HIS WHEREABOUTS | 1 | 2 | 98 |
| | | f | SHE REFUSES TO HAVE SEXUAL RELATIONS WITH HIM | 1 | 2 | 98 |
| | | g | SHE DISAGREES WITH HIM | 1 | 2 | 98 |
| | | h | SHE GOES OUT WITHOUT HIS PERMISSION | 1 | 2 | 98 |
| | | i | SHE ANSWERS HIM BACK | 1 | 2 | 98 |
| | | j | SHE SPENDS MONEY | 1 | 2 | 98 |

| SECTION VII: BACKGROUND OF THE (CURRENT OR MOST RECENT) HUSBAND | | | | |
|---|---|--|----------------------|----------------------|
| | Questions | Answers | Answer code | Move to |
| M01 | I would now like you to tell me a little about your (current or most recent) husband/partner. | AGE IN COMPLETED YEARS | <input type="text"/> | <input type="text"/> |
| | How old is your husband/partner? (Age in completed years) | DON'T KNOW/DON'T REMEMBER | 98 | |
| | IF MOST RECENT HUSBAND/PARTNER DIED: How old would he be now if he were alive? | REFUSED/NO ANSWER | 99 | |
| M02 | In what year was he born? | DAY <input type="text"/> <input type="text"/> MONTH <input type="text"/> <input type="text"/> YEAR <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> | | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| M03 | Where is he from? Is he from the same community or town as you? | SAME COMMUNITY/ NEIGHBOURHOOD | 1 | |
| | | ANOTHER RURAL AREA/VILLAGE | 2 | |
| | | ANOTHER TOWN/CITY | 3 | |
| | | ANOTHER COUNTRY | 4 | |
| | | OTHER (specify): ----- -- | 5 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| M04 | Did he ever attend school? | YES | 1 | M06 |
| | | NEVER ATTENDED SCHOOL | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |

| | Questions | Answers | Answer code | Move to |
|---------------------|---|---|-------------|----------------------|
| M05a | What is the highest level of education he achieved? | PRIMARY----- YEAR | 1 | |
| | | SECONDARY----- YEAR | 2 | |
| | | TERTIARY AND ABOVE----- YEAR | 3 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | M06 |
| M05b | What is the number of schooling years? <i>[locally specified coding]</i> | NUMBER OF YEARS SCHOOLING | | M07 |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| M06 | Does he read and write? | READS AND WRITES | 1 | |
| | | READS ONLY | 2 | |
| | | DOESN'T READ AND WRITE | 3 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| M07 SDG 8.5.2 | What is the activity status of your (current or most recent) husband/partner? | EMPLOYEE | 1 | |
| | | EMPLOYER | 2 | |
| | | OWN-ACCOUNT WORKER | 3 | |
| | | CONTRIBUTING FAMILY WORKER | 4 | |
| | | UNEMPLOYED LOOKING FOR WORK (WORKED BEFORE) | 5 | |
| | | UNEMPLOYED LOOKING FOR WORK (NEVER WORKED BEFORE) | 6 | Move to section VIII |
| | | INCOME RECIPIENT AND DOESN'T WORK | 7 | |
| | | STUDENT | 8 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| | | Move to section VIII | | |

| SECTION VIII: HUSBAND/PARTNER VIOLENCE | | | | | | |
|---|---|---|--|----|---|----|
| EVER MARRIED/EVER LIVING WITH A PARTNER Continue | | | NEVER MARRIED/NEVER LIVED WITH A PARTNER Move to section IX on "Injuries" | | | |
| V01 | <p>When two people marry or live together, they usually share both good and bad moments. I would now like to ask you some questions about your current and past relationships and how your husband/partner treats (treated) you. If anyone interrupts us, I will change the topic of conversation. I would again like to assure you that your answers will be kept confidential, and that you are not obliged to answer any question that you do not want to. May I continue?</p> | | | | | |
| CONTROLLING BEHAVIOUR | | | | | | |
| V02 | <p>I am now going to ask you about some situations that are true for many women. Does your (current or most recent) husband/partner generally do any of the following?</p> | | V02A | | V02B | |
| | | | <p>If "YES" in any behaviour (code 1 at least once), continue with V02B If "NO" for all behaviours (code "2"), skip to V03</p> | | <p>Has this happened in the past 12 months?</p> | |
| | | | YES | NO | YES | NO |
| | a | Stopped you from seeing your friends? | 1 | 2 | 1 | 2 |
| | b | Restricted your contact with your family? | 1 | 2 | 1 | 2 |
| | c | Insisted on knowing where you are all the times? | 1 | 2 | 1 | 2 |
| | d | Got angry if you speak with another man? | 1 | 2 | 1 | 2 |
| | e | Is often suspicious that you are unfaithful? | 1 | 2 | 1 | 2 |
| | f | Stopped you from getting health care for yourself without his permission? | 1 | 2 | 1 | 2 |
| g | Used mobile technology to check where you are? | 1 | 2 | 1 | 2 | |

Check question V02:

If "YES" in any behaviour (code 1 at least once) in column V02A, go to question V02C.

| | | | | |
|------|--|--|----|--|
| V02C | Who performed these actions that you mentioned now? Was it your (current or most recent) husband/partner? Or any other husband/partner that you may have had before? Or both? | CURRENT OR MOST RECENT HUSBAND/PARTNER | 1 | |
| | | PREVIOUS HUSBAND/PARTNER | 2 | |
| | | BOTH | 3 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |

FINANCIAL CONTROL

| | | | | | | | | |
|-----|---|---|---|----------------|--|----|---|---|
| V03 | Does your (current or most recent) husband/partner generally do any of the following? | V03A | | | V03B | | | |
| | | If "YES" in any behaviour (code 1 at least once), continue with V03B If "NO" (code 2) or "Not applicable" (code 3) for all behaviours, skip to V04 | | | Has this happened in the past 12 months? | | | |
| | | YES | NO | NOT APPLICABLE | YES | NO | | |
| | | a | Prohibits you from getting a job, going to work, trading, earning money or participating in income generation projects? | 1 | 2 | 3 | 1 | 2 |
| | | b | Refuses to give you money you needed for household expenses even when he has money for other things (such as alcohol and cigarettes)? | 1 | 2 | 3 | 1 | 2 |
| c | Takes your earnings from you against your will? | 1 | 2 | 3 | 1 | 2 | | |

Check question V03:

If "YES" in any behaviour (code 1 at least once) in column V03A, go to question V03C.

| | | | | |
|------|--|--|----|--|
| V03C | Who performed these actions that you mentioned now? Was it your (current or most recent) husband/partner? Or any other husband/partner that | CURRENT OR MOST RECENT HUSBAND/PARTNER | 1 | |
| | | PREVIOUS HUSBAND/PARTNER | 2 | |
| | | BOTH | 3 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |

| | | | | | | | | | | | | | |
|------------------------------|--|--|----|---|----|--|-----|------|--|------|-----|------|---|
| | you may have had before? Or both? | REFUSED/NO ANSWER | | | | | | 99 | | | | | |
| PSYCHOLOGICAL ABUSE/VIOLENCE | | | | | | | | | | | | | |
| V04 SDG 5.2.1 | The next questions are about things that happen to many women, and that your current partner, or any other partner may have done to you. Has your current husband/partner, or any other partner ever performed any of the following actions? | V04A | | V04B | | V04C | | | V04D | | | | |
| | | If "YES" in any behaviour (code 1 at least once), continue with V04B If "NO" for all behaviours (code 2), skip to V05 | | Has this happened in the past 12 months? (If "YES", continue with V04C If "NO", ask V04D) | | In the past 12 months, would you say that this has happened once, a few times or many times? | | | Did this happen before the past 12 months? IF YES: would you say that this has happened once, a few times or many times? | | | | |
| | | YES | NO | YES | NO | ONCE | FEW | MANY | NO | ONCE | FEW | MANY | |
| | a | Insulted you or made you feel bad about yourself? | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 4 |
| | b | Belittled or humiliated you in front of other people? | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 4 |
| c | Destroyed things that are important to you? | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 4 | |
| d | Done things to scare or intimidate you on purpose (e.g., by the way of looking at you, yelling and | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 4 | |

| | | | | | | | | | | | | | |
|--|---|--|---|---|---|---|---|---|---|---|---|---|---|
| | | smashing things)? | | | | | | | | | | | |
| | e | Verbally threatened to hurt you or someone you care about? | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 4 |

Check question V04:

If "YES" in any behaviour (code 1 at least once) in column V04A, go to question V04E.

If "NO" for all behaviours (code 2) in column V04A, go to question V05.

| | | | |
|------|---|--|----|
| V04E | Who performed these actions that you mentioned now? | CURRENT OR MOST RECENT HUSBAND/PARTNER | 1 |
| | Was it your (current or most recent) husband/partner? Or any other husband/partner that you may have had before? Or both? | PREVIOUS HUSBAND/PARTNER | 2 |
| | | BOTH | 3 |
| | | DON'T KNOW/DON'T REMEMBER | 98 |
| | | REFUSED/NO ANSWER | 99 |

PHYSICAL VIOLENCE

| V05 SDG 5.2.1 | Has your (current or most recent) husband/partner ever done the following actions? | V05A | | V05B | | | V05C | | | V05D | | |
|---------------------|--|---|----|---|----|------|--|------|----|--|-----|------|
| | | If "YES" in any behaviour, (code 1 at least once), continue with V05B If "NO" for all behaviours (code 2), skip to V06 | | Has this happened in the past 12 months? (If "YES", continue with V05C If "NO", ask V05D) | | | In the past 12 months, Would you say that this has happened once, a few times or many times? | | | Did this happen before the past 12 months? IF YES: Would you say that this has happened once, a few times or many times? | | |
| | | YES | NO | YES | NO | ONCE | FEW | MANY | NO | ONCE | FEW | MANY |
| a | Slapped you or thrown something at you that could hurt you? | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 4 |
| b | Pushed you or shoved you or pulled your hair? | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 4 |
| c | Hit you with his fist or with something | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 4 |

| | | | | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|---|---|---|
| | else that could hurt you? | | | | | | | | | | | |
| d | Kicked you, dragged you or beaten you up? | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 4 |
| e | Choked or burnt you on purpose? | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 4 |
| f | Threatened with or actually used a gun, knife or other weapon against you? | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 4 |

Check question V05C:

If "YES" in any behaviour (code 1 at least once) in column V05A, go to question V05E.

If "NO" for all behaviours (code 2) in column V05A, go to question V06.

| | | | |
|------|---|--|----|
| V05E | Who performed these actions that you mentioned now? | CURRENT OR MOST RECENT HUSBAND/PARTNER | 1 |
| | Was it your (current or most recent) husband/partner? Or any other husband/partner that you may have had before? Or both? | PREVIOUS HUSBAND/PARTNER | 2 |
| | | BOTH | 3 |
| | | DON'T KNOW/DON'T REMEMBER | 98 |
| | | REFUSED/NO ANSWER | 99 |

SEXUAL VIOLENCE

| V06 SDG 5.2.1 | Has your (current or most recent) husband/partner ever done the following actions? | V06A | | V06B | | V06C | | | V06D | | | |
|---------------|--|------|----|------|----|------|-----|------|------|------|-----|------|
| | | YES | NO | YES | NO | ONCE | FEW | MANY | NO | ONCE | FEW | MANY |
| a | Did your (current or most | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 4 |

| | | | | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|---|---|---|
| | recent) husband/partner or any other husband/partner ever force you to have sexual intercourse when you did not want to, for example by threatening you or holding you down? | | | | | | | | | | | |
| b | Did you ever have sexual intercourse you did not want to because you were afraid of what your (current or most recent) husband/partner or any other husband/partner might do if you refused? | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 4 |
| c | Did your (current or most recent) husband/partner or any other husband/partner ever force you to do anything sexual that you did not want or that you found degrading or humiliating? (IF NECESSARY: WE DEFINE SEXUAL INTERCOURSE AS ORAL, VAGINAL OR | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 1 | 2 | 3 | 4 |

| | | | | | | | | | | | |
|--|---|--|--------------------|----------------|--|--|--|--|--|--|--|
| | ANAL PENETRATION) | | | | | | | | | | |
| <p>Check question V06: If "YES" in any behaviour (code 1 at least once) in column V06A, go to question V06E. If "NO" for all behaviours (code 2) in column V06A, go to question V07.</p> | | | | | | | | | | | |
| V06E | Who performed these actions that you mentioned now? | CURRENT OR MOST RECENT HUSBAND/PARTNER | 1 | | | | | | | | |
| | Was this your (current or most recent) husband/partner? Or any other husband/partner that you may have had before? Or both? | PREVIOUS HUSBAND/PARTNER | 2 | | | | | | | | |
| | | BOTH | 3 | | | | | | | | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | | | | | | | | |
| | | REFUSED/NO ANSWER | 99 | | | | | | | | |
| | Questions | Answers | Answer code | Move to | | | | | | | |
| V07 | (Check V05A: if the answer is YES to any question about physical violence, code 1 at least once) | YES, PHYSICAL VIOLENCE | 1 | | | | | | | | |
| | | NO PHYSICAL VIOLENCE | 2 | | | | | | | | |
| V08 | (Check V06A: if the answer is YES to any question about sexual violence, code 1 at least once) | YES, SEXUAL VIOLENCE | 1 | | | | | | | | |
| | | NO SEXUAL VIOLENCE | 2 | | | | | | | | |
| V08a | Are you afraid of your (current or most recent) husband/partner (in the present)? Would you say, never, sometimes, many times, most of/all the time? (Make sure you refer to her situation nowadays even if she is no longer with her husband/partner) | NEVER | 1 | | | | | | | | |
| | | SOMETIMES | 2 | | | | | | | | |
| | | MANY TIMES | 3 | | | | | | | | |
| | | MOST/ALL OF THE TIMES | 4 | | | | | | | | |
| | | IN THE PAST (NO LONGER AFRAID NOW) | 5 | | | | | | | | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | | | | | | | | |
| V08b | Have you ever hit or beaten your husband/partner when he wasn't hitting or beating you? If YES: How often? Would you say, once or few times or many times? | NEVER | 1 | | | | | | | | |
| | | ONCE | 2 | | | | | | | | |
| | | FEW TIMES (2-5 TIMES) | 3 | | | | | | | | |
| | | MANY TIMES (MORE THAN 5 TIMES) | 4 | | | | | | | | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | | | | | | | | |

| | | | | |
|---|--|---|----|--------------------|
| | | REFUSED/NO ANSWER | 99 | |
| V09 | Are you currently pregnant or have ever been pregnant? | YES | 1 | Move to section IX |
| | | NO | 2 | |
| V09a | Number of times of pregnancies | NUMBER OF PREGNANCIES <input type="text"/> | | |
| V10 | You said that you have been pregnant TOTAL times. Was there ever a time when you were pushed, slapped, hit, kicked or beaten by (any of) your husband/partner while you were pregnant? | YES | 1 | Move to section IX |
| | | NO | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| V11 | IF RESPONDENT WAS PREGNANT ONLY ONCE, ENTER "01" IF RESPONDENT WAS PREGNANT MORE THAN ONCE: Did this happen in one pregnancy, or more than one pregnancy? In how many pregnancies did this happen (in how many pregnancies you were pushed, slapped, hit, kicked or beaten)? | NUMBER OF PREGNANCIES IN WHICH THIS HAPPENED <input type="text"/> | | |
| V11a | Did this happen in last pregnancy? (IF THE RESPONDENT WAS PREGNANT ONLY ONCE, CIRCLE CODE "1") | YES | 1 | Move to section IX |
| | | NO | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| V12 | Were you ever punched or kicked in the abdomen while you were pregnant? | YES | 1 | |
| | | NO | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| IF VIOLENCE IS REPORTED IN ONE PREGNANCY, REFER TO THAT PARTICULAR PREGNANCY. IF VIOLENCE IS REPORTED IN MORE THAN ONE PREGNANCY, THE FOLLOWING QUESTIONS REFER TO THE MOST RECENT PREGNANCY IN WHICH VIOLENCE WAS REPORTED. | | | | |
| V13 | | YES | 1 | |

| | | | | |
|-----|---|---------------------------|----|--------------------|
| | During the most recent pregnancy, in which you were beaten, was the husband/partner who did this to you the father of the child? | NO | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| V14 | Was the man who did this your (current or most recent) husband/partner? | YES | 1 | |
| | | NO | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| V15 | Had the same person also done such things to you before you were pregnant? | YES | 1 | Move to section IX |
| | | NO | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| V16 | Compared to before you were pregnant, did the slapping/beating (REFER TO RESPONDENT'S PREVIOUS ANSWERS) get less, stay about the same, or get worse while you were pregnant? By worse I mean, more frequent or more severe. | GOT LESS | 1 | |
| | | STAYED ABOUT THE SAME | 2 | |
| | | GOT WORSE | 3 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |

SECTION IX: INJURIES

IF A WOMAN EXPERIENCED PHYSICAL OR SEXUAL VIOLENCE

If the answer is 1 "YES" (code 1) to question V07 and/or V08

Continue

IF A WOMAN HAS NOT EXPERIENCED PHYSICAL OR SEXUAL VIOLENCE

If the answer is "NO" (code 2) to V07 and/or V08

Move to section X on "Violence committed by others (non-husband/non-partner"

I would now like to know more about the injuries that you experienced from (any of) your husband/partner's acts that we have talked about (MAY NEED TO REFER TO SPECIFIC SECTION ACTS RESPONDENT MENTIONED IN SECTION VIII ON "HUSBAND/PARTNER VIOLENCE"). By injury, I mean any physical harm, including cuts, burns, sprains, broken bones, broken teeth or any other similar injury.

| | Questions | Answers | Answer code | Move to |
|------|---|--|-------------|------------|
| I01 | Have you ever been injured as a result of these acts by (any of) your husband/partner(s)? Please think of the acts that we talked about before. | YES | 1 | I04 |
| | | NO | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| I02a | In your life, how many times you were injured by (any of) your husband/partner(s)? Would you say once, few times or many times? | ONCE | 1 | |
| | | FEW (2-5 TIMES) | 2 | |
| | | MANY (MORE THAN 5 TIMES) | 3 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| I02b | Has this happened in the past 12 months? | YES | 1 | |
| | | NO | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| I03 | What type of injuries did you have? Please mention any injury due to (any of) your husband/partner(s) acts, no matter how long ago it happened: (MARK ALL INJURIES MENTIONED) PROBE: Any other injury? | I03A | | |
| | | (ONLY ASK FOR ANSWERS MARKED "YES" IN I03) Has this happened in the past 12 months? | | |
| | | YES | NO | DON'T KNOW |
| a | CUTS, PUNCTURES OR BITES | 1 | 2 | 98 |

| | | | | | |
|------|---|--|----|----------------------|----------------------|
| | b | SCRATCHES, ABRASION, BRUISES | 1 | 2 | 98 |
| | c | SPRAINS, DISLOCATIONS | 1 | 2 | 98 |
| | d | BURNS | 1 | 2 | 98 |
| | e | PENETRATING INJURIES, DEEP CUTS, GASHES | 1 | 2 | 98 |
| | f | BROKEN EARDRUM, EYE INJURIES | 1 | 2 | 98 |
| | g | FRACTURES, BROKEN BONES | 1 | 2 | 98 |
| | h | BROKEN TEETH | 1 | 2 | 98 |
| | i | INTERNAL INJURIES | 1 | 2 | 98 |
| | j | Other (specify): ----- - | 1 | 2 | 98 |
| I04 | In your life, were you ever hurt badly enough by (any of) your husband/partner(s) that you needed health care (even if you did not receive it)? | YES, AND I GOT IT | 1 | Move to section X | |
| | | YES, BUT I DIDN'T GET IT | 2 | | |
| | | I DIDN'T NEED | 3 | | |
| | | REFUSED/NO ANSWER | 99 | | |
| I04a | How many times did you need health care? | TIMES NEEDED HEALTH CARE | | <input type="text"/> | <input type="text"/> |
| I05 | Has this happened in the past 12 months? | YES | 1 | | |
| | | NO | 2 | | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | | |
| | | REFUSED/NO ANSWER | 99 | | |
| I06 | In your life, did you ever receive health care for this injury (these injuries)? Would you say, sometimes or always or never? | YES, SOMETIMES | 1 | | |
| | | YES, ALWAYS | 2 | | |
| | | NO, NEVER | 3 | | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | | |
| | | REFUSED/NO ANSWER | 99 | | |

| | | NUMBER OF NIGHTS IN HOSPITAL | | | | |
|-----|---|------------------------------|----|--|--|--|
| I07 | In your life, have you ever had to spend any nights in a hospital due to the injury (injuries)? | DIDN'T NEED | 1 | | | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | | | |
| | | REFUSED/NO ANSWER | 99 | | | |
| I08 | Did you tell a health worker the real cause of your injury? | YES | 1 | | | |
| | | NO | 2 | | | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | | | |
| | | REFUSED/NO ANSWER | 99 | | | |

SECTION X: VIOLENCE COMMITTED BY OTHERS (NON-HUSBAND/NON-PARTNER)

| | |
|-----|---|
| N01 | <p>READ THE FOLLOWING TO THE RESPONDENT:</p> <p>In their lives, many women have unwanted experiences and experience different forms of maltreatment and violence committed by all kinds of people, men or women. These may be relatives, other people that they know, and/or strangers. If you don't mind, I would like to ask you about some of these situations. Everything that you say will be kept confidential. I will first ask about what has happened since you were 15 years old (from age 15 onwards until now), and thereafter during the past 12 months.</p> <p>FOR WOMEN WHO WERE EVER MARRIED OR PARTNERED ADD: These questions are about people other than your husband/partner(s).</p> |
|-----|---|

PHYSICAL VIOLENCE

| N02 | | N02A | | N02B | | |
|-----|--|--|----|--|----|-------------------------------|
| | | YES | NO | YES | NO | DON'T KNOW/ DON'T REMEMBER |
| | Since the age of 15 until now, has anyone ever done any of the following to you? | If "YES" to at least one item, continue with N02B If "NO" to all items, skip to N04 | | Has this happened in the past 12 months? | | |
| a | Slapped, hit, beaten, kicked you or done anything else to hurt you? | 1 | 2 | 1 | 2 | 98 |
| b | Thrown something at you? Pushed you or pulled your hair? | 1 | 2 | 1 | 2 | 98 |
| c | Choked or burnt you on purpose? | 1 | 2 | 1 | 2 | 98 |
| d | Threatened with or actually used a gun, knife or another weapon against you? | 1 | 2 | 1 | 2 | 98 |

Check question N02:

If "YES" in any behaviour (code 1 at least once) in column N02A, go to question N03.

If "NO" for all behaviours (code 2) in column N02A, go to question N04.

| N03 | Who did this to you? | N03A | N03B | N03C |
|-----|---|--|--|---|
| | PROBE: Anyone else? How about a relative? How about someone at | Indicate sex for each person mentioned | (ASK ONLY FOR THOSE MARKED IN N03) How many times did this happen since you | (ASK ONLY FOR THOSE MARKED IN N03) How many times did this happen in the past 12 |

| school or work? How about a friend or neighbour? A stranger or anyone else? (DO NOT READ OUT THE LIST MARK LETTER FOR ALL MENTIONED) | | | | were 15? Once, a few times, or many times? | | | months? Not once, once, a few times, or many times? | | | |
|--|---|------------------|--------|--|-----|------|---|------|-----|------|
| | | M A L E | FEMALE | ONCE | FEW | MANY | N O | ONCE | FEW | MANY |
| a | FATHER/ MOTHER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| b | STEPFATHER/ STEPMOTHER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| c | FATHER/ MOTHER OF HUSBAND | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| d | BROTHER/ SISTER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| e | ANOTHER FAMILY MEMBER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| f | SOMEONE AT WORK | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| g | FRIEND/ AQUIAINTANCE | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| h | RECENT AQUIAINTANCE | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| i | STRANGER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| j | TEACHER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| k | DOCTOR/HEALTH STAFF | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| l | PRIEST/ RELEGIOUS LEADER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| m | POLICE/SOLDIER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| n | FIANCÉ/HUSBAND WITH A MARRIAGE CONTRACT ONLY (don't live together) | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| o | ANOTHER PERSON (Specify): ----- | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |

| SEXUAL VIOLENCE (RAPE) | | | | | | | |
|------------------------|---|---|---|----|---|----|-------------------------------|
| N04 SDG 5.2.2 | <p>Now I would like to ask you about other unwanted experiences you may have had. Again, I want you to think about any man. FOR WOMEN WHO EVER HAD A HUSBAND/PARTNER ADD IF NECESSARY: except your husband/partner.</p> | | N04A | | N04B | | |
| | | | If "NO" to all items, skip to N06 | | Has this happened in the past 12 months? | | |
| | | | YES | NO | YES | NO | DON'T KNOW/ DON'T REMEMBER |
| | a | <p>Since the age of 15 until now, has anyone (other than your partner) ever forced you into sexual intercourse when you did not want to, for example by threatening you, holding you down, or putting you in a situation where you could not say no. Remember to include people you have known as well as strangers. Please at this point exclude situations where it was only an attempt to force you. (IF NECESSARY: WE DEFINE SEXUAL INTERCOURSE AS ORAL, VAGINAL OR ANAL PENETRATION)</p> | 1 | 2 | 1 | 2 | 98 |
| b | <p>Has anyone (other than your partner) ever forced you to have sex when you were too drunk or drugged to refuse?</p> | 1 | 2 | 1 | 2 | 98 | |
| c | <p>Have you been forced or persuaded to have sex against your will with more than one man at the same time? (NOTE THAT THESE QUESTIONS ARE ABOUT RAPES THAT ACTUALLY HAPPENED)</p> | 1 | 2 | 1 | 2 | 98 | |
| N04C | How old were you the first time this happened? | | AGE IN COMPLETED YEARS | | | | |
| | | | DON'T KNOW/ DON'T REMEMBER | | 98 | | |
| N05 | Who did this to you? PROBE: Anyone else? How about a relative? How about someone at school or work? | N05A | N05B | | N05C | | |
| | | Indicate sex for each person mentioned | (ASK ONLY THOSE MARKED IN N05) How many times did this happen since you were 15? | | (ASK ONLY FOR THOSE MARKED IN N05) How many times did this happen in the past 12 months? | | |

| How about a friend or neighbour? A stranger or anyone else? (DO NOT READ OUT THE LIST MARK LETTER FOR ALL MENTIONED) | | | | Once, a few times or many times? | | | Once, a few times or many times? | | | | |
|--|---|--------------------------------|--------|----------------------------------|------|------|----------------------------------|---------|------|------|--|
| | | MALE | FEMALE | ONCE | FE W | MANY | NO | ONCE | FE W | MANY | |
| a | FATHER/ MOTHER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| b | STEPFATHER/ STEPMOTHER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| c | FATHER/ MOTHER OF HUSBAND | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| d | BROTHER/ SISTER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| e | ANOTHER FAMILY MEMBER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| f | SOMEONE AT WORK | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| g | FRIEND/ AQUAIANTANCE | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| h | RECENT AQUAIANTAINCE | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| i | STRANGER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| j | TEACHER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| k | DOCTOR/ HEALTH STAFF | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| l | PRIEST/ RELIGIOUS LEADER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| m | POLICE/ SOLDIER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| n | FIANCÉ/ HUSBAND WITH A MARRIAGE CONTRACT ONLY (don't live together) | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| o | ANOTHER PERSON (Specify): ----- | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| Questions | | Answers | | | | | Answer code | Move to | | | |
| N05a | | LESS THAN ONE YEAR AGO | | | | | 1 | | | | |
| | | BETWEEN ONE AND FIVE YEARS AGO | | | | | 2 | | | | |

| | | | | |
|---------------------------|---|--|-------------|---------|
| | When was the most recent incident that you were forced to have sex? | LONGER THAN FIVE YEARS AGO | 3 | |
| | | REFUSED/NO ANSWER | 99 | |
| N05b | Where did the most recent incident occur? | YOUR OWN HOME OR YARD | 1 | |
| | | HIS HOME OR YARD | 2 | |
| | | ANOTHER PERSON'S HOME OR YARD | 3 | |
| | | STREET OR ALLEY | 4 | |
| | | PARKING LOTS | 5 | |
| | | CAR | 6 | |
| | | WORKPLACE | 7 | |
| | | NIGHTCLUB, CLUB, POOL | 8 | |
| | | RURAL AREAS, FOREST, PUBLIC PARK | 9 | |
| | | OTHER PUBLIC PREMISES, COMMERCIAL OR PUBLIC NON-RESIDENTIAL PREMISES | 10 | |
| | | SCHOOL, COLLEGE | 11 | |
| | | INSTITUTIONAL SETTING (INCLUDING PRISONS, CARE INSTITUTION) | 12 | |
| | | PUBLIC TRANSIT | 13 | |
| | | OTHER (specify): ----- | 14 | |
| DON'T KNOW/DON'T REMEMBER | 98 | | | |
| REFUSED/NO ANSWER | 99 | | | |
| N05c SDG 16.3.1 | Did you report the incident to the police? (Please respond about the most recent incident) | YES | 1 | N05f |
| | | NO | 2 | |
| | | REFUSED/NO ANSWER | 99 | |
| | Questions | Answers | Answer code | Move to |
| N05d | How did the police respond? | POLICE OPENED A CASE | 1 | N05f |
| | | SENT HER AWAY AND REFUSED TO OPEN A CASE | 2 | |
| | | OTHER (specify): ----- | 3 | |
| | | REFUSED/NO ANSWER | 99 | |
| N05e | | NOT ARRESTED | 1 | |

| | | | | |
|------|--|--|----|------|
| | Was the person who did this to you arrested and convicted? | ARRESTED BUT NOT CONVICTED | 2 | |
| | | ARRESTED AND CONVICTED | 3 | |
| | | REFUSED/NO ANSWER | 99 | |
| N05f | Did you report it to a health service (doctor or nurse)? | YES | 1 | N05j |
| | | NO | 2 | |
| | | REFUSED/NO ANSWER | 99 | |
| N05g | Were you offered any medication/treatment for preventing pregnancy? | YES | 1 | |
| | | NO | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| N05h | Were you offered any medication/treatment for preventing transmission of HIV/AIDS? | YES | 1 | |
| | | NO | 2 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| N05i | Did you receive formal counselling with regards to the incident that you experienced? | YES | 1 | |
| | | NO | 2 | |
| | | REFUSED/NO ANSWER | 99 | |
| N05j | Did you tell anyone in your family about this incident? Anyone else, such as a friend or neighbour? (Multiple answers allowed) | NO ONE | A | N06 |
| | | FEMALE MEMBER OF YOUR FAMILY OF BIRTH | B | |
| | | MALE MEMBER OF YOUR FAMILY OF BIRTH | C | |
| | | FEMALE MEMBER OF YOUR HUSBAND'S FAMILY | D | |
| | | MALE MEMBER OF YOUR HUSBAND'S FAMILY | E | |
| | | YOUR SON/ DAUGHTER (YOUR CHILDREN) | F | |
| | | FRIEND/NEIGHBOUR | G | |
| | | OTHER (specify): ----- | H | |
| N05k | How did they respond? (Multiple answers allowed) | BLAMED ME | A | |
| | | SUPPORTED ME | B | |
| | | WERE INDIFFERENT/NOT INTERESTED | C | |

| | | | | | | | |
|---|---|--------------------------------|--|----|---|-------|-------------------------------------|
| | | TOLD ME TO KEEP IT QUITE | | D | | | |
| | | ADVISED ME TO REPORT TO POLICE | | E | | | |
| | | OTHER (specify): ----- | | F | | | |
| ROBBERY EVENTS | | | | | | | |
| N06 SDG 16.1.3 | N06A | | N06B | | N06C | | |
| | Has anyone taken or tried to take something from you, by using force or threatening to use force? (Include only incidents in which the respondent was personally the victim and exclude incidents experienced only by other members of the household) (If "YES", continue with N06B If "NO", skip to N07) | | Has this happened in the past 12 months? (If "YES", continue with N06C If "NO", skip to N07) | | How many times did this happen in the past 12 months? | | |
| | YES | NO | YES | NO | ONCE | TWICE | AT LEAST THREE TIMES |
| | 1 | 2 | 1 | 2 | 1 | 2 | 3 |
| HARASSMENT | | | | | | | |
| EVENTS SINCE THE AGE OF 15 UNTIL NOW | | | | | | | |
| N07 SDG 11.7.2 | Again, I want you to think of a man. FOR WOMEN WHO EVER HAD A PARTNER ADD: except your husband/partner Apart from anything you may have mentioned, could you tell me if, since the age of 15 until now, any of the following has happened to you? Remember to include men you have known as well as strangers. | | N07A | | N07B | | |
| | | | If "YES" to at least one behaviour, continue with N07B If "NO" to all behaviours, skip to N08c | | Has this happened in the past 12 months? | | |
| | | | YES | NO | YES | NO | DON'T KNOW/ DON'T REMEMBER |

| | | | | | | |
|---|---|---|---|---|---|----|
| a | Has anyone attempted but DID NOT succeed to force you to have sexual intercourse when you did not want to, for example, by holding you down or putting you in a situation where you could not say no? | 1 | 2 | 1 | 2 | 98 |
| b | Touched you sexually or kissed you against your will. This includes, for example, touching your breasts or private parts? | 1 | 2 | 1 | 2 | 98 |
| c | Made you touch their private parts against your will? | 1 | 2 | 1 | 2 | 98 |
| d | Has anyone made catcalls, sexual comments about your body or appearance, demanded sexual favours, stared at you in a sexual manner, stalked, or exposed his sex organs? | 1 | 2 | 1 | 2 | 98 |
| e | Have you ever received personal electronic messages with sexual content (e.g., remarks, invitations, photos, movies) that were hurtful to you or made you feel uncomfortable? For example, via Facebook, cell phone, e-mail, excluding spam messages | 1 | 2 | 1 | 2 | 98 |

Check question N07:

If "YES" in any behaviour (code 1 at least once) in column N07A, continue.

If "NO" for all behaviours (code 2) in column N07A, go to question N08c.

| | | | | | | | |
|------|---|--|--|------|--|--|--|
| N07C | How old were you the first time this happened? | AGE IN COMPLETED YEARS | | | | | |
| | | DON'T KNOW/DON'T REMEMBER | | 98 | | | |
| N08 | Who did this to you? PROBE: Anyone else? How about a relative? How about someone at school or work? How about a friend or neighbour? A stranger or anyone else? (DO NOT READ OUT THE LIST MARK LETTER FOR ALL MENTIONED) | N08A | N08B | N08C | | | |
| | Indicate sex for each person you mentioned | (ASK ONLY THOSE MARKED IN N08) How many times did this happen since you were 15? Once, a few times or many times? | (ASK ONLY THOSE MARKED IN N08) How many times did this happen in the past 12 months? Not once, once, a few times or many times? | | | | |

| | | MALE | FEMALE | ONCE | FEW | MANY | NO | ONCE | FEW | MANY | |
|------|--|--------------------------------|--------|------|-----|------|------------------------|----------------|-----|------|--|
| a | FATHER/ MOTHER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| b | STEPFATHER/ STEPMOTHER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| c | FATHER/ MOTHER OF HUSBAND | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| d | BROTHER/ SISTER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| e | ANOTHER FAMILY MEMBER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| f | SOMEONE AT WORK | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| g | FRIEND/ AQUAIANTANCE | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| h | RECENT AQUAIANTAINCE | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| i | STRANGER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| j | TEACHER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| k | DOCTOR/ HEALTH STAFF | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| l | PRIEST/ RELIGIOUS LEADER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| m | POLICE/ SOLDIER | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| n | FIANCÉ/ HUSBAND WITH A MARRIAGE CONTRACT ONLY (don't live together) | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| o | ANOTHER PERSON (Specify): ----- | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| | Questions | Answers | | | | | Answer code | Move to | | | |
| N08a | When was the most recent incident in which you were forced into sexual intercourse? | LESS THAN ONE YEAR AGO | | | | | 1 | | | | |
| | | BETWEEN ONE AND FIVE YEARS AGO | | | | | 2 | | | | |
| | | MORE THAN FIVE YEARS AGO | | | | | 3 | | | | |
| | | REFUSED/NO ANSWER | | | | | 99 | | | | |
| N08b | Where did the most recent incident occur? | YOUR OWN HOME OR YARD | | | | | 1 | | | | |
| | | HIS HOME OR YARD | | | | | 2 | | | | |
| | | ANOTHER PERSON'S HOME OR YARD | | | | | 3 | | | | |

| | | | | |
|------|---|---|----|--|
| | | STREET OR ALLEY | 4 | |
| | | PARKING LOTS | 5 | |
| | | CAR | 6 | |
| | | WORKPLACE | 7 | |
| | | NIGHTCLUB, CLUB, POOL | 8 | |
| | | RURAL AREAS, FOREST, PUBLIC PARK | 9 | |
| | | OTHER PUBLIC PREMISES, COMMERCIAL OR PUBLIC NON- RESIDENTIAL PREMISES | 10 | |
| | | SCHOOL, COLLEGE | 11 | |
| | | INSTITUTIONAL SETTING (INCLUDING PRISONS, CARE INSTITUTION) | 12 | |
| | | PUBLIC TRANSIT | 13 | |
| | | OTHER (specify): ----- | 14 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| N08c | Have you ever been asked to perform sexual acts against your will in order to get a job or keep your job, or to get promoted? (THE ACT MAY HAVE NOT HAPPENED) (OPTIONAL QUESTION) | YES | 1 | |
| | | NO | 2 | |
| | | NOT APPLICABLE, NEVER WORKED | 3 | |
| | | REFUSED/NO ANSWER | 99 | |
| N08d | Have you ever been asked to perform sexual acts against your will in order to pass an exam or get good grades at school? (THE ACT MAY HAVE NOT HAPPENED) (OPTIONAL QUESTION) | YES | 1 | |
| | | NO | 2 | |
| | | NOT APPLICABLE, NEVER ATTENDED SCHOOL | 3 | |
| | | REFUSED/NO ANSWER | 99 | |

| EVENTS BEFORE THE AGE OF 18 | | | | | | | | | | |
|-----------------------------|---|---------------------------|--|--------|--|-----|---|------|---|------|
| N09 | When you were a girl, before you were 18 years old, do you remember if anyone in your family ever touched you sexually against your will, or made you do something sexual that you did not want to? | | | YES | 1 | | | | | |
| | For example, has any of these things ever happened to you? <ul style="list-style-type: none"> • Touching of breasts or private parts. • Making sexual remarks or showing you sexually explicit pictures against your will. • Making you touch their private parts or rub against you. • Having sex or trying to have sex with you. | | | NO | 2 | N12 | | | | |
| N10 | Who did this to you? PROBE: Anyone else? How about a relative? How about someone at school or at work? How about a friend or neighbour? A stranger or anyone else? (DO NOT READ OUT THE LIST MARK LETTER FOR ALL MENTIONED) | | N10A | | ASK ONLY FOR THOSE MARKED in N10 | | | | | |
| | | | Indicate sex for each person mentioned | | N10B How old were you when it happened to you with this person for the first time? (Approximately) | | N10C How old was this person? (Approximately) | | N10D How many times did this happen? | |
| | | | MALE | FEMALE | | | | ONCE | FEW | MANY |
| | a | FATHER/ MOTHER | 1 | 2 | | | | 1 | 2 | 3 |
| | b | STEPFATHER/ STEPMOTHER | 1 | 2 | | | | 1 | 2 | 3 |
| | c | FATHER/ MOTHER OF HUSBAND | 1 | 2 | | | | 1 | 2 | 3 |
| | d | BROTHER/ SISTER | 1 | 2 | | | | 1 | 2 | 3 |
| | e | ANOTHER FAMILY MEMBER | 1 | 2 | | | | 1 | 2 | 3 |
| f | SOMEONE AT WORK | 1 | 2 | | | | 1 | 2 | 3 | |

| | | | | | | | | | |
|------------------|---|--|----------------|---------------------------|----------------------|----------------------|----------------------|----------------------|-----|
| | g | FRIEND/ AQUAIANTANCE | 1 | 2 | <input type="text"/> | <input type="text"/> | 1 | 2 | 3 |
| | h | RECENT AQUAIANTAINCE | 1 | 2 | <input type="text"/> | <input type="text"/> | 1 | 2 | 3 |
| | i | STRANGER | 1 | 2 | <input type="text"/> | <input type="text"/> | 1 | 2 | 3 |
| | j | TEACHER | 1 | 2 | <input type="text"/> | <input type="text"/> | 1 | 2 | 3 |
| | k | DOCTOR/ HEALTH STAFF | 1 | 2 | <input type="text"/> | <input type="text"/> | 1 | 2 | 3 |
| | l | PRIEST/ RELIGIOUS LEADER | 1 | 2 | <input type="text"/> | <input type="text"/> | 1 | 2 | 3 |
| | m | POLICE/ SOLDIER | 1 | 2 | <input type="text"/> | <input type="text"/> | 1 | 2 | 3 |
| | n | FIANCÉ/ HUSBAND WITH A MARRIAGE CONTRACT ONLY (don't live together) | 1 | 2 | <input type="text"/> | <input type="text"/> | 1 | 2 | 3 |
| | o | ANOTHER PERSON (Specify): ----- | 1 | 2 | <input type="text"/> | <input type="text"/> | 1 | 2 | 3 |
| Questions | | | Answers | | | Answer code | | Move to | |
| N11 | During any of the instances you mentioned before of sexual acts that happened before you were 18 years old, did this person put his penis or something else into your vagina, your backside (anus), or mouth? | | | YES | | | 1 | | |
| | | | | NO | | | 2 | | |
| | | | | DON'T KNOW/DON'T REMEMBER | | | 98 | | |
| | | | | REFUSED/NO ANSWER | | | 99 | | |
| N12 | How old were you when you first had sexual intercourse? (IF NECESSARY: WE DEFINE SEXUAL INTERCOURSE AS ORAL, VAGINAL OR ANAL PENETRATION) | | | AGE IN COMPLETED YEARS | | | <input type="text"/> | <input type="text"/> | N17 |
| | | | | NOT HAD SEX | | | 1 | | |
| | | | | REFUSED/NO ANSWER | | | 99 | | |
| N13 | How would you describe the first time you had sexual intercourse? Would you say that you wanted to have sex, you did not want to have sex but it happened anyway, or were you forced to have sex? | | | WANTED TO HAVE SEX | | | 1 | | |
| | | | | NOT WANT BUT HAD SEX | | | 2 | | |
| | | | | FORCED TO HAVE SEX | | | 3 | | |
| | | | | DON'T KNOW/DON'T REMEMBER | | | 98 | | |
| | | | | REFUSED/NO ANSWER | | | 99 | | |
| N14 | | | | PARTNERS | | | <input type="text"/> | <input type="text"/> | |

| | | | | |
|-----|--|--|--------------------|----------------|
| | The number of sexual partners women have had differs a lot from person to person. Some women report having had 1 sexual partner, some 2 or more, and others report 50 or more. In your life, how many different men have you had sex with? (If there is a need for probing: approx; I do not need to know the exact number in countries with a high risk of HIV/AIDS) | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| | | PARTNERS | | |
| N15 | IF SHE MENTIONED ONLY ONE PARTNER IN N14; ASK: Did you have sex in the past 12 months? If YES, ENTER "01"/If NO, ENTER "00" IF MORE THAN ONE PARTNER IN N14; ASK: with how many of these men did you have sex in the past 12 months? (INCLUDE CURRENT PARTNER IN TOTAL) | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| | Questions | Answers | Answer code | Move to |
| N16 | The first time you had sexual intercourse, was this with your (future) husband/partner, or was it with someone else? IF SOMEONE ELSE: Was he your age or was he older? | (FUTURE) HUSBAND/PARTNER | 1 | |
| | | SOMEONE ELSE MORE OR LESS THE SAME AGE | 2 | |
| | | SOMEONE ELSE WHO WAS OLDER | 3 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |
| N17 | When you were a child (before the age of 18), was your mother hit by your father (or her husband, boyfriend or lover)? | YES | 1 | |
| | | NO | 2 | |
| | | MY PARENTS DIDN'T LIVE TOGETHER | 3 | |
| | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | REFUSED/NO ANSWER | 99 | |

| | | | | | |
|-----|---|--|---------------------------|----|------------|
| N18 | Before you were 18 years old, did anyone in your family ever: | | YES | NO | DON'T KNOW |
| | a | Slap or spank you (with hand)? | 1 | 2 | 98 |
| | b | Beat or kick you or hit you with fist? | 1 | 2 | 98 |
| | c | Hit you with a belt, stick, broom or something else? | 1 | 2 | 98 |
| | d | Tie you up with a rope? | 1 | 2 | 98 |
| | e | Other (specify): ----- | 1 | 2 | 98 |
| N19 | Before the age of 18, have you been continuously cursed, or humiliated by someone in your family? | | YES | 1 | |
| | | | NO | 2 | |
| | | | DON'T KNOW/DON'T REMEMBER | 98 | |
| | | | REFUSED/NO ANSWER | 99 | |

C. COMPLETING AND CONCLUDING THE INTERVIEW

| | | |
|---|--|---|
| Z01 | <p>We have now finished the interview. Is there anything else that happened to you and that I have not asked? Do you have any comments, or is there anything else you would like to add?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | |
| Z02 | <p>I have asked you about many difficult things. How has talking about these things made you feel?</p> <p>WRITE DOWN ANY SPECIFIC ANSWER GIVEN BY THE RESPONDENT</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <p>GOOD/BETTER.....1 BAD/WORSE.....2 SAME/ NO DIFFERENCE.....3</p> |
| ENDING ONE - IF RESPONDENT HAS DISCLOSED PROBLEMS/VIOLENCE | | |
| Z03 | <p>I would like to thank you very much for helping us. I realize that these questions may have been difficult for you to answer, but it is only by hearing from women themselves that we can really understand their experiences of violence.</p> <p>From what you have told us, I can tell that you have had some very difficult times in your life. No one has the right to treat someone else in that way. However, from what you have told me, I can also see that you are strong and have survived through some difficult circumstances.</p> <p>Here is a list of organizations that provide support, legal advice and counselling services to women in STUDY LOCATION. Please do contact them if you would like to talk over your situation with anyone. Their services are free, and they will keep anything that you say confidential. You can go whenever you feel ready to, either sooner or later on.</p> | |

| ENDING TWO - IF RESPONDENT HAS NOT DISCLOSED PROBLEMS/VIOLENCE | |
|--|--|
| | <p>I would like to thank you very much for helping us. I realize that these questions may have been difficult for you to answer, but it is only by hearing from women themselves that we can really understand their experiences in life.</p> <p>In case you ever hear of another woman who needs help, here is a list of organizations that provide support, legal advice and counselling services to women in STUDY LOCATION. Please do contact them if you or any of your friends or relatives need help. Their services are free, and they will keep anything that anyone says to them confidential.</p> |
| FIN | RECORD TIME OF END OF INTERVIEW: HH: MM [] [] : [] [] |
| Z04 | <p>Field worker's comments [when interview is completed and in the absence of the respondent]</p> <hr/> <hr/> <hr/> <hr/> |
| Z05 | <p>Was anybody else than the respondent present at the interview?</p> <p>YES.....1</p> <p>NO.....2</p> <p>IF YES, INDICATE HOW MANY PEOPLE, WHO THEY WERE AND APPROXIMATE AGE:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Z06 | <p>Do you have the impression that the answers were truthful?</p> <p>YES.....1</p> <p>NO.....2</p> <p>IF NO, PLEASE SPECIFY WHICH QUESTION(S) AND WHY?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

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|-----|--|
| Z07 | <p>Did you detect any specific problems with the wording or translation?</p> <p>YES.....1</p> <p>NO.....2</p> <p>IF YES, PLEASE SPECIFY WHICH QUESTION(S)?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Z08 | <p>Was is it difficult to obtain answers on questions about frequency of violence?</p> <p>YES.....1</p> <p>NO.....2</p> <p>IF YES, PLEASE SPECIFY WHICH QUESTION(S)?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| Z09 | <p>Do you feel that some questions were missing?</p> <p>YES.....1</p> <p>NO.....2</p> <p>IF YES, PLEASE SPECIFY WHICH QUESTION(S)?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

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| Z10 | Any other comments? |
|-----|---------------------|

Notes:

IF MORE THAN ONE HOUSEHOLD IN SELECTED DWELLING: FILL OUT SEPARATE HOUSEHOLD FORM FOR EACH ONE.

Only one woman per household can be interviewed. The way it will be done depends on sampling strategy and vehicle survey. The household selection presented here is an example of a possible way to select one eligible woman in a household (as used in the WHO multi-country study). This is not part of the questionnaire.

II. Instruction Manual: Question by Question

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The questionnaire contains questions on partner violence first, followed by questions on non-partner violence; however, for some contexts (as well as in test situations) it might be desirable to administer the non-partner questions before the partner-related questions.

In the questionnaire, boldfaced characters are used in words/sentences that should not be read and are instructions for interviewers.

Instructions in **BOLD** and *ITALIC* refer to questions that might need to be adapted depending on the country's situation.

For more information on the questionnaire structure, refer to the Instruction Manual for Field Workers (chapter III).

A. Household Form

Section I (DC): Household characteristics

Ethical and safety considerations require that the survey questions never be asked for more than one woman in the household.

The selection method used in the WHO study includes domestic workers, lodgers and long-term visitors in the household. This is to ensure that women living outside their own household are not excluded from the survey.

The objective of filling the Eligible Woman Selection Form (DC03) is to find a suitable female respondent, i.e. any female adult member of the household capable of providing the information required to fill in the VAW questionnaire. If an adult is not available at the time of the visit, do not interview a child, but go to the next household in your sample, and revisit this household later.

Once you have introduced yourself and explained the purpose of your visit, you are ready to begin the interview. (Be sure to read the introductory sentence at the top of the page before starting the question).

Hello, my name is _____. I am visiting your household on behalf of CENTRE FOR SURVEY. We are conducting a survey in STUDY LOCATION to learn about SAFE NAME OF THE SURVEY (e.g. women's health and life experiences or women's living conditions – never to be named violence against women survey).

➤ Question DC01: Total number of people in household

This question is used to ascertain how many people live in the household. (A household is defined as a person or group of related or unrelated persons that usually live and eat together in the same dwelling unit. This is not the same as a family, which includes only people who are related and who live in one house).

For the purpose of the study, a member of the household is any person who:

- Usually lives in the household.
- Is visiting the household AND has been sleeping there for at least 4 weeks.

- Is working as a domestic worker in the household AND usually sleeps there for at least 5 nights a week.

Note that the definition of household has been expanded to ensure that women who are currently not in their own home (i.e. those visiting for at least 4 weeks) or who work and stay most of the week in this household (i.e. domestic workers sleeping there at least 5 nights per week) will have a similar chance of being selected and included in the study as usual household members.

You should use the probes provided to check that the total that you record includes all people who live in the same household, irrespective of whether or not they are related. In this total, you should include children, lodgers, domestic workers and other people who fulfil the criteria specified above.

[These selection criteria for members who belong to the ‘household’ (including live-in domestic workers and long-term visitors – as used in the WHO study) may not be feasible for surveys on other subjects].

➤ **Question DC02: Sex of the head of household**

This question asks about the sex of the head of household (female/male) who is responsible for it, irrespective of whether she/he is currently present in the household or not. It is up to the respondent to define who the head is. This person may be appointed based on age (older) or economic status (primary provider). In some cases, a couple may share responsibilities equally, and will not want to specify one person over another. In such cases, you should mark “BOTH”. If only one person is living alone, record the sex of this person, as the information from this question will be used as a reference to which to relate the other members of the household (refer to question DC03).

➤ **Question DC03 column (A): Line Number**

This column contains a number for each girl and woman listed as members in the household.

➤ **Question DC03 column (B): Listing female household members**

Document the first names of all females in the household, irrespective of their age or marital status in column (B).

For this, you need to record the first name of all females in the household, irrespective of their age or marital status and each woman is allocated a row. As your respondent lists the names, write them down, one in each row in column (B) of the table. It is not necessary to have the full names of the females in the household if you can refer to each of them individually. When you have written all the names, you need to make sure that you have included everyone that should be listed.

After you have made a complete list of names, girls and women in the household, start with the female listed in line (1) and move across the page, asking her the listed questions to complete all

the information horizontally starting from column (C) to column (F), for the woman in line (1); then move to the woman listed in line (2), and so on.

➤ **Question DC03 column (C): Relation to the head of the household**

The question (What is the relationship of NAME to the household head?) aims to know the relationship of the NAME to the head of the household. To record the relationship of the woman listed in the table to the head of the household, you should use the codes listed at the bottom of the table and write down the number of the appropriate answer of the relationship of each female of the household members listed to the head of the household (such as Wife/Daughter/Mother/Granddaughter, etc.). Be particularly careful in doing this if the respondent is not the head of the household; in this case, the relationship might be given to them, not to the household head. Make sure that you record the relationship of each person to the household head, not their relationship to the respondent. If the third woman listed is the daughter-in-law of the head of the household, you should record code (04) on the third line in column (C).

If the respondent has identified that both a man and a woman are joint heads of the household, write down the relationship of each female listed to the male head of household. If the head of the household is married to a woman who has a daughter from a previous marriage that girl's relationship to the head of the household should be coded Adopted/Foster/Stepdaughter (code 11). If only one man is living alone, this list will be empty. Note that in such a case, you will still have to complete the household characteristics.

➤ **Question DC03 column (D): Usual residence of the woman**

This question inquires whether the woman usually lives in the household or not. We say that every woman who usually lives in the household is a member of it. (You should follow the criteria that have been set for the survey as mentioned above). Circle code (1) if the answer is (Yes) (If the woman usually lives in the household, or if the woman is a visitor who has stayed in the household during the last 4 weeks, or if the woman is a domestic worker who sleeps in the household at least 5 nights per week), and circle code (2) if the answer is (No).

➤ **Question DC03 column (E): Age in completed years**

You should obtain each woman's age in completed years, that is, the age at the time of the last birthday, omitting fractions of years. For example, if a woman is 40 years and eight months old, record 40 years, and if the girl is less than one year old (for example 9 months - record 0). You must record the age, even if it is only your best estimate. If you have difficulty in obtaining the ages of the females in the household, use the methods described in appendix I on the age of the respondent to probe for the correct age.

➤ **Question DC03 column (F): Eligibility of respondent to be interviewed**

This question inquires the eligibility of a woman to be interviewed. The eligible woman is any woman aged 15 years and older (the maximum age group shall not be less than 49 years) who has (1) circled in column (D) headed residence (thus they must either normally live in the household, or be a visitor who has slept in the household for at least the past 4 weeks or be a domestic worker who sleeps for at least 5 days a week in the household).

It is very important not to lose sight of this question when filling out the household list; in some cases, you may find it difficult to decide whether a woman is eligible or not.

Using the existing information in column (D) headed residence and column (E) for age, circle code (1) (Yes) in column (F) on eligibility if a woman is eligible for an interview using the VAW questionnaire and circle code (2) (No) if she is ineligible.

Examples to find out whether a woman is eligible or not

- A 25-year-old female visitor has been staying in the house for 1 week. (She is not eligible for the interview).
- A 20-year-old daughter of the head of the household spent the previous night at her sister's house. (She should be counted as a household member and should be on the individual women list of the household members, and she is eligible for the interview).
- A 48-year-old wife of the male head of household has been away for 2 weeks. (She is eligible for the interview).
- A 17-year-old female friend of the household has been staying with the household for 5 weeks, but she is out buying food when you visit. (She is eligible for the interview).
- An unmarried, 30-year-old woman lives with her 50-year-old mother. (She is eligible for the interview, even if she has never been married, or been with a man).
- A 40-year-old domestic worker living in the household, but usually returns to see her family at the end of each week (one night). (She is eligible for the interview).
- A 40-year-old domestic worker lives in the household but usually returns to see her family each week (for 2 nights) (She is not eligible for the interview).

In some households, there will be no eligible respondents (i.e. there will be no usual household members or long-term visitors who are women of 15 years and older). See below at the end of the Household Form (say: I cannot continue as I must conduct the interview with women over the age of 15, thanks for your help).

If there is more than one eligible woman to interview in one household:

For safety reasons, we are only interviewing one woman per household, to ensure that the topic of the interview does not become widely known. In situations where there is more than one eligible respondent, one woman will be randomly selected for the interview. It is, therefore, important to use a method that will ensure that the random nature of the selection will be apparent to household members. One common way to do this (lottery) is the following: Write down the Line Number of each of the eligible females on a small sheet of paper. Fold all these pieces of paper up and put them in a bowl. Mix the papers in the bowl and ask a member of the household to select one. The person chosen is the woman you should interview. This method is not suitable in some areas where the date of birth is not known for every woman. In this case, an alternative method could be used to select the eligible woman who will be the first to celebrate her birthday after the day of the interview. You should circle the line number of the person chosen. (Random selection can be made like this or any other method such as first birth date or Kish table).

If the person selected is not available, do not select a substitute for her, but rather make an appointment to re-visit to conduct the interview. (You will need to make at least two additional visits to try to hold the interview). If it is not at all possible to interview the selected woman, you should indicate this on the questionnaire by using the appropriate result code. You should never replace a selected eligible woman by another eligible woman

Special situations

If there are more than 10 female household members

If you interview a household that has more than 10 female members, indicate this at the bottom of the list of household members. Take a fresh/new Eligible Woman Selection Form and fill in the same household identification code on the top of the page and write "CONTINUATION" at the top. Then on the second Eligible Woman Selection Form, change the line number (1) to (11), and if necessary, change line (2) to (12) etc. and then write the information of the additional female household members, making sure that the eligible females on the second list are included when you randomly select one.

Two or more households living in the same dwelling

If the listing shows only one household in the dwelling but, upon your arrival at that dwelling you find that two or three households are living there, you should complete a separate Eligible Woman Selection Form for each of these households. For example, the Eligible Woman Selection Form could be numbered HH 1 and HH 2, etc., and on each form indicate, as explained above, the females living in those households and the ones eligible for the interview.

After completion of the forms, select one respondent at random from all eligible women in all households in the dwelling. To do so, each of the ballots (pieces of paper) that will be used for

randomly selecting the eligible woman must contain both the line number of the eligible woman and the household number.

Illustrative example: If the two eligible women in the household (1) are those numbered with line (2) and (4) and the eligible woman in household (3) is numbered with line (1), while household (2) has no eligible women, the ballots could be marked as follows: HH1-2, HH1-4 and HH3-1. After selecting one respondent, no other respondent will be selected from any of the remaining households within the dwelling, even if they contained one or more eligible women. The rest of the questionnaire is completed only for the selected woman. She is then interviewed with the women's questionnaire. Mark the individual forms clearly to avoid confusion; e.g. you should write on the Eligible Woman Selection Form for the second household the following: (two households in the same dwelling, the respondent was chosen from the other household); you should inform the supervisor later.

Mistakes in completing the list

If you make a mistake in completing the list of female household members (question DC03), and you need to remove one or more people (for example, when you discover that the list of persons you entered included a man or a female who does not belong to the household), you should cross out this person. It is important, however, that you subsequently renumber the lines (numbers in column A) so that they remain consecutive.

Illustrative example: You have entered 5 persons, on lines 1,2,3, 4 and 5. You discover afterwards that line (2) is the son of the head of household. Since only female members of the household should be included in the list, you should cross out that person and then renumber the female members 3, 4 and 5 so that they become 2, 3 and 4. The last number should always correspond with the total number of female household members entered in the list, and you should be careful when you later complete the administration sheet for the line number of the selected female respondent so as to enter the corrected line number.

No eligible woman in the household

If you have been convinced that there are no eligible women in the household, explain to the person who provided you with the information on filling out the Eligible Woman Selection Form that you can only continue if there is a female household member aged 15 years or older or a visitor who has slept in the household for at least the past 4 weeks or be a domestic worker who sleeps for at least 5 days a week in the household. Thank him/her for the assistance provided and finish the interview here. Inform the supervisor and proceed to the next household. (Whether the interview ends here or not depends on the purpose of the main survey).

Section II (HC): Housing characteristics and household property

This section aims to know the housing conditions and economic situation of the household, i.e. income, financial needs and its ability to spend.

➤ Question HC01: What is the type of housing unit in which the family resides?

Question (HC01) asks about the type of housing unit in which the family lives in and the answer includes one of the following items (villa, house, apartment, separate room, tent, caravan). Circle code (1) if it is a (villa), code (2) if it is a (house), code (3) if it is an (apartment), code (4) if it is a (separate room), code (5) if it is (tent), and code (6) if it is a (caravan). If the respondent's answer is different from the existing answers, circle code (7) and write down what she mentions in detail.

➤ Question HC02: What is the type of dwelling?

Question (HC02) asks about the type of dwelling. Circle the code corresponding to the answer given by the respondent. Circle code (1) if it is owned, i.e. the dwelling is family-owned, code (2) if the answer is (rent unfurnished), code (3) if the answer is (rent furnished), code (4) if the answer is (free of charge) in the sense that the dwelling is owned by an individual (e.g. the father of the respondent) but the respondent, for example, resides permanently in it, and code (5) if the answer is (in return for work), meaning that the employer has provided housing for the individual during the service period; but if the respondent's answer is different from the existing answers, circle code (6) and write what she mentions in detail.

➤ Question HC03: Sex of the dwelling holder

The question aims to know the sex of the dwelling holder. Circle code (1) if the dwelling holder is a male, and code (2) if the dwelling holder is a female; but if they are both the dwelling holders, circle code (3).

➤ Question HC04: Are the following goods and services available in the household?

This question inquires about the availability of goods, services and appliances in the household such as an electric refrigerator, washing machine, etc., or whether the family has a means of transportation as a private car or a means of communication such as a smartphone, etc. Read the goods/services listed in the table, item by item, to the respondent. Circle the code corresponding to the answer given by the respondent for each of the items: code (1) if the answer is (Yes) or code (2) if the answer is (No).

- **Question HC05: How many hours the electricity was available daily in the dwelling over the past month?**

This question is optional and inquires about the number of hours the electricity was available daily in the dwelling over the past month. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (less than 8 hours), code (2) if the answer is (8–16 hours), code (3) if the answer is (17–23 hours), and code (4) if the answer is (24 hours).

Questions HC06–HC09 are related to household economic characteristics

- **Question HC06: For the past month, how much did your family spend on various goods and services?**

This question inquires about the household monthly expenditure over the last month on various goods and services (such as food, clothing, housing, various bills, education, health, etc.). Circle the appropriate code for each answer given by the respondent. If she answers (don't know/don't remember) circle code (98), and if (she refuses to answer or there is no answer), circle code (99).

- **Question HC07: What do you think is the total amount your household needs per month to meet the basic needs and requirements of living (such as food, clothing, housing, various bills, education, health, etc.)?**

This question aims to find out the respondent's estimate of the amount the household needs per month in order to meet the basic needs and requirements of life (such as food, clothing, housing, various bills, education, health etc.). The estimated amount must be recorded in the boxes assigned to it from the right side, where zero is recorded inside the empty boxes on the left. For example, if the total amount estimated by the respondent is "5000", it is codified as follows:

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| 0 | 5 | 0 | 0 | 0 |
|---|---|---|---|---|

If it is impossible to obtain an answer from the respondent, register (-) in the boxes.

- **Question HC08: To what extent do you think your household's income is sufficient to cover your household's daily needs (such as food, clothing, housing, various bills, education, health, etc.)?**

This question inquires about whether the household's income is sufficient to cover their daily needs (such as food, clothing, housing, health, education, various bills, etc.) from the respondent's point of view. Circle the code corresponding to the answer given by the respondent: code (1) if (income is higher than our basic needs), code (2) if (income is less than our basic needs), and code (3) if (income is equal to the cost of our basic needs) (barely). Circle code (98) if the respondent answers (don't know), and code (99) if she (refuses to answer or there is no answer).

- **Question HC09: In general, do you consider the economic situation of your household: very poor, poor, average, good, very good, or excellent?**

This question aims to find out the opinion of the respondent on the economic situation of the household. Circle the code corresponding to the answer given by the respondent: code (1) if the respondent considered the household's economic situation (very poor), code (2) if (poor), code (3) if (average), code (4) if (good), code (5) if (very good), and code (6) if (excellent). If the respondent answers (don't know), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

B. Individual Consent Form for Eligible Women

The respondent's consent

Obtaining the consent of the respondent is a very important part of the questionnaire. All girls and women who receive the questionnaire should participate of their own free choice, and not be forced or pressurized in any way to do so. The individual consent procedure gives the potential respondent information about the questions in the questionnaire. It provides her with the opportunity to ask any questions, and to decide whether or not she wants to be interviewed (for the purposes of this questionnaire).

As part of the consent procedure, it is important that you carefully read out the exact wording printed in the Individual Consent Form for Eligible Women scripted at the beginning of the questionnaire. Once the reading is completed, the woman is asked if she has any questions, and her questions should be answered in the best way possible.

Some questions that are often asked, and appropriate answers to them are listed below:

[Questions may be added or modified depending on the main survey]

- **How was I picked to be part of the survey/how did you get my name?**

We do not have or need your full name. Your house was picked by chance from a list of all the households in your community. Your name was picked out by chance, from a list of all the eligible girls and women in your household, meaning that the selection is nothing more than entirely coincidental.

- **How do I know that this is private/confidential?**

We do not have your full name, and we will not write any full name on the questionnaire. Individual answers will not be singled out. Everyone working on this project must follow strict guidelines not to disclose what people tell us during the interview.

- **How will the results be used?**

The information from the survey will be presented to policymakers to help them know and understand the problems girls and women face. It can also be used to advocate for improved services for women.

- **What is the purpose of this survey/study?**

The survey [**use the survey safe name**] aims to learn more about life experiences and safety of girls and women.

[Provide the woman with words that enable her to explain the survey to members of her household].

- **How long will that take?**

The interview should take about an hour. You can end the interview at any time you want, but we hope you complete it.

[Provide the average duration based on the pilot test].

Once you have answered any questions the respondent poses, she is required to agree to be part of the survey.

(For the field worker: Do not provide any information in addition to the standardized answers. If there are questions you cannot answer, or if your answer does not satisfy the respondent, call the survey supervisor).

If the respondent refuses to be interviewed

[Some countries may require that the respondent signs the Individual Consent Form for Eligible Women, whether or not the woman agrees to be interviewed. This is to certify that you have read the consent procedure to the participant. This is an important way to protect both yourself and your supervisors from any potential allegations that the person was pressurized to take part in the survey].

Thank her for her time and record her refusal [this could be on the Individual Consent Form for Eligible Women, the administration sheet, or the field survey]. Write down any of the reasons given by the respondent to explain why she does not want to be interviewed. It is very important that you do this so that we can understand the reasons why some women do not want to be interviewed and see the influence that might affect the study findings.

In case the respondent agrees to be interviewed

Ask the respondent (whether now is a good time and place to talk), find a place that has privacy to conduct the interview with her (you must speak in private), and ask her whether there is anywhere that she would like to go to. If you cannot find a private place to conduct the interview, ask her if it would be better if you return later, and schedule a time to meet her. It may be necessary to agree

with the respondent on a code word or procedure to change the topic of conversation when somebody comes in while the interview is taking place.

(For the field worker: Do not start the interview unless you find somewhere private to talk).

Specific data for the visit

The start time of the interview is written by the hour and minute in the allotted square.

Section III (W): Background of the respondent

Questions in this section are specific to the respondent

➤ **Question W01: What is your date of birth (day, month and year that you were born)?**

This question aims to determine the date of birth of the respondent; it is recorded by day, month and year in the designated boxes and official documents can be used in case the respondent does not know the dates. These documents are (identity card, birth certificate or the like). If the respondent does not know the month or the day or the year of her birth and there is no document that specifies her date of birth, write (-) inside the box for the month, similarly for the day and the year. Circle code (98) if the respondent answers (don't know or don't remember), and code (99) if she (refuses to answer or there is no answer). You should check later whether the information gathered on the date of birth in the questionnaire corresponds to the information on age in the Eligible Woman Selection Form.

➤ **Question W02: How old are you? (Age in completed years)**

This question aims to express the age of the respondent in completed years. Her age should be determined in completed years, i.e. by omitting the fraction of the current year; in other words, her age on her last birthday is recorded in the assigned boxes. If it is difficult to obtain the age of the respondent, probe for the correct age. Review the age with the date of birth and correct it if necessary.

➤ **Question W03: What is your religion?**

This question is aimed at identifying the religion of the respondent. Place a circle around the code corresponding to the respondent's answer: code (1) if the respondent states that she is (without religion), code (2) if her religion is (Islam), and code (3) if the respondent states that she is (Christian). If her answer differs from the existing answers, circle code (4) and write what she mentions in detail; but if she answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question W04: What is your nationality?**

This question aims to determine the main nationality of the respondent. Write the respondent's answer in code (1) designated for determining nationality; but if she answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- **Question W05: How long have you been living in this neighbourhood? (neighbourhood in which she resides in)**

The purpose of this question is to know how long the respondent has been living in the neighbourhood she resides in. Write the duration mentioned by the respondent in years in the assigned boxes. If the respondent mentions that she has been a resident in this neighbourhood for a period of less than a year, write (00), and place a circle around code (0).

| | |
|---|---|
| 0 | 0 |
|---|---|

Circle code (1) if the respondent reports that she has (lived all her life in this neighbourhood), and code (2) if she reports that she is a (visitor (at least 4 weeks in the household)); but if she answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- **Question W06: How safe do you feel walking alone in your area/neighbourhood?**

This question asks if the respondent feels safe walking alone in her area/neighbourhood. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (very safe), code (2) if the answer is (fairly safe), code (3) if the answer is (very unsafe), and code (4) if the answer is (I never walk alone after dark). If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- **Question W07: Do any of your family of birth live close enough that you can easily see/visit them?**

This question asks about the residence of a first-degree family member (husband, children, father, mother) near her household so that she can see them or visit them easily. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (Yes), code (2) if the answer is (No), and code (3) if she reports that she (lives with her family of birth). If the respondent answers (don't know or don't remember) circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

- **Question W08: How often do you see or talk to a member of your family of birth? Would you say daily, at least once a week, once a month, once a year, or never?**

The purpose of this question is to know how often the respondent sees the members of her family of birth or speaks to them. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (daily), code (2) if the answer is (at least once a week), code (3) if the answer is (at least once a month), code (4) if the answer is (at least once a year), and code (5) if the answer is (never (hardly ever)). If the respondent answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

- **Question W09: When you need help or have a problem, can you usually count on members of your family of birth for support?**

The objective of this question is to find out whether the respondent can count on a member of her family of birth if she has a problem or if she needs help. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (Yes), and code (2) if the answer is (No). If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- **Question W10: Did you use a mobile phone in the past 3 months?**

This question aims to find out if there are barriers that prevent women from obtaining a mobile phone. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (Yes), i.e. she used a mobile phone in the past 3 months, and code (2) if the answer is (No), i.e., she did not use a mobile phone. If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- **Question W11: Have you ever attended school?**

This question aims to find out if the respondent has previously attended school or not. Circle the code corresponding to the answer given by the respondent: code (1) if the respondent (attended school), and code (2) if she (has never attended school). If the respondent answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99). If a circle is placed around code (2), (98) or (99), skip to question W13.

- **Question W12a: What is the highest level of education you achieved?**

The purpose of this question is to know the highest level of education achieved by the respondent. What is meant by the highest level of education is having completed a stage and received a certificate. Circle the code corresponding to the answer given by the respondent and write the year: code (1) if the answer is (primary certificate), code (2) if the answer is (secondary certificate), and code (3) if the answer is (tertiary certificate and above). If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99). If a circle is placed around code (98) or (99), skip to question W13.

- **Question W12b: What is the number of schooling years [locally specified coding]?**

The purpose of this question is to record the number of years spent by the respondent in formal education schools. Record the studying period in years in the designated boxes. If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99). In both cases move to section IV on "Marital status (relationship with husband/partner)".

➤ **Question W13: Do you read and write?**

The purpose of this question is to determine the respondent's literacy, i.e. knowledge of reading and writing. Circle code (1) if the respondent answers that she (reads and writes), code (2) if she (reads only), code (3) if she (doesn't read and write); but if the respondent answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

Section IV (R): Marital status (relationship with husband/partner)

The questions in this section aim to collect information on the respondent's current and past partnerships and the nature of these partnerships. The indicators of marital violence (fiancé/boyfriend) all converge around the assumption of a permanent relationship and the ever-partnered woman as the denominator. The partnership concept should be wide to cover all girls and women at risk of violence and to include married, cohabitating and regular dating (this usually implies, but not necessarily, the presence of a consistent sexual relationship), excluding occasional/sporadic dating. It should be noted that the inclusion of dating relationships may not be appropriate in all countries because of different customs, traditions and cultures. For example, it may not be appropriate to ask questions on sex to non-married women; or the engaged woman is required to never spend time alone with her fiancé until they are married.

[Partnership questions may need to be adapted for the country's specific situation. In most countries, only male partners will be included. Generally, same-sex relationships are not included because of the sensitivities towards asking questions on same-sex relationships].

[Some countries may decide to adapt the questionnaire to include same-sex boyfriend violence and include a question on the sex of the partner. It should also be realized that proportions may be too small to be analysed separately].

➤ **Question R01: Are you currently married (have a partner)? living together?**

IF NOT: are you currently involved in a relationship with a fiancé/marriage contract or a boyfriend without living together?

The purpose of this question is to record the status of the respondent at the time of the interview. Ask her (are you married (do you have a partner) or have a relationship with a fiancé/marriage contract or a boyfriend). Circle the code corresponding to the answer given by the respondent (her opinion in her status rather than her official or legal marital status should be recorded). In this manual and the questionnaire, "marriage" refers to formal unions, and "other partnership" refers to informal unions.

[For most countries] the options are:

(1) Currently married/has a partner (living together/not living together)

With regard to formal marriage unions, it is clear, in most cases, who is married and who is not. However, as we follow the opinion of the woman, a married woman who is separated from her partner will often not consider herself married, even if her marriage is officially not yet dissolved. In some countries, where the society is not tolerant of informal engagements, a woman who lives

together with a boyfriend may say that she is married, and in this case, circle code (1). In general, you should probe to find out what would be the most appropriate category, following the woman's opinion rather than the official marital status. If the woman reports that she is currently married and living together, circle code (1) and if she is currently married and do not live together, circle code (2). If you circle code (1) or code (2), skip to question R04.

(2) Currently has a fiancé or a boyfriend and not living together

Informal unions include an engaged woman/who currently has a regular boyfriend (with whom she has a sexual relationship) and does not live with him. This option does not include past relationships or casual sexual encounters, nor, as in some cultures, a woman who is engaged but does not see her partner until after the marriage. Circle code (3) and skip to question R04.

(3) Not currently married or has no partner

If a woman is not currently married or living with a man and is not involved in a (sexual) relationship, circle code (4) and continue with question R02a.

Alternative options depending on country

1. If many men are migrant workers outside the country

In some countries (in particular, those where many married men and women do not live together because one of the partners is a migrant worker), the woman may be currently married but she and her husband live apart in two separate places. To include this option, the questionnaire needs the following modifications:

- Add this option to this question (e.g. as option 5); then skip to question R04;
- Throughout the interview, the respondent will be asked the same questions as any other currently married woman.

2. If dating relationships are not common

Some countries may opt not to include the option of "currently having a regular dating partner" (linked to a relationship with a man and living separately) because dating relationships are not common or not socially acceptable. Even if a woman has a regular partner (with whom she has a sexual relationship), she will probably not report this. Thus, it may be decided that most of the partnership questions and the questions on violence by the husband/partner should not be asked of women who have a regular boyfriend (not living together).

➤ Question R02a: Have you ever been married or lived with a partner?

Note: This question is not addressed to currently married women (or who have a partner) even if they were previously ever married (or had a partner).

The question aims to know whether the woman has previously (ever) been married or lived in a relationship with a partner. Circle the code corresponding to the answer given by the respondent:

code (1) if the respondent was (previously married), and code (2) if she (has previously lived with a partner without marriage) that is, she has a regular partner. If you circled code (1) or (2), skip to question R03a. If the respondent never married or never lived with a partner, circle code (3) and skip to question R02b.

- **Question R02b: Have you ever been involved in a relationship with a man without living together (such as being engaged or dating)?**

The question aims to know whether the woman (at any prior time) had a dating relationship with a partner without living with him (engaged or dating). Circle the code corresponding to the answer given by the respondent: code (1) if she had formerly established an emotional relationship with a man without living with him, that is, she reported (Yes), and code (2) if she did not have a relationship with a man, that is, she stated (No). If she (refuses to answer or there is no answer), circle code (99). If you circled code (2) or (99), move to section V on “Financial status and work”.

- **Question R03a: Did the last partnership with a man end in divorce or separation, or did your husband/fiancé (partner) die?**

This question is asked to women who report that they are not currently married, (not engaged, not living with a man and not currently having a relationship), but they have been married (engaged or been in a relationship in the past).

The answer options for this question are:

- **Divorced:** An official break-up of a formal union with/marriage to a man. The divorce may have been obtained through the courts or been issued by a local religious or village leader.
- **Separated/broken up:** Unofficial break-up of a formal or informal union. A married couple may have separated and no longer live together but have not obtained a divorce in court.
- **Widowed/partner died:** Relates to a woman in formal or informal union whose partner has died.

Circle the code corresponding to the answer given by the respondent from code (1) to code (3), but if the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99). If a circle is placed around code (3), (98) or (99), skip to question R04.

- **Question R03b: Was the divorce/separation initiated by you, by your husband/partner, or did you both decide that you should separate?**

This question is directed to women who say they have divorced or separated to inquire about who made the decision to divorce or separate. Circle the code corresponding to the answer given by the

respondent: code (1) if the (respondent) is the person who decided to divorce or separate, code (2) if the decision to divorce or separate was taken by the (husband/partner), and code (3) if the decision was made (together, i.e. respondent and husband/partner). If the respondent's answer differs from the existing answers circle code (4), and record what the respondent says in detail; but if she answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question R04: How many times in your life have you been married and/or lived together with a man?**

This question is addressed to all women who had ever been married (or had an emotional relationship). Current partners are included, but each partner is counted only once. (In countries where it is common for a woman to divorce and remarry the same man several times, the question refers to the number of different husbands rather than the number of times married). The total number given should include the current partner, so this number cannot be zero.

- Married, all husbands are counted.
- Engaged or in a relationship/continuous relationship without living together, everyone is counted.

Record the number of times she was in a marriage or cohabitation with a man within the boxes assigned for that. If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question R04a: How old were you the first time you were married or lived together with a man?**

The purpose of this question is to inquire about the age of the respondent at first marriage, to find out about early marriages. Child marriage leads to harmful health, psychological, emotional, material and legal effects as the child's bride is not physically and psychologically ready to become a wife or mother. Early marriage usually results in early pregnancy, with far-reaching consequences for the health of young mothers and their children. Complications of pregnancy and childbirth are the leading causes of mortality. Early marriage is considered an impediment to girls' education, as it undermines the possibility to exercise their right to education; it also reduces the possibility of the wife's economic independence from her husband, and makes it difficult for her to get rid of unwanted marriage.

Record the respondent's age at first marriage in the boxes assigned to it in full years; the fraction of the year should be ignored. If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- **Question R04b: Did you have any kind of marriage ceremony to formalize the union? What type of ceremony did you have?**

This question is optional, and its purpose is to find out whether the respondent held a marriage ceremony at the first marriage and what kind of ceremony it was. Circle the code corresponding to the answer given by the respondent: code (1) if the respondent indicates that she (has had no marriage ceremony); code (2) if the marriage was (civil) (a marriage documented and registered in the Court that applies the Constitution and the law between two persons who are registered in the State civil records or are residents. It is based on the abolition of religious, sectarian and ethnic differences between the parties to the marriage); code (3) in the case of (religious marriage) (which is the common type among people of different faiths, and is defined as the marriage carried out according to the religious laws stipulated in the holy books of each religion and held in the presence of a priest, a sheikh, or an authorized official mandated by Shariah courts); code (4) in the case of (customary marriage) (which is a marriage concluded in the presence of two witnesses with or without a guardian, but not written in the official document by the authorized official). In case the respondent's answer differs from the existing answers, circle code (5) and write down what the respondent mentioned in detail.

The following questions are about the (current or most recent) respondent's husband.

- **Question R05: Do/did you live together (in the same home) with your husband/partner's family or relatives, or with your own family or relatives?**

The purpose of the question is to inquire whether the respondent lives or had lived with her husband/partner's family or relatives or with her own family or relatives. Circle the code corresponding to the answer given by the respondent: code (1) if she (doesn't live/didn't live with her own family or her husband's family), code (2) if she lives/lived (with his family), code (3) if she lives/lived (with her family) and code (4) if she lives/lived (with both his and her family). If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- **Question R06: Does/did your (current or most recent) husband/partner have any other wives while being married to you (having a relationship with you)?**

The phenomenon of polygamy should be noted here. The purpose of this question is to inquire if her (current or most recent) husband/partner had other wives during their marriage (or during their relationship). Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (Yes), and code (2) if the answer is (No). But if the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99). If you circled code (2), (98) or (99), skip to question R08.

➤ **Question R07: How many wives does/did he have (including yourself)?**

The purpose of this question is to inquire about the number of wives the current or most recent husband/partner has. It is addressed to the respondent who reported that her (current or most recent) husband/partner has other wives during their marriage (or during their relationship); the number you record in the box assigned for that must include her. If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question R08: Are/were you the first, second...wife?**

The objective of this question is to know the place of the respondent among wives, where the ordinal number is recorded in the boxes assigned for that. If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question R09: Who chose your (current or most recent) husband for you?**

The purpose of this question is to know the person who has chosen the respondent's (current or most recent) husband. Circle the code corresponding to the answer given by the respondent: code (1) in case the answer is (both the respondent and her husband chose), code (2) if the answer is (the respondent chose), code (3) if the answer is (the respondent's family chose), code (4) if the answer is (the husband chose) and code (5) if the answer is (the husband's family chose). If the respondent's answer is different from the existing answers, circle code (6) and record what the respondent mentions in detail. In the case the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question R10: Before the marriage with your (current or most recent) husband, were you asked whether you wanted to marry him or not?**

The purpose of this question is to ask whether the opinion of the respondent in marrying her (current or most recent) husband was taken, in order to determine the prevalence of forced/compulsive marriage. Forced/compulsive marriage is defined as a situation in which a party to the marriage has not fully consented to the marriage, usually accompanied by mental, psychological and physical coercion and compulsion by family members; it is a serious violation of human rights as it is contrary to the freedom of individuals.

Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (Yes), and code (2) if the answer is (No). If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

Section V (F): Financial status and work

The following questions cover detailed information on some indicators of women's economic empowerment, including the employment status to earn money, ownership of assets and property and the respondent's profits. Women's empowerment indicators are factors that affect women's vulnerability to violence on the one hand, while at the same time can change the impact of violence on women's lives.

- **Question F01: Please tell me if you own any of the following, either by yourself or with someone else:**

(For the field worker: Check if she owns it by herself or with others?)

This question inquires about the property the respondent may have (land, house, company, jewellery, etc.). Read the answering options listed in the table to the respondent item by item and mark the answer given by the respondent for each option by circling the corresponding code: code (1) if the answer is (owned by self), code (2) if the answer is (owned with others), or code (3) if the answer is (do not own); but if the respondent reports the existence of other properties that are not mentioned in the table, record and specify them in "Other property" (F01k).

- **Question F02: Do you earn money by yourself?**

The purpose of this question is to find out whether the respondent earns money by herself (i.e. works) or not. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (Yes), and code (2) if the answer is (No) and skip to question F04.

- **Question F03: What exactly do you do to earn money?**

This question is addressed to the respondent who reported that she earns money on her own, asking about her work from which she makes money (job, selling things and trading, seasonal work, childcare services, food preparation services or crops). Read the answering options listed in the table to the respondent item by item and mark the answer given by the respondent for each option by circling the corresponding code: code (1) if the answer is (Yes) or code (2) if the answer is (No); but if the respondent reports another job that is not listed in the table, record and specify it in "Any other job" (F03f).

- **Question F04: What is your regular or current activity status?**

This question aims to determine the economic activity status of the respondent. Circle the code corresponding to the answer given by the respondent: code (1) if her answer is (employee), code (2) if the answer is (employer), code (3) if she is (own-account worker), code (4) if she is (contributing family worker), code (5) if she is (unemployed looking for work (worked before)), code (6) if she is

(unemployed looking for work (never worked before)), code (7) if she is (income recipient and doesn't work), code (8) if she is a (student), and code (9) if she is (homemaker). If the respondent answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer) circle code (99). If you circled code (4), (5), (6), (8), (9), (98) or (99), skip to question F07.

For the field worker: Check questions R01 and F02 before continuing.

In question R01, if the woman is currently married (code (1) or (2)) or currently has a partner (fiancé or boyfriend) (code (3)); and in question F02, if the answer is (Yes) (code (1)), complete the rest of section V questions on "Financial status and work"; while if the answer is (No) (code (2)) in question F02, move to section VI on "Health".

If in question R01 the woman is currently unmarried or does not have a partner (code (4)), skip to section VI on "Health".

- **Question F05: Are you able to spend the money you earn as you wish? Or do you have to give all or part of the money to your husband/partner?**

The question aims to know whether the respondent can spend the money she earns as she pleases or has to give it all or part of it to her husband. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (for myself/own choice), code (2) if the answer is (giving part of it to the husband), and code (3) if the answer is (giving all of it to the husband). If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- **Question F06: Would you say that the money that you bring into the family is: More than what your husband/partner contributes? Or less than what he contributes? Or about the same as he contributes?**

This question aims to find out whether the money that the respondent contributes in the family is more or less than, or about the same as the money contributed by her husband. Circle code (1) if the respondent stated that she contributes money (more than the husband), code (2) if the answer is (less than the husband), and code (3) if the answer is (almost equal). If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- **Question F07: Do you have a bank or postal account?**

This question aims to find if the respondent has a bank or postal account. Circle the code corresponding to the answer given by the respondent: code (1) if the respondent reports (no, do not own), code (2) if she reports (yes, owned by self), code (3) if she reports (yes, shared with the husband), code (4) if she reports (yes, shared with a member of my family) and code (5) if she reports (yes, shared with another person not a relative). If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

Section VI (H): Health

This section sheds light on the experiences of girls and women with health problems and their reproductive health. It highlights the functional difficulties (study the impact of VAW for women with disabilities).

- **Question H01: In general, do you describe your overall health as excellent, good, fair, poor or very poor?**

This question aims to determine the opinion of the respondent about her health. Circle the code corresponding to the answer given by the respondent: code (1) if the respondent reports that her health is (excellent), code (2) if the answer is (good), code (3) if the answer is (fair), code (4) if the answer is (poor), and code (5) if the answer is (very poor). If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- **Question H02: Who usually makes decisions about your health care? You? Or your husband? Or you and your husband? Or someone else?**

This question asks about the person responsible for deciding on the health care of the respondent. Circle the code corresponding to the answer given by the respondent: code (1) if the respondent reports (that she is responsible for deciding on her health), code (2) if the answer is (my husband/partner), code (3) if the answer is (both (my husband/partner and I)), and code (4) if the answer is (another person) decides on her health care.

- **Question H03: Where is the main source of water located?**

This question inquires about the location of the main source of water. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (in own dwelling), code (2) if the answer is (in own yard/plot), and code (3) if the answer is (elsewhere). If a circle is placed around code (1), skip to question H05.

- **Question H04: How long does it take for you to get water, and come back?**

This question inquires about the time it takes the respondent to get water from a place outside her own dwelling and return. Record the time in minutes in the boxes assigned to it. If the respondent answers (don't know/don't remember), circle code (98).

- **Question H05: Where is the toilet facility located?**

This question inquires about the location of the toilet facility. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (in own dwelling), code (2) if the answer is

(in own yard/plot), and code (3) if the answer is (elsewhere). If a circle is placed around code (1), skip to question H07.

➤ **Question H06: How long does it take for you to go to the toilet, and come back?**

This question inquires about the time it takes the respondent to go to the toilet outside her own dwelling and return. Record the time in minutes in the boxes assigned to it. If the respondent answers (don't know or don't remember), circle code (98).

The following questions ask about difficulties that the respondent may have in doing certain activities because of a health problem.

Definition of disability, according to the Washington Group on Disability Statistics (WG)

The WG defines persons with disabilities as those who are at greater risk than the general population of experiencing restrictions in completing specific tasks or activities due to limitations in their basic functioning, such as walking, seeing, hearing— even if such limitations are ameliorated by the use of assistive devices, a supportive environment or plentiful resources. Such persons may not experience limitations in performing activities such as going to work or going shopping, because the necessary adaptations have been made at the person or environmental levels. These persons would still, however, be at greater risk of facing restrictions in undertaking activities and/or participating in society than the general population because of the limitations in their basic functioning and the absence of necessary accommodation.

The definition of disability status requires identifying limitations in performing basic activities and functioning that would place a person at greater risk than the general public of restriction to their participation in organized activities, including educational attendance or work participation. Considering the complexity of defining and measuring disability, and, in certain cultures, the sensitivity attached to people identified as having a disability, it has been recommended that several functional activity domains be defined. People can therefore respond to questions regarding their difficulty in performing certain activities rather than to enquiries that directly address whether they have a particular disability.⁷

Questions from H07 to H14 ask about the functional difficulties that the respondent may have in doing certain activities because of a health problem, and each question has the following four answer options: "No difficulty", "Some difficulty", "A lot of difficulty" and "Cannot do at all". Circle the code corresponding to the answer given by the respondent: code (1) if the respondent reports (no difficulty), code (2) if the answer is (some difficulty), code (3) if the answer is (a lot of difficulty),

⁷ For more details, see United Nations Department of Economic and Social Affairs/Statistics Division, 2017. Principles and Recommendations for Population and Housing Censuses, Revision 3 ([ST/ESA/STAT/SER.M/67/Rev.3](https://www.un.org/en/development/desa/standards/indicators/st/esa/stat/ser.m/67/rev.3)).

and code (4) if the answer is (cannot do at all). If she refuses to answer or there is no answer), circle code (99).

➤ **Question H07: Do you have difficulty seeing, even if wearing glasses?**

This question inquires about women who have visual difficulties. "Seeing" refers to individuals using their eyes. It is the visual capacity of persons to perceive or observe what is going on around them.

➤ **Question H08: Do you have difficulty hearing, even if using hearing aid(s)?**

This question inquires about women who have hearing difficulties. "Hearing" refers to individuals using their ears. It is the auditory ability of people to know what they are told or the sounds of activities around them, including risk situations.

➤ **Question H09: Do you have difficulty walking or climbing steps?**

This question inquires about women who have difficulty walking or climbing steps. "Mobility (walking or climbing steps)" refers to the individual using his/her legs in such a way as to push himself/herself to the ground and move from point (A) to point (B). The ability to walk must not require the assistance of any device or person. If any assistance is required, the person has difficulty walking, indicating that the difficulty of movement may result from a wide range of disorders, such as paralysis, cerebral palsy, amputation, middle ear problem, major heart and pulmonary problems, etc. But the type of disorder is not significant, as the [Washington Group Short Set on Functioning \(WG-SS\)](#) focused on restrictions in performing activities rather than the disorder. The same is true for all functional domains.

➤ **Question H10: Using your usual language, do you have difficulty communicating, for example, understanding or being understood?**

This question asks about women who have difficulty communicating with others, i.e. understanding others. "Communication" refers to a person exchanging information or ideas with others through language. People may use their voices, signs, or write down information. Communication may be interrupted at various stages of the exchange process as a result of mechanical problems such as impaired hearing or speaking, or the brain's inability to analyse the sounds the auditory system collects and to identify the words used. Communication problems arising from non-familiarity with the language or the use of a language other than the mother tongue should not be considered here.

➤ **Question H11: Do you have difficulty remembering or concentrating?**

This question inquires about women who find it difficult to remember or concentrate. "Cognition (remembering or concentrating)" refers to using memory to recover facts, events, experiences, or what has been around or think again about something that happened in the past (both recent and distant past). Among younger persons, "remembering" is often associated with telling facts learned

at school and being able to retrieve them when needed. "Concentrating" refers to using mental ability to accomplish certain tasks such as reading, calculating numbers, or learning new things. It is related to focusing on a task to accomplish, directing full attention to a single topic without being influenced by anything that distracts thought.

The results from various cognitive questions have demonstrated the importance of asking questions about remembering and concentrating in the same question. This makes it clear to respondents that the purpose of the question is concentrating on important difficulties and not on everyday problems such as forgetting where they have placed the keys or accomplishing a task they consider boring or undesirable.

- **Question H12: Do you have difficulty raising a 2-litre bottle of water or soda from waist to eye level?**

This question inquires about women who have difficulties in the upper body section, specifically in the movement of the two arms to raise the tools and other objects from waist level up to the eyes level.

- **Question H13: Do you have difficulty using your hands and fingers, such as picking up small objects, for example, a button or pencil, or opening or closing containers or bottles?**

This question inquires about women who have difficulties in the upper body section, specifically in the movement of hands and fingers to pick up things or to open or close a box or bottle.

- **Question H14: Do you have difficulty with self-care, such as washing all over or dressing?**

This question inquires about women who have difficulties in self-care, such as bathing or dressing. "Self-care" refers to "washing all over" and represents the process of cleaning the entire body (usually with soap and water) as prevalent in the local culture. Bathing includes cleaning hair and feet and bringing in any toiletries such as soap, shampoo, washcloth, or water. "Self-care" also refers to "dressing" and is associated, in all or some of its aspects, with the upper and lower parts of the body, including the feet, if culturally acceptable. Bringing clothes from the place of packing (i.e. wardrobe or dressing room), closing buttons, tying straps, closing zippers, etc., should be considered part of the dressing process.

It should be noted that self-care differs from other functional areas listed in the [WG-SS](#), considering it the most prominent primary area of participation. Members of the Washington Group on Disability Statistics had considered its inclusion in the questions for two reasons: first, it may contribute to the definition of persons with acute functional constraints in any area; and second, it helps to consider the persons who cannot take care of themselves an important category that needs to be taken into account in policymaking.

➤ **Question H15: Have you yourself undergone FGM/cutting?**

All cases of violations of the rights of girls and women are harmful practices, but some forms of violence against woman and girls are justified based on traditions or customs prevailing in society. Such practices are defined as "harmful traditional practices"; since they are performed without the woman's consent, they constitute violence against her and an affront to her dignity and human rights. Harmful traditional practices have many forms, including Female Genital Mutilation/Cutting (FGM/C) which has no health benefits but rather causes many health risks and severe physical and psychological complications.

This question is optional and asks whether the respondent has been subjected to circumcision/genital mutilation/cutting. Circle code (1) if the answer is (Yes), and code (2) if the answer is (No). If the respondent answers (don't know or don't remember), circle code (98).

➤ **Question H16: Have you ever given birth? How many children have you given birth to that were alive when they were born?**

This question aims to know the number of births the respondent gave in her life. Write the number of births the respondent mentions in the assigned boxes. If the respondent does not report childbearing, write (00), and in the case of non-marriage, circle code (90) and skip to question H32.

➤ **Question H17: How many times have you been pregnant? – Include the current pregnancy**

The goal of this question is to know the number of pregnancies of the respondent (with the current pregnancy, in case the respondent is pregnant). Write the number of pregnancies the respondent mentions in the assigned boxes; but if the respondent indicates non-pregnancy, write (00) and skip to question H20.

➤ **Question H18: Have you ever had a pregnancy that miscarried, or ended in a stillbirth? Or an abortion?**

This question asks whether the respondent has had a miscarriage or an abortion or has delivered a stillborn. Circle code (1) if the answer is (Yes); if the answer is (No), circle code (2) and skip to question H20.

➤ **Question H19: How many times did you miscarry, how many times did you have a stillbirth, and how many times did you abort? (Multiple answers are allowed)**

This question is directed to women who have had an abortion or have delivered a stillbirth. It aims to know the number and type of abortions and the number of stillbirths that have occurred. Read the answering options in the table to the respondent item by item (miscarriages, abortions, and stillbirths). Then circle code (A) in case the answer is (miscarriages) and write the number of miscarriages in the boxes provided, code (B) in case the answer is (abortions) and write the number

of abortions in the boxes provided, or code (C) in case the answer is (stillbirths) and write the number of stillbirths in the boxes provided; keep in mind that multiple answers are allowed, i.e. more than one answer can be chosen. In case the respondent says (don't know or don't remember), circle code (98).

➤ **Question H20: Do you use or used any method of family planning/contraception?**

This question aims to find out about the respondent's use of family planning/contraception methods such as (pills, spirals, injections, etc.). Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (Yes, I currently use), code (2) if the answer is (Yes, I used in the past); if the answer is (never used), circle code (3) and skip to question H23.

➤ **Question H21: Who decided to use family planning/contraception?
Can you say that the decision to use family planning/contraception is mainly yours? Or is your husband's decision mainly? Or did you jointly make the decision?**

The purpose of this question is to know the person who made the decision about the use of family planning/contraception means. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (I decided), code (2) if the answer is (the decision is mainly for the husband), code (3) if the answer is (shared decision) and code (4) if the answer is (father-in-law/mother-in-law). If the respondent's answer differs from the listed answers, circle code (5) and write in detail what the respondent says.

➤ **Question H22: What is the main reason for using family planning/contraception (last time)?**

This question is intended to find out the main reason behind the respondent's usage of family planning/contraception either (currently or in the past). Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (my husband's pressure), code (2) if the answer is (delaying pregnancy), code (3) if the answer is (I don't want more children); in case the respondent's answer differs from the listed answers, circle code (4) and write the answer in detail. In all those cases, skip to question H24.

➤ **Question H23: What is the main reason for not using family planning/contraception (last time)?**

This question aims to find out the main reason why the respondent does not use family planning/contraception either (currently or in the past). Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (I want to have children), code (2) if the answer is (method has health side effects), code (3) if the answer is (my husband disagrees/he pressured me), code (4) if the answer is (my husband threatened me with divorce), code (5) if the answer is (my husband hit me), code (6) if the answer is (pressure from my parents), code (7) if the answer is (pressure from my husband's parents); in case the respondent's answer differs from the answers listed in the questionnaire, circle code (8) and write the answer she mentions in detail.

➤ **Question H24: In general, did it happen that you wanted to have children and your husband disagreed?**

The purpose of this question is to know whether the respondent wants to have children while her husband refuses this. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (Yes); if the answer is (No), circle code (2) and skip to question H26.

➤ **Question H25: Did you break your husband's decision?**

This question is addressed to women who answered (Yes) in question H24. It aims to find out whether the respondent has broken her husband's decision or not. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (Yes), and code (2) if the answer is (No). If you circled code (1), skip to question H27.

➤ **Question H26: What is the main reason for accepting your husband's decision and not violating it?**

This question is addressed to women who answered (No) in question H25. It aims to find out the main reason why the respondent did not violate her husband's decision. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (my husband threatened me with a divorce), code (2) if the answer is (my husband hit me), code (3) if the answer is (my husband pressured me), code (4) if the answer is (pressure from my parents), code (5) if the answer is (pressure from my husband's parents); in case the respondent's answer differs from the answers listed in the table, circle code (6) and write her answer in detail.

➤ **Question H27: On the contrary, in general, did it happen that you did not want to have children and your husband wanted?**

The objective of this question is to know whether the respondent does not want to have children and her husband wants. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (Yes); if the answer is (No), circle code (2) and skip to question H29.

➤ **Question H28: Did you break your husband's decision?**

This question is asked to women who answered (Yes) in question H27. It aims to find out whether the respondent has broken her husband's decision or not. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (Yes), and code (2) if the answer is (No). If you circled code (1), skip to question H30.

➤ **Question H29: What is the main reason for accepting your husband's decision and not violating it?**

This question is addressed to women who answered (No) in question H28. It aims to find out the main reason for not violating her husband's decision. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (my husband threatened me with a divorce), code

(2) if the answer is (my husband hit me), code (3) if the answer is (my husband pressured me), code (4) if the answer is (pressure from my parents), and code (5) if the answer is (pressure from my husband's parents). In case the respondent's answer differs from the listed answers, circle code (6) and write the respondent's answer in detail.

➤ **Question H30: Can you refuse sexual intercourse with your husband/partner if you do not want to?**

This question inquires about the possibility of the respondent rejecting a sexual relationship with her husband/partner in case she does not want to do this. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (Yes), and code 2 if the answer is (No). If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question H31: Who decides that you should have reproductive health care, for example, if you feel pain or burning when you urinate?**

The purpose of this question is to find out who decides for the respondent to obtain reproductive health care if she needs to. Circle the code corresponding to the answer given by the respondent: code (1) if the respondent reports she is the one who mainly decides to do so (mainly the respondent), code (2) if the answer is (husband or partner), code (3) if the answer is (shared decision); in case the respondent's answer differs from the answers listed in the table, circle code (4) and write her answer in detail.

Respondent's opinion

➤ **Question H32: Do you think the wife should agree and obey her husband's opinion, even if she is not convinced of this opinion or disagrees with him?**

This question is intended to find out whether the respondent agrees or disagrees with the view that the wife should accept the opinion of her husband even if she is not convinced or if she disagrees. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (Yes), and circle code (2) if the answer is (No); in case the respondent answers (don't know), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question H33: Should the man, in your opinion, control and preside over the house?**

This question aims to find out whether the respondent agrees or disagrees with the view that the man must control the house. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (Yes), and code (2) if the answer is (No); in case the respondent answers (don't know), circle code (98) and if she (refuses to answer there is no answer), circle code (99).

➤ **Question H34: Do you think that the following behaviours justify wife-beating?**

Eliminating VAW by the husband becomes increasingly difficult when it is permitted and accepted in society. Accepting wife-beating by the husband in some situations is one of the most common factors linked to the increased occurrence of violence against a wife by the husband. This question explores the reasons given to justify hitting or beating a wife by her husband in certain situations such as: (she neglects housework, she neglects to take care of her children, she is late in preparing food, she burns the food, she suspects her husband and asks about his whereabouts, she refuses to have sexual relation with him, she disagrees with him, she goes out without his permission, she answers him back, and she spends money). Read those options listed in the table aloud to the respondent item by item, and circle the code corresponding to each answer given by the respondent: code (1) if the answer is (Yes) or code (2) if the answer is (No); in case the answer is (don't know), circle code (98).

Section VII (M): Background of the (current or most recent) husband

Questions in this section are about the (current or most recent) husband of the respondent

➤ **Question M01: How old is your husband/partner? (Age in completed years)**

This question is intended to determine the age of the respondent's (current or most recent) husband in completed years, i.e. by omitting the fraction of the current year. The intended age here is the husband/partner's age on his last birthday. If there is difficulty in obtaining his age, it must be investigated to the extent possible. Record the age in the designated boxes. If the most recent husband/partner of the respondent died, amend the wording of the question to become (how old would he be now if he were alive?). If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question M02: In what year was he born?**

This question intends to find out the date of birth of the respondent's (current or most recent) husband/partner. It is registered by day, month and year in the designated boxes. If the respondent does not know the date, official documents can be used such as (identity card, birth certificate or anything similar). If the respondent does not know the month of birth and there is no document available to know the month of birth, write (-) in the box designated for the month and similarly for the day and year. If the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99). The age is reviewed with the date of birth and corrected if necessary.

➤ **Question M03: Where is he from? Is he from the same community or town as you?**

This question aims to see whether the respondent's (current or most recent) husband/partner is from the same community or town. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (same community/neighbourhood), code (2) if the answer is (another rural area/village), code (3) if the answer is (another town/city), code (4) if the answer is (another country); if the respondent's answer differs from the answers listed in the table, circle code (5) and write what she states in detail. If she answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question M04: Did he ever attend school?**

This question aims to find out if the respondent's (current or most recent) husband/partner has previously gone to school or not. Circle the code corresponding to the answer given by the

respondent: code (1) if the answer is (Yes), and circle code (2) if the answer is (never attended school); if the answer is (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99). If you circled code (2), (98) or (99), skip to question M06.

➤ **Question M05a: What is the highest level of education he achieved?**

The purpose of this question is to know the highest level of education obtained by the respondent's (current or most recent) husband/partner. What is meant by the highest level of education is completing a stage and receiving a certificate. Circle the code corresponding to the answer given by the respondent and write the year: code (1) if the answer is (primary certificate), code (2), if the answer is (secondary certificate), and code (3) if the answer is (tertiary certificate and above); but if the respondent's answer is (don't know or don't remember), circle code (98) and skip to question M06.

➤ **Question M05b: What is the number of schooling years [locally specified coding]?**

The purpose of this question is to record the number of years of schooling for the respondent's (current or most recent) husband/partner, i.e. the number of years he spent in education. Write this number in the boxes provided. If the respondent's answer is (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99) and in both cases skip to question M07.

➤ **Question M06: Does he read and write?**

The purpose of this question is to determine the (current or most recent) husband/partner's knowledge of reading and writing. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (reads and writes), code (2) if the answer is (reads only), code (3) if the answer is (doesn't read and write); but if the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question M07: What is the activity status of your (current or most recent) husband/partner?**

This question is intended to determine the activity status of the respondent's (current or most recent) husband/partner. Circle the code corresponding to the answer given by the respondent: code (1) if he is an (employee), code (2) if he is an (employer), code (3) if he is (own-account worker), code (4) if he is (contributing family worker), code (5) if he is (unemployed looking for work (worked before)), code (6) if he is (unemployed looking for work (never worked before)), code (7) if he is (income recipient and doesn't work), and code (8) if he is (student); but if the respondent's answer is (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99). If you circled code (6), (8), (98) or (99), move to section VIII on "Husband/partner violence".

Section VIII (V): Husband/partner violence

This section of the questionnaire is particularly sensitive, and for this reason, you will do a lot of exercises on this section in the training programme. During the interview, it will be necessary to ensure that these questions are addressed without passing judgements and that the answer is appropriate if the respondent is disturbed. The questions of this section will be administered only to those women who in preceding questions indicated that they had been (partnered, previously married, engaged or have had partners at any other time). The aim of this section is to explore a woman's experience of different forms of violence perpetrated by different partners.

➤ Question V01: An introduction read out by the field worker

The scripted introduction in (V01) should be read out in a clear voice. This section not only presents the topic but is also used to highlight that all relationships have their good and bad moments. When reading this section, remember to state that you will change the topic of conversation if anyone interrupts the interview. Also assure her that all the information provided during the interview will remain strictly confidential and that she is not obliged to answer any question that she does not want to.

If the respondent does not want to continue, thank her for her time, and end the interview. If the respondent gives any reasons for why she wants to stop the interview, record these at the end of the questionnaire, in the space provided for the field worker's comments. If the respondent agrees to continue, skip to question V02.

Questions about violence do not have the option "refused to answer/no answer". Even if the respondent has the right to refuse to answer, it is important to try to obtain an answer, because acts of violence against women are at the heart of this questionnaire. After probing and explaining, if the respondent still refuses to answer some questions, you should write "refused" next to the question.

The first set of questions (V02-V16) refers to only the (current or most recent) husband/fiancé/partner. If the respondent replies to one of the questions that it had happened to her, but not with the most recent husband (fiancé/partner), you should acknowledge her experience and tell her that similar questions for previous partners will also be asked shortly. It is advisable to refer to husbands/partners by their names to avoid confusion.

➤ Question V02: Controlling behaviour

There is a correlation between the (current or most recent) husband's following behaviours: to restrict the wife's contact with family and friends, to insist on knowing where she is all the time, to require her to ask for his permission to obtain a health service, to get angry if she spoke with

another man, and to doubt her constantly. Those forms of abuse can be considered violence against women.

Question V02 aims to reveal whether the respondent's (current or most recent) husband/fiancé/partner tries to control her. It refers to general behaviours. Read each of the behaviours listed in question V02 and give time for the respondent to answer.

It is important to:

- Also ask this question to women whose relationship has ended for longer than 12 months ago, because it may happen that the behaviour we are asking about has continued or started after the relationship has ended.
- If the woman has been widowed more than 12 months ago, where the behaviour cannot have happened in the past 12 months, you should circle (No) for all questions in column V02B.

Each option has a row with a question about the period during which this has happened and must be completed before moving to the next option. Most of the behaviours (a) to (g) are self-explanatory. However, some behaviours need to be explained:

(b) "**Restricted contact with your family**" means preventing her from seeing her parents or children.

(e) "**Is often suspicious that you are unfaithful**" means that he often suspects or accuses her of having another sexual partner.

(f) "**Stopped you from getting health care for yourself without his permission**" indicates that she must take his permission before consulting a doctor, nurse or traditional health worker to get health care. Here we are interested in finding out whether the respondent is very ill and urgently needs to see a doctor, and that her husband (fiancé/partner) expects her to get his permission before she goes, even if she has the money herself to pay for the treatment.

Go question by question (from a to g) in column V02. Circle the corresponding code in column V02A, for each answer given by the respondent regarding each behaviour: code (1) if the answer is (Yes), then continue on the same row to column V02B to ask whether this has happened in the past 12 months prior to the interview; and code (2) if the answer is (No), and here go to the next question listed in column V02. In column V02B, circle code (1) for (Yes) if it happened in the past 12 months, and code (2) for (No) if it happened before the past 12 months. Repeat the above for each of the options listed for question V02. If the answer is (No) to all options in column V02A, skip to question V03.

For the field worker: Check question V02.

If "Yes" in any behaviour (code 1 at least once) in column V02A, go to question V02C.

- **Question V02C: Who performed these actions that you mentioned now? Was it your (current or most recent) husband/partner? Or any other husband/partner that you may have had before? Or both?**

This question is addressed to women who have been exposed to controlling behaviours by the (current or most recent) husband/fiancé/partner. It aims to identify the person who did this. Circle the code corresponding to the answer given by the respondent: code (1) if the respondent indicates that it is the ((current or most recent) husband/partner), code (2) if the answer is (previous husband/partner), and code (3) if the answer is (both); but if the answer is (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

For the field worker

Note that questions on frequency (once), (few times), (many times), as in the subsequent questions, are not included for controlling behaviours. This is because these behaviours are about characteristics of the relationship and are often an ongoing pattern (course of conduct) rather than specific acts. The frequency may depend more on how often the woman attempts to do these things, rather than the extent of the controlling behaviour.

- **Question V03: Financial control**

This question inquires about the financial control exercised on the woman by her husband/partner (sometimes financial control is also an aspect of dominant behaviour). Financial control practices can also be considered as economic control.

Options on financial control

- (a) Prohibits you from getting a job, going to work, trading, earning money, or participating in income generation projects?
- (b) Refuses to give you money you needed for household expenses, even he has money for other things (such as alcohol and cigarettes)?
- (c) Takes your earnings from you against your will?

The options of this question can be expanded with other options depending on the context. Some options can be as follows:

- Takes from your account without your permission.
- Withdraws from your credit card without your permission.
- Acts on your own assets.
- Prevents you from working against your well.

- Prevents you from knowing about or having access to family income, even if you ask (used in Canada).
- Does not allow you to work (used in Turkey).

The completion of this question follows the same pattern of completing V02 question: read each of the options in the question and give the respondent time to respond. Each option has a row with questions about the period during which this happened and needs to be completed before moving on to the next item.

Go question by question (from a to c) in column V03. Circle the corresponding code in column V03A, for each answer given by the respondent regarding each behaviour: code (1) if the answer is (Yes), then continue on the same row to column V03B to ask if this has happened in the past 12 months prior to the interview; code (2) if the answer is (No), and code (3) if the answer is (Not applicable); for both answers (No) and (Not applicable), go to the next option listed in column V03. In column V03B, circle code (1) for (Yes) if it happened in the past 12 months, and code (2) for (No) and if it happened before the past 12 months. Repeat the above for each of the options listed for question V03. If the answer is (No) or (Not applicable) to all options in column V03A, skip to question V04.

For the field worker: Check question V03.

If "Yes" in any behaviour (code 1 at least once) in column V03A, go to question V03C.

- **Question V03C: Who performed these actions that you mentioned now? Was it your (current or most recent) husband/partner? Or any other husband/partner that you may have had before? Or both?**

This question is addressed to women who have been subjected to economic control by the (current or most recent) husband/fiancé/partner. It aims to identify the person who did this. Circle the code corresponding to the answer given by the respondent: code (1) if the respondent reports that it is the ((current or most recent) husband/partner), code (2) if the answer is (previous husband/partner), and code (3) if the answer is (both); but if the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- **Question V04: Psychological abuse/violence**

This question aims to identify a set of behaviours by the (current or most recent) husband (fiancé/partner), which are psychologically or emotionally harmful. When asking this question, you must read out the first part of the question each time with each of the listed options (Has your current husband/partner or any other partner ever performed any of the following actions?) Pause for the respondent to answer. Each option has a row containing follow-on questions about the period and frequency in which the harm happened, to be completed before moving on to the next option.

➤ **Options on psychological abuse/violence**

- (a) **Insulted you or made you feel bad about yourself:** means that the husband (fiancé/partner) said nasty things about the respondent, or things that made her feel useless, such as that she was worthless, a bad woman, ugly or stupid.
- (b) **Belittled or humiliated you in front of other people:** by "belittle", we mean that he intentionally said or did something to make the respondent look unimportant or worthless. By "humiliate", we mean that he intentionally said or did something to embarrass her or offend her dignity.
- (c) **Destroyed things that are important to you:** means that he broke things that are important to the respondent, such as her personal belongings.
- (d) **Done things to scare or intimidate you on purpose (by the way of looking at you, yelling and smashing things, for example):** by "intimidate" we mean severely frighten the respondent, or make her fear for her safety. This could be, for example, by the way he looked at her, or by yelling and smashing things. Violent men often use intimidation to prevent their partners from leaving or from telling others about their situation.
- (e) **Verbally threatened to hurt you or someone you care about:** means threatening to hurt her or hurt a person of importance to her, such as her children or parents.

Go question by question (from a to e) in column V04. Circle the corresponding code in column V04A, for each answer given by the respondent regarding each behaviour: code (1) if the answer is (Yes), then continue on the same row to column (V04B) to ask if this has happened in the past 12 months preceding the interview; and code (2) if the answer is (No) and here go to the next option listed in column V04. In column V04B, circle code (1) for (Yes) if it happened during the previous 12 months prior to the interview, and code (2) for (No) if it happened before the past 12 months; if the answer is (Yes) in column V04B, continue on the same row to column V04C, to ask the question on how often each type of incident happened in the past 12 months prior to the interview. Circle the corresponding code for each answer given by the respondent: code (1) if the behaviour happened (Once), code (2) if the answer is (Few) and code (3) if the answer is (Many), leaving the explanation of (few times) and (many times) to the respondent. However, if she requested to specify numbers for clarification, you can say that (few times) means about 2-5 times and (many times) means more than 5 times. If the answer is (No) in column V04B, skip to column V04D to ask whether the behaviour happened before the past 12 months and if it happened (once), (few times) or (many times): circle code (1) if the answer is (No), i.e. violence has not happened before the past 12 months preceding the survey, code (2) if this happened (once), code (3) if it happened (few times) and code (4) if it occurred (many times).

More specifically, each of the behavioural options for which the respondent answers (Yes) will have follow-up questions on the same row, about whether the violence happened in the past 12 months

(the past 12 months before the interview and not the past 12 months of the relationship) or before the past 12 months, and about the number of times it occurred. For all (No) answers in column V04A, skip to question V05.

Thus, you move between the different questions in the columns from V04A to V04D, for each option of question V04. Completing this question may seem complicated at first, but with practice, it will be relatively easier.

For the field worker: Check question V04.

If “Yes” in any behaviour (code 1 at least once) in column V04A, go to question V04E.

If “No” for all behaviours (code 2) in column V04A, go to question V05.

- **Question V04E: Who performed these actions that you mentioned now? Was it your (current or most recent) husband/partner? Or any other husband/partner that you may have had before? Or both?**

This question is addressed to women who have been subjected to emotionally/psychologically abusive behaviours by the current or recent husband (fiancé/partner). It aims to identify the person who did this. Circle the code corresponding to the answer given by the respondent: code (1) if the respondent reports that it is the ((current or most recent) husband/partner), code (2) if the answer is (previous husband/partner), and code (3) if the answer is (both); but if the respondent answers (don’t know or don’t remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- **Question V05: Physical violence**

We learn through this question about the nature of physically abusive behaviours. Not all physically abusive behaviours are questioned, but it is enough to ask about commonly occurring acts to be able to identify women who have been physically abused and to estimate the severity of the physical violence that they report experiencing.

When you ask this question to the respondent,, you must read out the first part of the question each time with each of the listed options (Has your (current or most recent) husband/partner ever done any of the following actions?). Pause for the respondent to answer. Each option has a row containing follow-up questions on reference period and frequency, to be completed before moving on to the next option.

Options on physical violence

- (a) **Slapped you or thrown something at you that could hurt you:** means threw at the respondent something that might hurt her, including slaps and claps, but not the most severe forms of physical violence.

- (b) **Pushed you or shoved you or pulled your hair:** used physical force to push or shove the respondent, for example, against a wall, or onto the floor, or pulled her hair (but this is not severe as dragging by the hair).
- (c) **Hit you with his fist or with something else that could hurt you:** refers to physically violent acts that are more severe than slapping with an open hand such as punches that are likely to result in external or internal injuries.
- (d) **Kicked you, dragged you or beaten you up:** refers to severe physical violence, including kicks, being dragged along (for example by the hair, legs or arms), or being beaten up that is likely to result in external or internal injuries.
- (e) **Choked or burnt you on purpose:** refers to strangling and choking the respondent (with the hands, rope or other materials), or intentionally burning her (including with cigarettes, on the stove or fire, or by setting her on fire).
- (f) **Threatened with or actually used a gun, knife, or other weapon against her:** refers to the threat with a weapon or actual use of a gun to shoot the respondent or threat by any other form of weapons against her. Weapons include anything that could be used as a weapon such as knives, pitchforks and hammers.

In the classification of severity of violence, at least one act of the categories (c, d, e, f) will classify the experience of physical violence as “severe” due to an increased risk of injuries. It should be realized that one person can be victim of several acts and that in case of repeated abuse, one severe incident raises the overall severity of all acts.

Go question by question (from a to f) in column V05. Circle the corresponding code in column V05A, for each answer given by the respondent regarding each behaviour: code (1) if the answer is (Yes), then continue on the same row to column (V05B) to ask if this has happened in the past 12 months preceding the interview; and code (2) if the answer is (No) and here go to the next option listed in column V05. In column V05B, circle code (1) for (Yes) if it happened during the previous 12 months prior to the interview, and code (2) for (No) if it happened before the past 12 months; if the answer is (Yes) in column V05B, continue on the same row to column V05C, to ask the question on how often each type of incident happened in the past 12 months prior to the interview and circle the corresponding code for each answer given by the respondent: code (1) if the behaviour happened (Once), code (2) if the answer is (Few) and code (3) if the answer is (Many), leaving the explanation of (few times) and (many times) to the respondent. However, if she requested to specify numbers for clarification, you can say that (few times) means about 2-5 times and (many times) means more than 5 times. If the answer is (No) in column V05B, skip to column V05D to ask whether the behaviour happened before the past 12 months and if it happened (once), (few times) or (many times): circle code (1) if the answer is (No), i.e. violence has not happened before the past 12 months preceding the survey, code (2) if this happened (once), code (3) if it happened (few times) and code (4) if it occurred (many times).

More specifically, each option of physical violence for which the respondent answers (Yes) will have follow-up questions in the same row, about whether the abuse has happened in the past 12 months (the past 12 months before the interview, not the past 12 months of the relationship) or before the past 12 months, and about the number of times it occurred. For all (No) answers in column V05A, skip to question V06.

Thus, you move between the different questions in the columns from V05A to V05D, for each option of question V05. Completing this question may seem complicated at first, but with practice, it will be relatively easier.

For the field worker: Check question V05.

If "Yes" in any behaviour (code 1 at least once) in column V05A, go to question V05E.

If "No" for all behaviours (code 2) in column V05A, go to question V06.

- **Question V05E: Who performed these actions that you mentioned now? Was it your (current or most recent) husband/partner? Or any other husband/partner that you may have had before? Or both?**

This question is addressed to women who have been physically abused by the (current or most recent) husband/fiancé/partner. It aims to identify the person who did this. Circle the code corresponding to the answer given by the respondent: code (1) if the respondent reports that it is the ((current or most recent) husband/partner), code (2) if the answer is (previous husband/partner), and code (3) if the answer is (both); but if the respondent says (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

- **Question V06: Sexual violence**

This question addresses a range of sexually abusive behaviours. This does not include all harmful behaviours, but only three extreme forms of this behaviour are listed with questions about their frequency of occurrence. When you ask this question to the respondent, you must read out the first part of the question each time with each of the listed options (Has your (current or most recent) husband/partner or any husband ever done any of the following behaviours?). Pause for the respondent to answer. Each option has a row containing questions follow-up questions about the period and frequency in which the injury occurred and its recurrence, to be completed before moving to the next option.

Options on sexual violence

- (a) **Did your (current or most recent) husband/partner or any other husband/partner ever force you to have sexual intercourse when you did not want to: for example, by threatening you or holding you down:** refers to whether the respondent's (current or most

recent) husband/fiancé/partner used force or threatened her to force her to have sexual intercourse when she did not want to.

- (b) **Did you ever have sexual intercourse when you did not want to because you were afraid of what your (current or most recent) husband/partner or any other husband/partner might do if you refused:** refers to whether she has ever had sexual intercourse when she did not want to because she was frightened of what her partner would do, like (beat her up, leave her, or to go see a prostitute or get a girlfriend).
- (c) **Did your (current or most recent) husband/partner or any other husband/partner ever force you to do something sexual that you did not want or that you found degrading or humiliating:** the force used may be physical or non-physical (such as threats or making her afraid that he would leave her). The key issue is that he forced her to do a particular sexual act that she found unpleasant or degrading.

Go question by question (from a to c) in column V06. Circle the corresponding code in column V06A, for each answer given by the respondent regarding each behaviour: code (1) if the answer is (Yes), then continue on the same row to column (V06B) to ask if this has happened in the past 12 months preceding the interview; and code (2) if the answer is (No) and here go to the next option listed in column V06. In column V06B, circle code (1) for (Yes) if it happened during the previous 12 months prior to the interview, and code (2) for (No) if it happened before the past 12 months; if the answer is (Yes) in column V06B, continue on the same row to column V06C, to ask the question on how often each type of incident happened in the past 12 months prior to the interview and circle the corresponding code for each answer given by the respondent: code (1) if the behaviour happened (Once), code (2) if the answer is (Few) and code (3) if the answer is (Many), leaving the explanation of (few times) and (many times) to the respondent. However, if she requested to specify numbers for clarification, you can say that (few times) means about 2-5 times and (many times) means more than 5 times. If the answer is (No) in column V06B, skip to column V06D to ask whether the behaviour happened before the past 12 months and if it happened (once), (few times) or (many times): circle code (1) if the answer is (No), i.e. violence has not happened before the past 12 months preceding the survey, code (2) if this happened (once), code (3) if it happened (few times) and code (4) if it occurred (many times).

More specifically, each option of sexual violence for which the respondent answers (Yes) will have follow-up questions in the same row, about whether the violence has happened in the past 12 months (the past 12 months preceding the interview, not the past 12 months of the relationship) or before the past 12 months, and about the number of times it occurred. If the answer is (No) to all the options in column V06A, skip to question V07.

Thus, you move between the different questions in the columns from V06A to V06D, for each option of question V06. Completing this question may seem complicated at first, but with practice, it will be relatively easier.

For the field worker: Check question V06.

If “Yes” in any behaviour (code 1 at least once) in column V06A, go to question V06E.

If “No” for all behaviours (code 2) in column V06A, go to question V07.

- **Question V06E: Who performed these actions that you mentioned now? Was it your (current or most recent) husband/partner? Or any other husband/partner that you may have had before? Or both?**

This question is addressed to women who have been subjected to sexually abusive behaviours by the current or most recent husband/fiancé/partner. It aims to identify the person who did this. Circle the code corresponding to the answer given by the respondent: code (1) if the respondent reports that it is the ((current or most recent) husband/partner), code (2) if the answer is (previous husband/partner), and code (3) if the answer is (both); if the answer is (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

- **Questions V07 and V08 aim to check and review the respondents' answers to questions of physical and sexual violence by the (current or most recent) husband/partner**

Questions V07 and V08 are included to ensure that you probe and review the respondent's answers to questions V05 and V06, in order to determine if the respondent has reported experiencing either physical or sexual violence perpetrated by her (current or most recent) husband/partner. This information will be used later in the interview to skip some questions so that some questions are only asked to those who report that they have experienced physical and/or sexual violence.

- **Question V07**

You should consider the answers mentioned in column V05A of question V05 to see if the respondent replied (Yes) to any of the listed options (and that you have circled code (1)). If she answered (Yes), this means that there is physical violence committed by the (current or most recent) husband/partner and you must circle code (1) in question V07. If the answers in column V05A of question V05 are (No) for all listed options (and you have circled code (2) for all of them), this means that the (current or most recent) husband/fiancé/partner has not committed any form of physical violence and you must circle code (2) in question V07.

- **Question V08**

As in the previous question, the answers mentioned in column V06A of question V06 should be reviewed to see if the respondent replied (Yes) to any of the listed options (and that you have circled code (1)). If she answered (Yes), this means that there is sexual violence committed by the (current or most recent) husband/partner and you must circle code (1) in question V08. If the answers in column V06A of question V06 are (No) for all listed options (and you have circled code (2) for all of them), this means that the (current or most recent) husband/fiancé/partner has not committed any form of sexual violence and you must circle code (2) in question V08.

- **Question V08a: Are you afraid of your (current or most recent) husband/partner (in the present)? Would you say, never, sometimes, many times, most of/all the time?**

This question is directed to all women, regardless of whether they have reported being subjected to any form of violence. It is used to measure another aspect of violence severity addressing the issue of whether a woman was ever afraid of her husband (fiancé/partner) [an alternative question could be 'fearing for her life']. It is assumed that living in fear most of the time is a measure of the severe violence a woman is experiencing.

Read out the question: "Are you afraid of your (current or most recent) husband/partner (in the present)? Would you say that being afraid of him had never happened or happened sometimes or many times or most of/all the times?" Circle the appropriate code from (1) to (5) corresponding to the answer given by the respondent; if the respondent answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- **Question V08b: Have you ever hit or beaten your husband/partner when he wasn't hitting or beating you? If YES: How often? Would you say once, few times or many times?**

This question seeks to determine whether the respondent herself had beaten her husband/partner, and if she did so, whether it happened once, few times or many times. Circle the code corresponding to the answer given by the respondent: code (1) if the answer is (never), code (2) if the answer is (once), code (3) if the answer is (few times (2-5 times)) and code (4) if the answer is (many times (more than 5 times)); if the respondent's answer is (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- **Question V09: Are you currently pregnant or have ever been pregnant?**

This question is asked to see if the respondent is pregnant or not. Circle the code corresponding to the answer given by the respondent: code (1) if she answers (Yes) and proceed with the following questions in this section; if she answers (No) circle code (2) and skip to section IX on "Injuries".

- **Question V09a: Number of times of pregnancies**

The purpose of this question is to know the number of pregnancies the respondent had. Write the number in the assigned boxes.

- **Question V10: You said you have been pregnant TOTAL times. Was there ever a time when you were pushed, slapped, hit, kicked or beaten by (any of) your husband/partner while you were pregnant?**

This question inquires whether the respondent was physically abused (pushed, slapped, hit, kicked or beaten) during pregnancy by any of her husbands/partners. Circle the code corresponding to the answer given by the respondent: code (1) if she answers (Yes), and code (2) if she answers (No); if

the respondent says (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99). If you circled code (2), (98), or (99), move to section IX on "Injuries".

- **Question V11: IF RESPONDENT WAS PREGNANT MORE THAN ONCE: Did this happen in one pregnancy, or more than one pregnancy? In how many pregnancies did this happen (in how many pregnancies you were pushed, slapped, hit, kicked or beaten)?**

Ask the respondent about the number of pregnancies where the actions mentioned in question V10 occurred (pushed, slapped, hit, kicked or beaten); write the number in the relevant boxes. If the respondent was pregnant once, write "01".

- **Question V11a: Did this happen in the last pregnancy?**

This question is intended to find out if the physical abuse of the respondent occurred during the last pregnancy or not. Circle the code corresponding to the answer given by the respondent: code (1) if she answers (Yes), and code (2) if she answers (No); if she answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99). If you circled code (2), (98) or (99), move to section IX on "Injuries". If the respondent was pregnant once, circle code (1).

- **Question V12: Were you ever punched or kicked in the abdomen while you were pregnant?**

This question aims to find out if the respondent has been punched or kicked in the abdomen during pregnancy. Circle the code corresponding to the answer given by the respondent: code (1) if she answers (Yes), and code (2) if she answers (No); if she answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- If violence is reported in one pregnancy, refer to that particular pregnancy.
- If violence is reported in more than one pregnancy, the following questions refer to the last/most recent pregnancy in which violence was reported.

- **Question V13: During the most recent pregnancy, in which you were beaten, was the husband/partner who did this to you the father of the child?**

This question aims to know if the respondent's husband/partner who hit her in the abdomen during pregnancy was the father of the child. Circle the code corresponding to the answer given by the respondent: code (1) if she answers (Yes), and code (2) if she answers (No); if she answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question V14: Was the man who did this your (current or most recent) husband/partner?**

This question is intended to find out if the respondent's (current or most recent) husband/partner is the one who beat her in the abdomen during pregnancy. Circle the code corresponding to the answer given by the respondent: code (1) if she answers (Yes), and code (2) if she answers (No); if she answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question V15: Had the same person also done such things to you before you were pregnant?**

This question is intended to find out if the respondent's (current or most recent) husband/partner who hit her in the abdomen during pregnancy did so before she was pregnant. Circle the code corresponding to the answer given by the respondent: code (1) if she answers (Yes), and code (2) if she answers (No); if she answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99). If you circled code (2), (98), or (99), move to section IX on "Injuries".

➤ **Question V16: Compared to before you were pregnant, did the slapping/beating (REFER TO RESPONDENT'S PREVIOUS ANSWERS) get less, stay about the same, or get worse while you were pregnant? By worse I mean, more frequent or more severe.**

This question aims to compare the degree of slapping or beating in the abdomen committed on the respondent by her (current or most recent) husband/partner during her pregnancy to its intensity before she was pregnant (less, about the same, worse). Circle the code corresponding to the answer given by the respondent: code (1) if she answers (got less), code (2) if she answers (stayed about the same), and code (3) if she answers (got worse); if she answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

Section IX (I): Injuries

This section aims to learn more about the reported injuries that were the result of the actions of the husband/partner which were addressed in section VIII. (It is possible to mention or recall specific actions raised in section VIII on “Husband/partner violence”). By injury we mean any bodily injury, such as cuts, burns, sprain, broken bones, broken teeth or any other similar injury; questions in this section are asked only to women who have answered, in previous questions, that they have suffered from physical or sexual violence.

For the field worker

The written introduction should be read out in a clear voice: “I would now like to know more about the injuries that you experienced from (any of) your husband/partner's acts that we have talked about (MAY NEED TO REFER TO SPECIFIC ACTS MENTIONED BY THE RESPONDENT IN SECTION VIII ON “HUSBAND/PARTNER VIOLENCE”). By injury, I mean any physical harm, including cuts, burns, sprains, broken bones, broken teeth or any other similar injury.”

- **Question I01: Have you ever been injured as a result of these acts by (any of) your husband/partner(s)? Please think of the acts that we talked about before.**

The purpose of this question is to find out if the respondent was injured (e.g. cuts, burns, sprains, broken bones, broken teeth or any other similar injury) as a result of her husband/partner(s) actions (e.g. slapping, kicking, pulling, or severely beating, etc.). Circle the code corresponding to the answer given by the respondent: code (1) if she answers (Yes), and code (2) if she answers (No); if she answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99). If you circled code (2), (98), or (99), skip to question I04.

- **Question I02a: In your life, how many times you were injured by (any of) your husband/partner(s)? Would you say once, few times or many times?**

The purpose of this question is to know the number of times the injury occurred to the respondent (e.g. cuts, burns, sprain, broken bones, broken teeth or any other similar injury) as a result of her (current or most recent) husband/partner actions (e.g. slapping, kicking, pulling, or severely beating, etc.). Circle the code corresponding to the answer given by the respondent: code (1) if she reports that this has occurred (once), code (2) if she answers (few times (2-5 times)) and code (3) if she answers (many times (more than 5 times)); if she answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question I02b: Has this happened in the past 12 months?**

This question inquires whether these injuries happened in the past 12 months (prior to the survey). Circle code (1) if the respondent reports (Yes), and code 2 if she answers (No); if she answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question I03: What type of injuries did you have? Please mention any injury due to (any of) your husbands/partner(s) acts, no matter how long ago it happened.**

Injuries are important indications of the severity of violence. This question is addressed to those who reported physical or sexual violence, or both, by their (current or most recent) husband/fiancé/partner without differentiating between these two forms of violence. The WHO multi-country study showed that some injuries would be missed if the question asked about physical violence only.

The questions are phrased differently compared to the injury questions in the WHO questionnaire. This questionnaire contains direct questions giving examples of injuries, to make sure we do not miss out on severe incidents that will not come up in the respondent's answers if she was not cued by giving examples instead of asking whether she was ever injured (which is a screening question with the potential to miss some injuries).

Question I03 inquires about the types of injuries, and I03A asks whether each of the injuries reported by the respondent has occurred during the past 12 months before the survey.

Read out the first part of the question with each of the options in question I03 and allow time for the respondent to answer.

Options on violence injuries

- (a) Cuts, punctures or bites.
- (b) Scratches, abrasion of the skin or bruises.
- (c) Sprains or dislocations.
- (d) Burns.
- (e) Penetrating injuries, deep cuts or gashes.
- (f) Broken eardrum or eye injuries.
- (g) Fractures or broken bones.
- (h) Broken teeth.
- (i) Internal injuries.
- (j) Other (specify)-----.

Read the question options one by one, and circle the code corresponding to the kind of injury mentioned by the respondent, and then continue in the same row to column I03A to ask whether it

happened during the past 12 months prior to the interview: circle code (1) if she answers (Yes) it happened in the past 12 months prior to the interview and code (2) for (No) if it happened before the past 12 months; if she says (I don't know), circle code (98).

- **Question I04: In your life, were you ever hurt badly enough by (any of) your husband/partner(s) that you needed health care (even if you did not receive it)?**

This question is asked to see if the respondent has needed health care as a result of harm by the husband/partner, even if such care was not obtained. Circle code (1) if she reports (Yes, and I got it), code (2) if she reports (Yes, but I didn't get it) and code (3) if she answers (I didn't need); if she (refuses to answer or there is no answer), circle code (99). If you circled code (3) or (99), move to section X on "Violence committed by others (non-husband/non-partner)".

- **Question I04a: How many times did you need health care?**

The objective of this question is to know how many times the respondent needed access to health care as a result of being injured by the husband/partner. Record the number in the allocated boxes accordingly.

- **Question I05: Has this happened in the past 12 months?**

This question is asked to see if the respondent needed access to health care in the past 12 months (prior to the survey). Circle code (1) if she reports (Yes), and code (2) if she answers (No); if she answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- **Question I06: In your life, did you ever receive health care for this injury (these injuries)? Would you say, sometimes or always or never?**

This question is asked to see if the respondent has received health care as a result of injuries caused by the husband/partner's violence. Circle code (1) if she reports (Yes, sometimes), code (2) if she answers (Yes, always) and code (3) if she answers (No, never); if she answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

- **Question I07: In your life, have you ever had to spend any nights in a hospital due to injury (injuries)?**

The purpose of this question is to find out whether the respondent has ever spent one or more nights in the hospital to obtain health care due to injury (injuries) caused by the husband/partner violence and the number of nights spent in the hospital. Place the number mentioned by the respondent in the designated boxes; if the respondent reports (didn't need), circle code (1); if she answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question I08: Did you tell a health worker the real cause of your injury?**

This question aims to find out if the respondent has disclosed the cause of her injury to the health worker, including any health care worker in the public or private sector and traditional health care. Circle code (1) if she reports (Yes), and code (2) if she answers (No); if she answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

Section X (N): Violence committed by others (non-husband/non-partner)

This section inquires about the respondent's experiences of violence committed by people other than her (husband/partner(s)). The questions in this section are asked of every respondent, whether they have a husband/partner or not.

➤ Question N01

Before moving on to the questions, read the scripted text at the beginning of this section carefully to cue the respondent that the discussion is no longer about her husband(s) or partner(s) but about all kinds of other people, male and female, either known to her or strangers. The text also reinforces that the information she reports will be kept private. Further, the text indicates that the questions will be about experiences since age 15 and in the past 12 months before the interview. For women who have not been married (or had a fiancé or partner), these will be the only questions on violence that they will be administered. For women who have had a husband(s) (or partner(s)), and who have already been asked about violence committed against them, you should add that the questions are about people other than the husband/partner(s).

Questions N02 to N18 are specific to physical and sexual violence by persons other than (husband/partner). They aim to determine whether the respondent has ever experienced physical or sexual violence committed by someone other than her (current or most recent) husband/fiancé.

These are very important questions, and you must take the time to ensure that you have asked them and recorded the answers adequately.

The questions address physical violence first, then rape and other forms of sexual violence, focusing mainly on the perpetrators. We will not collect data on specific acts (contrary to what was collected for the husband (or partner) violence). There are, however, questions on injuries to determine the severity of physical violence. All questions on violence committed by other than (husband/partner) are asked about the period since the age of 15 followed by the past 12 months, to be able to calculate VAW indicators properly.

➤ Question N02: Since the age of 15 until now, has anyone done any of the following to you?

This question is asked to find out if the respondent has experienced physical violence since the age of 15 years and the nature of physically harmful behaviours she was subjected to, their frequency and severity. Not all physically abusive behaviours are questioned, but only common actions which harm women physically.

When you ask this question, you must read out the first part (Since the age of 15 years until now, has anyone done the following actions to you?), and repeat it with each of the options listed in the

question. Give the respondent enough time to answer. Each option has a row containing questions about the period and frequency in which the harm occurred, to be completed before moving on to the next option.

Options on physical violence

- (a) Slapped, hit, beaten, kicked you, or done anything to hurt you?
- (b) Thrown something at you? Pushed you or pulled your hair?
- (c) Choked or burnt you on purpose?
- (d) Threatened you with or actually used a gun, knife or another weapon against you?

Go question by question (from a to d) in column N02. Circle the corresponding code in column N02A, for each answer given by the respondent regarding each behaviour: code (1) if she answers (Yes), then continue on the same row to column N02B to ask whether this has happened in the past 12 months prior to the interview; and code (2) if the answer is (No), and here go to the next question listed in column N02. In column N02B, circle code (1) for (Yes) if it occurred in the past 12 months preceding the interview, and code (2) for (No) if it occurred before the past 12 months; if the respondent answers (don't know or don't remember), circle code (98).

More specifically, each option of physical violence to which the respondent answers (Yes) will have a follow-up question in the same row, about whether the violence had happened in the past 12 months (the 12 months prior to the interview). If the answer is (No) to all options in N02A, skip to question N04.

Thus, you move between the different questions in columns N02A and N02B, for each option of question N02. Completing this question may seem complicated at first, but with practice, it would be relatively easier.

➤ Question N03: Perpetrators of physical violence

If the respondent said (Yes) to any act (at least one reference) in column N02A, ask her question N03: "Who did this to you"? Record the person she mentions by marking the letter corresponding to that person in the list showed in question N03, and move on to column N03A to determine the gender of the person, and then go to column N03B to ask: "How many times did this happen since you were 15? Once, few times, or many times?" Circle the code corresponding to the answer given by the respondent: code (1) if she answers (once), code (2) if she answers (few times) and code (3) if she answers (many times). The interpretation of (few times) and (many times) should be left to the respondent. However, if she needs explanation, you could say that (few times) is about 2-5 times and (many times) means more than 5 times.

Regardless of her answer in column N03B, ask her question N03C: "How many times did this happen in the past 12 months? Not once, once, few times or many times?" Circle the code corresponding to the answer given by the respondent: code (0) if she answers (not once), which

means that it happened in a time before the past 12 months code (1) if she answers (once), code (2) if she answers (few times), and code (3) if she answers (many times).

For the field worker

A special situation occurs when the respondent is 15 years old: question N03C about the number of times a behaviour occurred during the past 12 months preceding the interview becomes irrelevant because the respondent would not have had completed 15 years yet. In that case, her answer to question N03B would be the same as to N03C, i.e. you should circle the same answer code previously circled in question N03B (Since you were 15).

After completing all the questions on the perpetrator mentioned first by the respondent, ask her if there is someone else, probing to see whether the person was a relative, etc. You must probe several times, asking about different kinds of persons not mentioned by the respondent (such as friends, neighbours, strangers, or anyone else), to ensure that you have a full list of perpetrators. Repeat questions N03B and N03C to record the frequency since the age of 15 and in the past 12 months and so on for each perpetrator.

Codes for the perpetrators in question N03

- (a) Father/Mother.
- (b) Stepfather/Stepmother.
- (c) Father/Mother of husband.
- (d) Brother/Sister.
- (e) Another family member.
- (f) Someone at work.
- (g) Friend/Acquaintance.
- (h) Recent acquaintance.
- (i) Stranger.
- (j) Teacher.
- (k) Doctor/health staff.
- (l) Priest/religious leader.

(m) Police/soldier.

(n) Fiancé/husband with a contract marriage only (don't live together);

(o) Another person: Use this code to give details about any other person who was reported, or when there is another perpetrator in a previously marked category (e.g. a second male family member) or if you're not sure how to encode an answer.

Sexual violence (rape)

➤ Question N04: Rape since age 15

This question aims to estimate the occurrence of rape (unwanted sexual intercourse as a result of force or fear) to the respondents since the age of 15. Note that the word "rape" is not mentioned anywhere in the question. This is because it is a loaded term, and the respondent may not be able to determine what happened to her when that term is used.

When you get to this question, read first the introduction to remind the respondent that this is about any person, man or woman, other than her (husband/partner), if she has a (current or most recent) husband/partner, then read the remaining of the question. The question states that it is about sexual intercourse that she did not want, and describes several cases: for example by threatening her, exerting continuous pressure on her or putting her in a situation with which she cannot say no. Remind her that at this stage she should exclude attempts that have not taken place (there is another question about those attempts later). If necessary, you can add that sexual intercourse is defined as oral or anal sex or vaginal penetration.

When asking this question, you must read the first part of the question with each of the options listed in the question and pause for the respondent to answer. Each option has a row with a question about the period in which the harm occurred; it must be completed before moving on to the next option.

Options on sexual violence

- (a) Since the age of 15 until now, has anyone (other than your partner) ever forced you into sexual intercourse when you did not want to, for example by threatening you, holding you down or putting you in a situation where you could not say no. Remember to include people you have known as well as strangers. Please at this point exclude situations where it was only an attempt to force you.
- (b) Has anyone (other than your partner) ever forced you to have sex when you were too drunk or drugged to refuse?

- (c) Have you been forced or persuaded to have sex against your will with more than one man at the same time?

Go question by question (from a to c) in column N04. Circle the corresponding code in column N04A, for each answer given by the respondent regarding each behaviour: code (1) if she answers (Yes), then continue on the same row to column N04B to ask whether this has happened in the past 12 months prior to the interview; and code (2) if she answers (No), and here go to the next question listed in column N04. In column N04B, circle code (1) for (Yes) if it occurred in the past 12 months preceding the interview, and code (2) for (No) if it occurred before the past 12 months; if she answers (don't know or don't remember), circle code (98).

More specifically, each option of sexual violence in which the respondent answers (Yes) will have a follow-up question in the same row, about whether the violence happened in the past 12 months (the 12 months prior to the interview). If the answer is (No) to all options in N04A, skip to question N06.

Thus, you move between the different questions in columns N04A and N04B, for each of the options of question N04. Completing this question may seem complicated at first, but with practice, it will be relatively easier.

➤ **Question N04C: How old were you the first time this happened?**

The purpose of this question is to know the age of the respondent at the time the sexual rape occurred. Mark the age in completed years (i.e. omitting the fraction of the current year) in the assigned boxes; but if the respondent answers (don't know or don't remember), circle code (98).

➤ **Question N05: Perpetrator of rape**

If the respondent answered (Yes) to question N04, ask her question N05: "Who did this to you?" Record the person she mentions by circling the letter corresponding to that person in the list showed in question N05, and go to column N05A to find out the gender of the person, and then go to column N05B to ask: "How many times did this happen since you were 15? Once, a few times or many times?" Circle the code corresponding to the answer given by the respondent; code (1) if she answers (once), code (2) if she answers (few times), and code (3) if she answers (many times). Leave the explanation of (few times) and (many times) to the respondent, but if she requests to specify numbers for clarification, you can say that (few times) means about 2-5 times and (many times) means more than 5 times.

Regardless of her answer in column N05B, ask her question N05C: "How many times did this happen in the past 12 months? Not once, once, few times or many times?" Circle the code corresponding to the answer given by the respondent: code (0) if she answers (not once), code (1) if she answers (once), code (2) if she answers (few times) and code (3) if she answers (many times).

For the field worker

A special situation occurs when the respondent is 15 years old: question N05C about the number of times a behaviour occurred during the past 12 months preceding the interview becomes irrelevant because the respondent would not have had completed 15 years yet. In that case, her answer to question N05B would be the same as to N05C, i.e. you should circle the same answer code previously circled in question N05B (Since you were 15).

After completing all the questions on the perpetrator mentioned first by the respondent, ask her if there is someone else, probing to see whether the person is a relative, etc. It is important to check several times, by asking about different kinds of persons not mentioned by the respondent (such as friends, neighbours, strangers, or anyone else), to ensure that you have a full list of perpetrators. Repeat questions N05C and N05B to record frequency since the age of 15 and during the past 12 months and so on for each perpetrator.

Codes for the perpetrators in question N05

- (a) Father/Mother.
- (b) Stepfather/Stepmother.
- (c) Father/Mother of husband.
- (d) Brother/Sister.
- (e) Another family member.
- (f) Someone at work.
- (g) Friend/Acquaintance.
- (h) Recent acquaintance.
- (i) Stranger.
- (j) Teacher.
- (k) Doctor/health staff.
- (l) Priest/religious leader.
- (m) Police/soldier.

- (n) Fiancé/husband with a contract marriage only (don't live together).
- (o) Another person: Use this code to give details about any other person who was reported, or when there is another perpetrator in a previously marked category (e.g. a second male family member) or if you're not sure how to encode an answer.

➤ **Question N05a: When was the most recent incident that you were forced to have sex?**

The objective of this question is to know when the respondent was forced to have sexual intercourse. Circle code (1) if she answers (less than one year ago), code (2) if she answers (between one and five years ago), and code (3) if she answers (more than five years ago); if she (refuses to answer or there is no answer), circle code (99).

➤ **Question N05b: Where did the most recent incident occur?**

This question aims to know the place where the respondent was coerced into sexual intercourse, and the answers to the questions were drafted in a detailed manner so that policymakers can make appropriate decisions. Circle the code corresponding to the answer given by the respondent: code (1) for the answer (own home or yard), code (2) for (his home or yard), code (3) for (another person's home or yard), code (4) for (a street or an alley), code (5) for (parking lot), code (6) for (car), code (7) for (work), code (8) for (nightclub, club, or pool), code (9) for (rural areas, a forest, a public park), code (10) for (other public premises, commercial or public non-residential premises), code (11) for (school, college), code (12), for (institutional setting (including prison, care institution)) and code (13) for (public transit); if the respondent's answer differs from the listed answers, circle code (14) and write what she cites in detail. If she answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question N05c: Did you report the incident to the police?**

The objective of this question is to find out if the respondent has reported the last incident (rape) to the police. Circle the code corresponding to the answer given by the respondent: code (1) if she answers (Yes) and code (2) if she answers (No); if she (refuses to answer or there is no answer), circle code (99). If you circled code (2) or (99), skip to question N05f.

➤ **Question N05d: How did the police respond?**

This question is directed to women who reported the latest incident (rape) to the police. It aims to find out if there was a response by the police as a result of the reporting. Circle the code corresponding to the answer given by the respondent: code (1) if she answers (the police opened a case), and code (2) if she answers (they asked her to go and refused to open a case); if her answer differs from those two options, circle code (3) and write what she mentions in detail, and if (refuses to answer or there is no answer), circle code (99). If you circled code (2) or (99), skip to question N05f.

➤ **Question N05e: Was the person who did this to you arrested and convicted?**

The aim of the question is to find out whether the person who forced her to have sexual intercourse was arrested and convicted. Circle the code corresponding to the answer given by the respondent: code (1) if she answers (not arrested), code (2) if she answers (arrested but not convicted), and code (3) if she answers (arrested and convicted); if she (refuses to answer or there is no answer), circle code (99).

➤ **Question N05f: Did you report it to a health service (doctor or nurse)?**

The aim of this question is to know if the respondent has informed a doctor or nurse of the last incident (rape) that occurred to her. Circle code (1) if she answers (Yes), and code (2) if she answers (No); if she (refuses to answer or there is no answer), circle code (99). If you circled code (2) or (99), skip to question N05j.

➤ **Question N05g: Were you offered any medication/treatment for preventing pregnancy?**

This question is addressed to women who reported to the doctor or nurse about their latest incident (rape). It aims to know if she was given any medications or contraceptive treatment. Circle the code corresponding to the answer given by the respondent: code (1) if she answers (Yes) and code (2) if she answers (No); if she answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question N05h: Were you offered any medications/treatment for preventing transmission of HIV/AIDS?**

This question is addressed to women who have informed the doctor or nurse about their latest incident (rape) and aims to find out if they have been given any medications/treatment to prevent the transmission of HIV/AIDS. Circle the code corresponding to the answer given by the respondent: code (1) if she answers (Yes) and code (2) if she answers (No); if she answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question N05i: Did you receive formal counselling with regards to the incident that you experienced?**

This question is addressed to women who have informed the doctor or nurse about the latest incident (rape) they have been subjected to. It aims to find out if they have been given official advice regarding that incident. Circle the code corresponding to the answer given by the respondent: code (1) if she answers (Yes), and code (2) if she answers (No); if she (refuses to answer or there is no answer), circle code (99).

➤ **Question N05j: Did you tell anyone in your family about this incident? Anyone else, such as a friend or neighbour?**

The purpose of this question is to find out whether the respondent has informed a member of her family or anyone else about the latest incident (rape). Circle the code corresponding to the answer given by the respondent: code (A) for the answer (no one), code (B) for (female member of your family of birth), code (C) for (male member of your family of birth), code (D) for (female member of your husband's family), code (E) for (male member of your husband's family), code (F) for (your son/daughter (your children)), code (G) for (friend or neighbour); but if the respondent mentions someone not in the list, circle code (H) and write down the person she mentions. If you circled code (A), skip to question N06. Multiple answers are allowed.

➤ **Question N05k: How did they respond?**

This question is directed to women who have informed a family member or anyone else about the incident (rape) that happened to them and aims to know what their response was. Circle the code corresponding to the answer given by the respondent: code (A) if she answers (blamed me), code (B) if she answers (supported me), code (C) if she answers (were indifferent/not interested), code (D) if she answers (told me to keep it quiet), code (E) if she answers (advised me to report to the police); in case her answer differs from the aforementioned answers, circle code (F) and write what she mentions in detail. Multiple answers are allowed.

➤ **Question N06: Has anyone taken or tried to take something from you, by using force or threatening to use force?**

This question inquires about whether the respondent has been previously robbed. Circle code (1) if she answers (Yes) and code (2) if she answers (No). If the answer is (Yes), continue on the same row to column N06B to ask whether it happened in the past 12 months prior to the interview, but if the answer is (No), skip to question N07. If the respondent answers (Yes) in N06B, ask question N06C: "How many times did this happen in the past 12 months?" and circle the code corresponding to the answer given: code (1) for (once), code (2) for (twice) and code (3) for (at least three times).

➤ **Question N07: Harassment since the age of 15 until now**

This question inquires about harassment acts on the respondent since the age of 15. Note that the question accurately describes the types of harassment she may have been subjected to. It includes precise questions in order to capture incidents of attempted rape, such as (has someone tried to coerce you to have sexual intercourse, attempted to force you to establish a sexual relationship (did not happen), sexually touched you, performed any other sexual act against your will, made catcalls, sexual comments, demanded sexual favours, stared at you in a sexual manner, stalked, exposed his sex organs, or sent you personal electronic messages with sexual content?). When you ask her this question, you must read out the first part of it and repeat it with each of the options listed and pause

for the respondent to answer. Each option has a row containing a question about the period in which the harm occurred, to be completed before moving on to the next option.

Options on harassment

- (a) Has anyone attempted but DID NOT succeed to force you to have sexual intercourse when you did not want to, for example, by holding you down or putting you in a situation where you could not say no?
- (b) Touched you sexually or kissed you against your will. This includes, for example, touching your breasts or private parts?
- (c) Made you touch his private parts against your will?
- (d) Has anyone made catcalls, sexual comments about your body or appearance, demanded sexual favours, stared at you in a sexual manner, stalked, or exposed his sex organs?
- (e) Have you ever received personal electronic messages with sexual content (e.g., remarks, invitations, photos, movies) that were hurtful to you or made you feel uncomfortable? For example, via Facebook, cell phone, e-mail, excluding spam messages.

Go question by question (from a to e) in column N07. Circle the corresponding code in column N07A, for each answer given by the respondent regarding each behaviour: code (1) if she answers (Yes), then continue on the same row to column N07B to ask whether this has happened in the past 12 months prior to the interview; and code (2) if she answers (No), and here go to the next question listed in column N07. In column N07B, circle code (1) for (Yes) if it occurred in the past 12 months preceding the interview, and code (2) for (No) if it occurred before the past 12 months; if she answers (don't know or don't remember), circle code (98).

More specifically, each option of harassment in which the respondent answers (Yes) will have a follow-up question in the same row, about whether the violence happened during the past 12 months (the 12 months prior to the interview). If the answer was (No) to all options in N07A, skip to question N08c.

Thus, you move between the different questions in columns N07A and N07B, for each option listed in column N07. Completing this question may seem complicated at first, but with practice, it will become relatively easier.

For the field worker: Check question V07.

If "Yes" in any behaviour (code 1 at least once) in column N07A, continue.

If "No" for all behaviours (code 2) in column N07A, go to question to N08c.

➤ **Question N07C: How old were you the first time this happened?**

The purpose of this question is to know what the age of the respondent was when sexual harassment occurred. Mark the age in completed years (i.e. omitting the fraction of the current year) in the assigned boxes. If the respondent answers (don't know or don't remember), circle code (98).

➤ **Question N08: Perpetrator of harassment**

If the respondent answers (Yes) to question N07 (about harassment since the age of 15), ask her question N08: "Who did this to you?" Record the person she mentions by circling the letter corresponding to that person in the list showed in question N08, and go to column N08A to find out the gender of the person, and then go to column N08B to ask: "How many times did this happen since you were 15? Once, a few times or many times?" Circle the code corresponding to the answer given by the respondent: code (1) if she answers (once), code (2) if she answers (few times), and code (3) if she answers (many times). Leave the explanation of (few times) and (many times) to the respondent, but if she requests to specify numbers for clarification, you can say that (few times) means about 2-5 times and (many times) means more than 5 times.

Regardless of her answer in column N08B, ask her question N08C: "How many times did this happen in the past 12 months? Not once, once, few times or many times?" Circle the code corresponding to the answer given by the respondent: code (0) if she answers (not once), code (1) if she answers (once), code (2) if she answers (few) and code (3) if she answers (many).

For the field worker

A special situation occurs when the respondent is 15 years old: question N08C about the number of times a behaviour occurred during the past 12 months preceding the interview becomes irrelevant because the respondent would not have had completed 15 years yet. In that case, her answer to question N08B would be the same as to N08C, i.e. you should circle the same answer code previously circled in question N08B (Since you were 15).

After completing all the questions on the perpetrator mentioned first by the respondent, ask her if there is someone else, probing to see if the person is a relative, etc. It is important to probe several times, by asking about different kinds of persons not mentioned by the respondent (such as friends, neighbours, strangers, or anyone else), to ensure that you have a full list of perpetrators. Repeat questions N08B and N08C to record the recurrences since the age of 15 and within the past 12 months and so on per perpetrator.

Codes for the perpetrators in question N08

(a) Father/Mother.

(b) Stepfather/Stepmother.

- (c) Father/Mother of husband.
- (d) Brother/Sister.
- (e) Another family member.
- (f) Someone at work.
- (g) Friend/Acquaintance.
- (h) Recent acquaintance.
- (i) Stranger.
- (j) Teacher.
- (k) Doctor/health staff.
- (l) Priest/religious leader.
- (m) Police/soldier.
- (n) Fiancé/husband with a contract marriage only (don't live together).
- (o) Another person: Use this code to give details about any other person who was reported, or when there is another perpetrator in a previously marked category (e.g. a second male family member) or if you're not sure how to encode an answer.

➤ **Question N08a: When was the most recent incident in which you were forced into sexual intercourse?**

The objective of this question is to know when the respondent was forced to have sexual intercourse. Circle code (1) if she answers (less than one year ago), code (2) if she answers (between one and five years ago), and code (3) if she answers (more than five years ago); if she (refuses to answer or there is no answer), circle code (99).

➤ **Question N08b: Where did the most recent incident occur?**

The goal of this question is to know the place where sexual violence took place. Circle the code corresponding to the answer given by the respondent: code (1) for the answer (own home or yard), code (2) for (his home or yard), code (3) for (another person's home or yard), code (4) for (a street or an alley), code (5) for (parking lot), code (6) for (car), code (7) for (work), code (8) for (nightclub, club, or pool), code (9) for (rural areas, a forest, a public park), code (10) for (other public premises,

commercial or public non-residential premises), code (11) for (school, college), code (12) for (institutional setting (including prison, care institution)), code (13) for (public transit); in case her answer differs from the listed answers, circle code (14) and write what she cites in detail; if she answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

- **Question N08c: Have you ever been asked to perform sexual acts against your will in order to get a job or keep your job, or to get promoted?**

The aim of this optional question is to find out if the respondent was asked to have sex against her will in order to get a job, maintain her job or get a promotion. Mark the code corresponding to the answer given by the respondent: code (1) if she answers (Yes), code (2) if she answers (No), and code (3) if she does not work (not applicable, never worked); if she (refuses to answer or there is no answer), circle code (99).

- **Question N08d: Have you ever been asked to perform sexual acts against your will in order to pass an exam or get good grades at school?**

The purpose of this optional question is to find out whether the respondent was asked to have sex against her will in order to pass an exam or get good grades in school (whether the incident happened or not). Circle the code corresponding to the answer given by the respondent: code (1) if she answers (Yes), code (2) if she answers (No), and code (3) if she does not study (not applicable, never attended school); if she (refuses to answer or there is no answer), circle code (99).

- **Question N09: When you were a girl, before you were 18 years old, do you remember if anyone in your family ever touched you sexually against your will, or made you do something sexual that you did not want to?**

The purpose of this question is to find out if sexual acts were performed against her will before she was 18 years old (e.g., touching breasts or private parts, making sexual remarks or showing her sexually explicit pictures against her will, making her touch their own private parts, having sex or trying to have sex with her) by a person in the family or any other person. Circle the code corresponding to the answer given by the respondent: code (1) if she answers (Yes) then ask the subsequent question; and if she answers (No), circle code (2) and skip to question N12.

- **Question N10: Who did this to you?**

If the respondent answers (Yes) to question N09, ask her question N10: "Who did this to you?" Record the person she mentions by circling the letter corresponding to that person in the list showed in column N10 and go to column N10A to find out the sex of the person, then go to column N10B to ask: "How old were you when it happened to you with this perpetrator for the first time?" Write that age in completed years (omitting the fraction of the year). Regardless of her answer in column N10B, ask her question N10C: "How old was this perpetrator?" Mark the perpetrator's age in

the assigned boxes and got to column N10D to ask her: "How many times did this happen?" Circle the code corresponding to the answer given by the respondent: code (1) if it happened (once), code (2) for (few) and code (3) for (many), leaving the interpretation of (few) and (many) to the respondent; but if she requests to specify a number for clarification, you can say that (few) means about 2-5 times and (many) means more than 5 times.

After completing all the questions on the perpetrator mentioned first by the respondent, ask her if there is someone else, probing to see if the person is a relative, etc. It is important to probe several times, by asking about different kinds of persons not mentioned by the respondent (such as friends, neighbours, strangers, or anyone else), to ensure that you have a full list of perpetrators.

Codes for the perpetrators in question N10

- (a) Father/Mother.
- (b) Stepfather/Stepmother.
- (c) Father/Mother of husband.
- (d) Brother/Sister.
- (e) Another family member.
- (f) Someone at work.
- (g) Friend/Acquaintance.
- (h) Recent acquaintance.
- (i) Stranger.
- (j) Teacher.
- (k) Doctor/health staff.
- (l) Priest/religious leader.
- (m) Police/soldier.
- (n) Fiancé/husband with a contract marriage only (don't live together).

(o) Another person: Use this code to give details about any other person who was reported, or when there is another perpetrator in a previously marked category (e.g. a second male family member) or if you're not sure how to encode an answer.

- **Question N11: During any of the instances you mentioned before of sexual acts that happened before you were 18 years old, did this person put his penis or something else into your vagina, your backside (anus), or mouth?**

The purpose of this question is to find out if another sexual act occurred for the respondent that was not mentioned before the age of 18 years (e.g., this person put his penis or anything else in your vagina, backside (anus), or mouth). Circle the code corresponding to the answer given by the respondent: code (1) if she answers (Yes), and code (2) if she answers (No); if she answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

- **Question N12: How old were you when you first had sexual intercourse?**

The purpose of this question is to know the age of the respondent when she first had sex. Write the age the respondent mentions in completed years (i.e. by omitting the fraction of the current year) in the assigned boxes. Circle code (1) if she answers (I didn't have sex); if she (refuses to answer or there is no answer), circle code (99). If you circled code (1), skip to question N17.

- **Question N13: How would you describe the first time you had sexual intercourse? Would you say that you wanted to have sex, you did not want to have sex but it happened anyway, or were you forced to have sex?**

The purpose of this question is to know whether the respondent wished to have sex or was forced to do so. Circle the code corresponding to the answer given by the respondent: code (1) if she reports (wanted to have sex), code (2) if she answers (I did not want to do it, but it happened), and code (3) if she answers (forced to have sex); if she answers (don't know or don't remember), circle code (98) and if she (refuses to answer or there is no answer), circle code (99).

- **Question N14: In your life, how many different men have you had sex with?**

The number of sexual partners women have had varies greatly from person to person. Some women report having had 1 sexual partner, some 2 or more, and others report 50 or more. This question aims to know the number of sexual partners the respondent had. Write the number stated by the respondent in the assigned boxes. If she answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question N15: How many partners have you had sex with in the past 12 months?**

The goal of this question is to know the number of sexual partners the respondent had during the past 12 months prior to the interview. Write the number stated by the respondent in the assigned boxes. If she has answered in question N14 that she had a single partner, ask her: "Have you had sex in the past 12 months?" If she answers (Yes), write "01", and if she answers (No), write "00". If she has answered in question N14 that she had more than one partner, ask her: "How many of these men have you had sex with in the past 12 months?" Write the number of partners in the assigned boxes (the total includes the current partner). If she answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question N16: The first time you had sexual intercourse, was this with your (future) husband/partner, or was it with someone else?**

The purpose of this question is to find out if the first sexual intercourse that the respondent had was with her (future) husband/partner or with another person. Circle the code corresponding to the answer given by the respondent: code (1) if she reports (future husband /partner), code (2) if she answers (someone else more or less the same age), and code (3) if she answers (someone else who was older); if she answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question N17: When you were a child (before the age of 18), was your mother hit by your father (or her husband, boyfriend or lover)?**

This question aims to ask the respondent if when she was a child (before the age of 18) she has seen or heard that her mother was beaten by the father (or the stepfather or her boyfriend or lover)? Circle the code corresponding to the answer given by the respondent: code (1) if she answers (Yes), code (2) if she answers (No) and code (3) if she answers (parents didn't live together); if she answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

➤ **Question N18: Physical violence against the child**

This question aims to identify the physical violence experienced by the respondent since she was a child (before the age of 18). When you ask this question, you must read the first part of it and repeat it with each of the options listed. Pause for the respondent to answer.

Options on physical violence on the girl child

- (a) Slap or spank you (with hand)?
- (b) Beat or kick you or hit you with fist?
- (c) Hit you with a belt, stick, broom or something else?
- (d) Tie you up with a rope?

(e) Other (specify)-----.

Read each option listed in N18 to the respondent, and circle code (1) if she answers (Yes), code (2) if she answers (No), and code (98) if she answers (don't know).

➤ **Question N19: Before the age of 18, have you been continuously cursed, or humiliated by someone in your family?**

The purpose of this question is to know if the respondent has been (before the age of 18) continuously cursed or humiliated by someone in her family. Circle code (1) if she answers (Yes), and code (2) if she answers (No); if she answers (don't know or don't remember), circle code (98), and if she (refuses to answer or there is no answer), circle code (99).

C. Completing and concluding the interview

This section covers how to finish the interview and includes several questions:

➤ **Question Z01: Respondent's comments or add-ons**

The purpose of this question is to give the respondent the possibility to make comments, add anything she would like to add to the interview or discuss any topic she believes that the interview did not raise. You should be careful to write down all what she tells you and be precise as much as possible, using the words that she uses and the main points that she makes (whenever possible).

➤ **Question Z02: How the respondent feels after the interview?**

This question asks the respondent how she feels after having the opportunity to talk about those matters. Write down any specific answer given by the respondent by using the available space in the questionnaire. If there is not enough space, you could use the remaining space at the end of the questionnaire. If the respondent does not understand the question, you could probe with the pre-coded answers given and then circle the appropriate code: code (1) if she answers (good/better), i.e. she feels either good or better than before the interview; code (2) if she answers (bad/worse), i.e. she feels bad or worse than before the interview; and code (3) if she answers (same/no difference), i.e. she does not feel any different from before the interview.

➤ **Question Z03: Completion of interview**

It is important to end the interview appropriately and on a positive note. It may be that during the interview, the respondent has talked about difficult and distressing issues, and so it is important that you recognize this when you complete the interview. For this reason, we have scripted two endings:

Ending One: If the respondent has disclosed problems or violence

Ending One is designed for respondents who have reported experiencing any form of abuse. For such woman, it is important that you:

- Thank her for the time that she has spent with you.
- Stress that the information that she provided is very important.
- Show her that you recognize she has difficulties.
- State that no one deserves to be treated in that way.

- Emphasize that you think she is strong and has survived/been living through difficult circumstances.
- Ask her whether she would like to get a list of organizations and services that may be of use to her, her friends or relatives.

Ending Two: If the respondent has not disclosed problems or violence

Ending Two is designed for respondents who have not reported experiencing any form of violence. For such woman, it is important that you:

- Thank her for the time that she has spent with you.
- Stress that the information she has provided was very important.
- Ask her whether she would like to get a list of organizations and services that may be of use to her, her friends or relatives.

It is useful to have these two endings memorized so that you say them without having to refer closely to the questionnaire. This will help ensure that the respondent feels that what you say is genuine and in response to her situation, rather than a standard text that you repeat to everyone.

Finishing the interview

Write down the time at which you ended the interview using the 24-hour system.

➤ **Question Z04: Field worker's comments**

Once you leave the interview, check your questionnaire carefully. Make sure you have followed the skip pattern questions precisely and carefully, and that your handwriting is legible. If necessary, go back to the household you interviewed in case you missed a section or if some of the answers were unclear to you.

Thereafter, record on the allocated space any comments you may have about the woman you interviewed, about specific questions in the questionnaire, or about any other aspect of the interview. If anything in the interview seems unusual or, if any of the questions require further clarification or modification, note it in that space in order to bring it to the attention of the reviewer or the supervisor. Attention must be paid to the comments as they are extremely helpful to the reviewer, supervisor and data processing staff in interpreting the information produced by the questionnaire.

➤ **Question Z05: Was anybody present at the interview?**

- The field worker may determine whether the interview was limited to the respondent only or was attended also by another person(s).
- Circle the code corresponding to your answer.

If your answer is (Yes), i.e. other people attended the interview, you should indicate how many people were present, their relationship to the respondent and their approximate age.

➤ **Question Z06: Do you have the impression that the answers were truthful?**

- This question explores the extent to which the field worker believes the respondent's answers are truthful.
- Circle the code corresponding to your answer.

If your answer is (No), indicate in which question the respondent's answer was not truthful and the reason for believing so.

➤ **Question Z07: Did you detect any specific problems with the wording or translation?**

- This question asks the field worker if she encountered difficulties with the way the questions were drafted.
- Circle the code corresponding to your answer.

If your answer is (Yes), identify the question or questions in which you encountered difficulties.

➤ **Question Z08: Was it difficult to obtain answers on questions about frequency of violence?**

- This question asks the field worker to identify the difficulties she faced in obtaining answers about violence.
- Circle the code corresponding to your answer.

If your answer is (Yes), identify the question or questions for which it was difficult to obtain answers.

➤ **Question Z09: Do you feel any questions are missing?**

- This question asks the field worker about the extent to which she believes that there was a shortage of questions that would have been better added to the questionnaire.
- Circle the code corresponding to your answer.

If your answer is (Yes), identify the question or questions to be added.

➤ **Question Z10: Any other comments by the field worker**

The purpose of this question is to give the field worker the opportunity to make further comments about the interview or discuss other topics that she believes the interview might have overlooked. Write down your comments in detail.

Appendix I: Age of the respondent

Be sure to ask about age (and probably other socio-demographic information) at the beginning of the interview.

In relation to the question of age, it is often useful, before you begin the individual interview, to ask the respondent to bring any document stating her birth date (particularly relevant in countries where women often do not know their own birth date). It is important that you examine these documents; so, assure the respondent that you have plenty of time to wait while she looks for them.

If the “question by question explanation” requires adaptations to address the insertion of questions on date of birth and age, the text below may serve as an example.

Question on DAY, MONTH AND YEAR OF BIRTH

The information on the date of birth must be asked independently of the information on the Eligible Woman Selection Form. Of course, you should check later if the information collected on date of birth in the questionnaire is consistent with the recorded in the Eligible Woman Selection Form.

Question on AGE

This is one of the most important questions asked in the interview, since much of the analysis of the data depends on the respondent's age. For example, the two most important results of the survey, women's experiences of physical and sexual violence will be analysed according to the age of the woman.

The day on which you interview the respondent is used to calculate her age, as well as the age of other people (such as partner(s) and/or children, if applicable) whom she may mention during the interview. If the interview takes place in more than one session, the day of the first session is used in these calculations.

You must obtain the respondent's age in completed years (omitting the fraction of the current year), that is, her age at her last birthday. Depending on the type of information you get from the respondent, you may record the woman's age in one of four ways:

(a) The woman knows her age

If the woman tells you her age, simply write it in the space provided. (In some countries registration documents may show a different date of birth from the real biological age, for example when the child is registered several years after birth). In those cases, if a woman knows her age but her

registration document shows a different age, use her biological age, but make sure to write an explanation about the different date of birth in the registration document, so that you will be able to explain the inconsistency when the questionnaire is checked.

(b) The woman does not know her age, but reports her year of birth

If the woman does not know her age, but she did report a year of birth, you may calculate her age as follows. If the woman has already had her birthday in the current year, subtract the year of birth from the current year. If the woman has not yet had her birthday in the current year, subtract the year of birth from last year. If the woman does not keep track of the time within a year when her birthday falls, it is sufficient to subtract her year of birth from the current year.

(c) The woman does not know her age, and does not report a year of birth

If the woman does not know her age and cannot report a year of birth, you will have to probe to try to estimate her age. Probing for ages is time consuming and sometimes tedious; however, it is important that you take the time to try to get the best possible information.

There are several ways to probe for age

Ask the respondent how old she was when she got married or had her first child, and then try to estimate how long ago she got married or had her first child. For example, if she says she was 19 years old when she had her first child, and that the child is now 12 years old, she is probably 31 years old.

You might be able to relate her age to that of someone else in the household whose age is more reliably known.

Try to determine how old she was at the time of an important event [war, flood, earthquake, change in political regime] and add her age at that time to the number of years that have elapsed since the event.

Check what age was recorded on the Eligible Woman Selection Form and try to find out how this figure for her age has come about (there may have been another member of the household who knew her age).

(d) The woman does not know her age and probing did not help

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

Consistency check: date of birth and age

You must now check the consistency of the reported year of birth and age. This can be done by using the fact that the woman's age plus her year of birth must equal the year in which she last had a birthday. There are two methods of checking whether the age and year of birth are consistent – an arithmetic method and a chart method. You may use either one.

III. Instruction Manual for Field Workers

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A. BACKGROUND – VIOLENCE AGAINST WOMEN

1. The extent of violence against women

Gender-based violence is a violation of human rights; it affects mainly women and girls. This type of violence results in many physical, sexual and psychological consequences, inter alia, its immediate impact on the victim and its long-term effects as gender-based violence undermines the overall well-being of women and prevents them from their full and effective participation in society. The repercussions of such violence are not limited to female victims, but rather extend to the family, society and the country as a whole, including the high financial cost, from health care spending to legal expenditures to productivity losses.

Violence against women is a global concern that transcends cultural, geographical, religious, social and economic boundaries. The forms of violence include, among others, physical, psychological and sexual violence. Physical violence includes a range of aggressive physical acts such as shoving, slapping, kicking, beating, causing burns and using a weapon. Psychological violence encompasses continuous belittling, defaming, imposing extreme isolation and degrading treatment. Sexual violence includes sexual coercion, sexual harassment, unwanted sexual touching and forced pregnancy.

There are also certain forms of violence linked to the customs and traditions of society. They may be limited to specific geographical communities or geographical regions such as wife inheritance in South Africa, female genital mutilation in East and West Africa and dowry killings in the Indian subcontinent.

Violence against women is prevalent in all countries, whether low, medium or high income. According to the World Health Organization (WHO), the latest prevalence rates at the global level indicate that one out of every three women (about 30 per cent) worldwide has experienced physical and/or sexual violence, by an intimate partner or by another person.⁸

Studies on a global scale show that the percentage of women who have lived with a man and report experiencing some form of physical or sexual violence by the husband, range between 15 per cent and 71 per cent. In many countries, the extent to which women are exposed to domestic violence remains hidden and undocumented, for many reasons. The surveys have shown that most women

⁸ <https://www.who.int/news-room/fact-sheets/detail/violence-against-women>.

victims of abuse had never sought help from police or others; therefore, data available from official institutions severely underestimate the true extent of the problem. Violence is often perpetrated by the husband and most of the time inside her home. It is usually considered a "personal matter" – not open to discussion, talk or action thereon.

2. Consequences of violence against women

Violence against women in many countries is a legal issue. However, physical, psychological, and sexual violence has physical and psychological consequences on reproductive health.

Physical consequences associated with violence against women include bruises, cuts, bruises around the eyes, burns, concussions and fractures. It also includes further injuries resulting from the use of knives and other tools, as well as permanent injuries such as physical deformity due to burns, biting or the use of weapons. Women who are often abused complain of other things, including chronic headaches, and abdominal, pelvic and muscle pain.

The psychological consequences associated with violence against women include fear, anxiety, fatigue and depression. Sleep and eating problems are also common and long-term problems. Linkages between physical mistreatment and high rates of psychological problems, suicide attempts and alcoholism have also been documented. Similarly, violence against women has repercussions on reproductive health. Many men resort to threats of violence and real violence to impose control over a woman's reproductive ability and sexual intercourse. Women may be subjected to violence if they are found to reconsider their marital lives or during any controversy related to pregnancy and childbearing, or suspicion of betrayal. Studies in the developed world show women's vulnerability to violence during pregnancy, with strikes usually directed to the stomach.

It was noted that sexual assault has physical and psychological consequences. Women who have been raped are vulnerable to sexually transmissible diseases such as HIV/AIDS or unwanted pregnancy, and rape survivors may suffer from depression, inability to focus, sleep and eating disorders, feelings of anger, humiliation and self-blame.

Finally, violence against women in some families may lead to death; data from specific countries show that the majority of women who have been killed were victims of (current or most recent) husbands, often in the context of an abusive relationship. In addition, women may commit suicide as a final refuge to end violence. On the other hand, violence may not only restrict the participation of women in society but also has a significant impact on their children. A woman who suffers from abuse may be forced to sell some property to pay for what her husband refuses to pay for, to obtain health services and other services, or to support her family. Her work can also be terminated due to injuries suffered or as a result of the husband's interference. In addition, she and her children may be obliged to leave the house if violence intensifies significantly.

Abusive partners who often deliberately mistreat their wives tend to prevent them from seeing their families and friends, or from participating in religious, developmental, or community activities. Children may be affected by this treatment in many ways. Violence during pregnancy can result in miscarriage or the birth of an underweight or injured baby. It may be extremely difficult for a woman to provide basic needs for her children, such as health care. Children growing up in violent families live in constant fear; they witness their mother's ill-treatment and might, in turn, get hurt if they try to intervene in her favour. Domestic violence can also hurt children's development and performance at school.

3. Understanding the causes of domestic violence

People often think that domestic violence is the result of unemployment or the husband's alcoholism, but there are likely to be other more complex factors, including cultural norms prevailing in a society according to which men have to be violent to prove their machismo or people believe that a husband "owns" his wife and has to punish and discipline her.

Some factors may foster violence in society. This includes societal acceptance of domestic violence, lack of services for battered women, or high crime rates and men's violence against men. Certain factors may reduce a woman's exposure to violence, including joining a women's or private association to support women, owning a land, or earning money. Within the small family, women may be more vulnerable to ill-treatment if men control the money, if they have marital problems, or if they are isolated in the family. Among the reasons that may drive a man to commit acts of violence are the abuse of his mother by her husband in front of people, the excessive use of alcohol or drugs and job loss.

4. Women's responses to violence

Women experiencing violence may resort to many methods to sustain the violence, mitigate injuries, obtain support, or put a definitive end to violence. Such methods include confronting violence, ending the marriage, asking friends or relatives for help, resorting to the police, and seeking help from health care workers or those providing other support services. There may also be other services that women may want to benefit from or persons she may want to seek support from. Information on the actions taken in response to women's demands may be useful to assist other women who are subjected to violence, and information about formal and informal support sources can be used to identify aspects that require additional training to improve ways to support women suffering from ill-treatment.

B. OVERVIEW OF THE SURVEY

1. Survey objectives

The Violence Against Women questionnaire in (country name) aims to collect information related to women's exposure to various types of violence in (country name).

Statistical indicators for measuring violence against women are:

| | |
|-----------|--|
| SDG 5.2.1 | Proportion of ever-partnered women and girls aged 15 years and older subjected to physical and/or sexual and/or psychological violence by a current or former intimate partner in the previous 12 months, by form and frequency of violence and age. |
| | Proportion of ever-partnered women and girls aged 15 years and older subjected to physical and/or sexual and/or psychological violence by a current or former intimate partner during their lifetime, by form and frequency of violence and age. |
| | Proportion of women and girls aged 15 years and older subjected to physical violence by persons other than an intimate partner in the previous 12 months, by relationship to the perpetrator, frequency of violence and age. |
| | Proportion of women and girls aged 15 years and older subjected to physical violence by persons other than an intimate partner, since the age of 15 years, by relationship to the perpetrator, frequency of violence and age. |
| SDG 5.2.2 | Proportion of women and girls aged 15 years and older subjected to sexual violence (rape) by persons other than an intimate partner in the previous 12 months, by place of occurrence, relationship to the perpetrator, frequency of violence and age. |
| | Proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner, since the age of 15 years, by place of occurrence, relationship to the perpetrator, frequency of violence and age. |
| | Proportion of women aged 15 years and older subjected to economic control by husbands in the previous 12 months and lifetime. |
| SDG 5.3.1 | Proportion of women aged 20-24 years who were married or in a union before age 15 and before age 18. |
| SDG 5.3.2 | Proportion of girls and women aged 15-49 years who have undergone female genital mutilation/cutting, by age. |

The survey consists of interviewing a randomly selected group of girls and women respondents who are aged 15 years and older. They will be asked questions about their experiences in case they have suffered from violence and abuse. The information we obtain will be used in conjunction with other data to understand the extent of violence experienced by girls and women in an attempt to improve the services provided to them and determine the best way to prevent such violence in the future.

You are trained as field workers on conducting interviews as part of the survey on violence against women for (organization name) which will last for (number) days. After the training course, selected field workers will be working in teams and going to different parts of the country to interview women in their households. This is called fieldwork.

During the training course, you will learn how to correctly fill the different sections of the questionnaire, and you will conduct practice interviews. The questionnaires that you complete will be checked for completeness and accuracy. You should study this manual carefully.

2. Sample

There are several ways to gather information about people. One way is to contact nearly every person and ask them questions about what you need to know. This is very costly because it takes numerous field workers to talk to everyone. Another way to collect information is through a “sample” survey, but in this case, we must be careful in selecting the persons who will be the subject of the survey to make sure that the sample is representative of the community in order to be able to use the data collected from this sample to draw conclusions that are valid for the whole region.

For this survey, [the number of clusters] is scientifically selected from the survey sites. [The steps involved in selecting the sample are briefly described; adapt the following text as appropriate]. Within each cluster, [number] households were randomly chosen to constitute the subject of the survey. Each of these households will be visited, and the Eligible Woman Selection Form will be used to prepare a list of women and girls in each household (the criteria for selecting household members will be explained below), in order to identify women eligible for interview from among the women of the household. Consequently, only one woman aged 15 years and older is randomly selected for interview [the Household Form is used to collect general information about the household]. The selected woman consent for participation in the survey is sought, and if she agrees, the interview is conducted privately.

The success of the survey depends on many factors, including:

- The number of girls and women interviewed: survey organizers determine the necessary number; it is very important that field workers complete the required interviews to ensure that the survey covered the right number of girls and women.
- The method used to select eligible girls and women for the interview: it is very important that every woman aged 15 years and older in each group has the same opportunity to participate in the survey. Therefore, households are randomly selected for interviews, and re-visits are made to girls and women who were not at home at the first visit. In this way, we ensure that no group is marginalized during the survey. For example, it is most likely that working women will not be home at the time of visits. If we do not call back to interview them, we may not accurately record the perspective of this group of women.

3. Survey questionnaire

The questionnaire used in the survey consists of 10 sections:

| |
|---|
| Household Form |
| Section I: Household characteristics |
| Section II: Housing characteristics and family property |
| Individual Consent Form for Eligible Women |
| Section III: Background of the respondent |
| Section IV: Marital status (relationship with husband/partner) |
| Section V: Financial status and work |
| Section VI: Health |
| Section VII: Background of the (current or most recent) husband |
| Section VIII: Husband/partner violence |
| Section IX: Injuries |
| Section X: Violence committed by others (non-husband/non-partner) |
| The present toolkit contains the following documents which have been prepared to accompany the questionnaire: |
| 1. Instruction Manual: Question by Question (chapter II) |
| 2. Instruction Manual for Field Workers (chapter II) |
| 3. Facilitator Manual for Training Field Workers (chapter IV) |
| 4. Analysis Plan Manual for VAW Indicators (chapter V) |

4. Field worker's role

The field worker occupies the central position in this survey as she is responsible for collecting data efficiently, accurately and honestly. Therefore, the success of the survey depends on the quality of work of each field worker. Your task and role as a field worker will be described in detail throughout this manual and during the training period.

5. Training of female field workers

Although some people are more adept at interviewing than others, one can become a good field worker through practice and experience. Through training, you will learn more about domestic violence and see interviews conducted by trainers as an example of actual interviews. During this phase of your training, the questionnaire sections, questions, and instructions will be discussed in detail. You should practice reading the questionnaire aloud several times to become comfortable with reading it. The training also includes role-playing in which you practice by interviewing another trainee, with one of you taking the role of the field worker and the other the respondent. Finally, you will practice field work by interviewing eligible respondents who are not part of the survey. You will be required to check and review the answers to the questionnaire just as you would do in the actual survey assignment.

6. Supervision of field workers

We all agree that training is a continuous process that does not end when the formal training period is completed. While the training period gives basic information about the survey and questionnaire completion process, observation and supervision throughout the fieldwork constitute an essential and complementary part of the training process even after fieldwork has begun. The supervisor plays a very important role in continuing your training and in ensuring the quality of data.

The supervisor performs the following tasks [to adapt as needed]:

- Introduce the survey and the interview team to the officials in the communities where the survey is conducted.
- Identify the households with which the interview is conducted.

- Resolve any problems that the field worker might have with finding the assigned households, understanding the concepts used in the questionnaire, or dealing with some uncooperative households.
- Re-do some of the interviews conducted by the field worker for some households to verify the smooth operation of the selection process and the interview.
- Review each questionnaire to be sure it is complete and consistent.
- Take the necessary measures in case of any difficulties.
- Meet each team member daily to discuss performance and emerging issues and assign future work.
- Follow-up on the reviewers and field workers in the field to ensure work discipline and smooth progress in accordance with the plan established.
- Hold regular meetings with the survey team to identify obstacles and problems encountered by the team during the day and democratically solve them and to discuss the work plan for the following day.
- Ensure the comfort of the team by finding adequate housing and transportation means, as well as other services.
- After receiving the questionnaires from the field worker, the supervisor places the data in a special form and reports this achievement to the project administration daily.
- Help refer any woman requesting assistance.

C. CONDUCTING AN INTERVIEW

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

1. Dress

When conducting the interview, it is important to dress neatly and simply all the time, as you represent [the name of the organization] in the community. Therefore, your clothes should be suitable and comfortable, not necessarily your best. Avoid clothing that stands out in your surroundings (such as a business suit) and wear clean tidy clothes and comfortable shoes. You must also unequivocally avoid wearing expensive jewellery that highlights the financial gap between you and those you meet. These considerations are important and have an impact on how satisfied people are and on accepting you during the interview.

2. Building rapport with the respondent

As a field worker, your first responsibility is to establish a good rapport with a respondent. At the beginning of an interview, you and the respondent are complete strangers to each other. The respondent's first impression of you will influence her willingness to cooperate and provide information in the context of the survey. Be friendly as you introduce yourself. [Before you start to work in a particular area, the field supervisor will have informed local leaders of the survey and will revisit them when you arrive at the survey site]. You will also be given a letter [identification badge] that states that you are working with [the name of the organization conducting the survey].

- **Make a good first impression**

When you start getting acquainted with the respondent, do your best to make her feel at ease. With a few well-chosen words, start the interview with a smile and greeting such as "Good morning" and then introduce yourself and explain the survey objectives in a nutshell.

The introduction can be as follows:

"My name is _____. I represent [the name of the organization conducting the survey]. We are conducting a survey on [use safe words as survey name and avoid the use of the term violence against women], and we are conducting interviews with girls and women from different parts of the country. I want to talk to you and ask you a few questions".

- **Always have a positive approach**

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

- **Stress confidentiality of answers and their exclusive use in the context of the survey**

If the respondent is hesitant about responding to the interview or asks what the data will be used for, explain that the information you collect will remain confidential, no individual names will be used for any purpose, and all information collected will be grouped to write a report. Also, you should never mention other interviews or show completed questionnaires to the supervisor or field reviewer in front of a respondent or any other person.

- **Answer frankly any question the respondent asks**

Before agreeing to be interviewed, the respondent may ask you some questions about the survey or how she was selected to be interviewed and why you came to her address or her own household. Be direct when you answer and explain how survey data are collected, which is the sampling method, under which the household was randomly selected from a number of households in the area. Hence, choosing the respondent's household is nothing more than a matter of pure coincidence. But if she asks questions about family planning, medications or sources of support, tell her that you will be happy to answer her questions after the interview. (the Instruction Manual: Question by Question in section II of this document includes some questions that may arise, along with appropriate answers). If the right conditions are not met for the respondent to answer your questions, indicate your willingness to return later.

3. Finding somewhere safe to conduct the interview

It is very important that you conduct the interview (asking questions to the chosen woman) privately and that you ensure all questions are answered by the respondent herself. (The field worker must conduct the interview in private with the respondent and get the answers to all the questions from

the respondent herself). The presence of a third person during an interview can prevent you from getting frank, honest answers. This is particularly important given the sensitive nature of the topic of the survey. Due to the violent partner's tendency to control, and if he finds out the topic of the interview, he may use it to justify a violent attack on the respondent.

If the selected woman agrees to be interviewed, ask her if this is a good time to hold the interview. Stress the need to talk in private and ask her if she would rather do the interview anywhere else she chooses; she may prefer a specific room in the house, or a place outside the house, or any other place. If it is hard for her to find a private place, suggest some places, for example, you can ask her if you two can go out to talk, or walk away from the house, so you may find a place where you can talk in private.

If necessary, you can use your team members to ensure privacy — for example, they can take care of the children while you are interviewing or distract a person who is likely to interrupt the interview.

If it is impossible to find a private place for the interview, ask the respondent if it would be better to come back later. Try to arrange an interview during the time scheduled for the area, as it will be difficult for you to return after you leave the area; also ask her if she prefers that you return to her home or would like you to meet her elsewhere. Discuss the proposed time and place with your supervisor before confirming your return to the respondent. If necessary, discuss with the respondent before making any changes to what has been decided.

Remember: Don't start asking the questions on the Violence Against Women in the questionnaire in the presence of persons who can hear the interview, whether they are men, women, or children (over two years of age).

4. Tips for conducting the interview

(1) Be neutral throughout the interview

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

The respondent may ask some questions during the interview about issues related to the questionnaire; tell her that you are interested in her own opinion but you cannot answer her

questions at this time for fear of slowing down the course of the interview, and that you can discuss any question at the end of the interview.

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

"Can you explain a little more?"

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

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

(2) Never suggest answers to the respondent

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

(3) Do not change the wording or sequence of questions

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

(4) Handle hesitant respondents tactfully

There will be situations where the respondent simply says, "I don't know," gives an irrelevant answer to the question, acts very bored or detached, contradicts something she has already said, or refuses to answer. In such cases, you must try to re-interest her in the conversation. For example, if you sense that she is shy or afraid, try to remove her shyness or fear before asking the next question. Spend a few moments talking about things unrelated to the interview (such as her city or village, the weather, her daily activities, or her children).

If the respondent is giving irrelevant or elaborate answers, do not stop her abruptly or rudely, but listen to what she has to say. Then try to steer her gently back to the original question. A good atmosphere must be maintained throughout the interview. The best atmosphere for an interview is one in which the respondent sees the field worker as a friendly, sympathetic, and responsive person who does not intimidate her and to whom she can say anything without feeling shy or embarrassed. As indicated earlier, the biggest problem with controlling the interview remains the preservation of privacy, but it can be avoided by finding a private area to conduct the interview.

If the respondent is reluctant or unwilling to answer a question, try to encourage her to overcome her hesitation and explain once again that the same question is being asked to girls and women all over the country and that the answers will all be merged together. If the respondent is still reluctant, simply write "Refused" next to the question and proceed as if nothing had happened. If she was able to complete the questionnaire, you could try to get the missing information in the end, but don't insist too much to answer; remember that you can never force the respondent to answer.

(5) Do not judge the respondent

You must not judge the respondent or try to form expectations of her ability or knowledge. You should also be careful not to deduce from previous information, and not to assume getting any answer based on your previous experience about "the way people think or behave".

On the other hand, remember that the differences between you and the respondent can affect the interview, and if the respondent feels this difference, she might be scared or sceptical. Your behaviour and conversation should always make her feel comfortable talking to you.

Also, be careful not to judge the woman on the basis of her exposure to violence, and do not make any comments about the fact that the respondent "has been mistreated" or "has not been mistreated" or if she is "a victim" or "not a victim".

That is, the field worker must not allow her personal expectations to affect the course of the interview in the sense that she does not shorten or reformulate the wording of the questions simply because she found that the respondent has a certain level of understanding and knowledge. The field worker should not propose or assume answers because the respondent has a limited education.

(6) Do not skip questions

Do not neglect any question even if you consider the answer clear, for example, if the respondent does not suffer from any psychological abuse and/or controlling behaviour by the husband, do not assume that she has not experienced direct forms of violence, such as physical or sexual violence. Likewise, do not assume that she was not threatened or harmed by the use of a weapon (more serious forms of violence) just because she did not experience less serious forms of violence (such as slapping or kicking).

(7) Do not hurry the interview

Ask the question slowly to ensure the respondent understands what it means; after you have asked a question, pause a little and give the respondent time to think and respond. If the respondent feels hurried or does not have time to formulate her own opinion, she may respond with "I don't know" or give an inaccurate answer. If you feel the respondent is answering without thinking just to speed

up the interview, say to her: "There is no hurry. Your opinion is very important, so consider your answers carefully."

(8) Do not show the questionnaire to anyone, including the respondent

You should not let anyone see the survey questionnaire except at the request of the supervisor. For example, the respondent might sometimes want to read a question herself, but it is important not to let her see the survey questionnaire and if the respondent requests that directly, be gentle but firm in your rejection.

5. Language of the interview (only for multilingual survey)

The questionnaire form has been translated into the main language in which the interviews will be conducted, but sometimes, you may need to modify the wording of the questions to fit local dialects and cultures. It is very important not to change the meaning of the question when you reformulate or interpret it into another language. You will be practicing interviews in the local languages during training.

Getting to know a local language or languages is undoubtedly one of the first necessary steps before interviewing any household. The teams will be distributed so that you work in an area where your language is spoken; therefore, you will rarely encounter situations where respondents do not speak your language. In such cases, you might be able to find another language that both of you speak, and you will conduct the interview in that language.

However, in some cases, it may be impossible for you to find a language which both you and the respondent speak. In this case, try to find out if the respondent speaks a language which another member of your team or the team supervisor speaks. If so, tell your supervisor so that she can arrange for that person to conduct the interview. But if the respondent does not speak a language spoken by any of your team members, refrain from conducting the interview, and clearly write down on the administrative paper the reason for cancelling it.

D. FIELD PROCEDURES

The survey will be successful only if each member of the interviewing team understands and follows correct field procedures. The following sections describe the proper procedures for receiving work assignments and following up on the survey progress with the selected households.

1. Preparatory activities

Make sure that all training participants understand the work procedure and how to locate the households on foot, and understand all questions of the questionnaire and how to complete it, before fieldwork.

Before the interview, every day you are asked to do the following tasks:

- Get enough blank questionnaire forms from the supervisor, and ensure you get additional copies of the Household Form as well as "dummy" questionnaires.
- Check and fill the identification information on the cover page of the questionnaire.
- Get additional questionnaires if you need them.
- Understand information on the identification of the household assigned to you, including any special instructions from your supervisor about finding and contacting the households assigned to you.
- Have sufficient materials for the above-mentioned interview.
- Obtain a sheet that includes information about local support places you can give to the respondent.
- Obtain tissues to present to the respondent in case she cries during the interview.

2. Contacting households

[Note: Each country has a specific method of numbering buildings and households so that each household has a special number within the chosen group. In this case, instructions depend on a specific form that allocates specific numbers to all structures within the dwelling units and a list of

households identified by the head of the household. Each household is assigned a number. The numbers of households that make up the final sample are selected and contacted].

3. Identifying eligible female respondents [using the Eligible Woman Selection Form]

To be "eligible" means to "qualify" for something. An eligible respondent is qualified to be included in this survey. You will use the Eligible Woman Selection Form to identify the girls and women eligible to be interviewed for the Violence against Women Survey.

(The use of the Eligible Woman Selection Form is explained in detail in the "Instruction Manual: Question by Question" (chapter II)).

4. Introducing the survey

In the various contacts and discussions on the survey, you should refer to it as [use a safe name such as "Survey on Women's Life Experience"]. This safe name will also be marked on identification documents and all correspondence and communications relating to the survey.

When you do your part as a field worker, it is very important that you refer to the survey with this safe name. The use of a safe name aims to ensure the safety of the woman participating in the survey. If domestic violence or violence against women is indicated, the violent husband/partner may suspect that she has spoken to other people about the situation, which may put the respondent (and even the field worker) at increased risk of violence.

The use of a "safe name" is not intended to deceive potential respondents or any other individuals. In fact, the questionnaire raises numerous questions about the various aspects of the respondent's life, relationships, and life experiences.

5. Contacting selected female respondents

Problems in obtaining interviews with eligible women

The following are types of problems the field worker may encounter in conducting interviews [if the administrative paper is used with codes for missing answers, enter code numbers and fill the next section as it should]:

- **Eligible respondent not available:** If the eligible respondent is not at home when you visit, enter [code] (NOT AT HOME) as a result of the visit on the administrative paper and ask a neighbour or family member when the respondent will return. You should visit the household at least three times, trying to make each visit at a different time of day. Under no circumstances is it acceptable to conduct all three visits on the same day and then stop attempting to contact the respondent (Try to visit the respondent at the right time so that she is there).
- **No eligible respondents:** If there are no eligible respondents in the household, enter the [code] (NO ELIGIBLE RESPONDENTS) as a result of the visit on the administrative paper. Then move on to your next household; you should not replace this household with another household.
- **The selected respondent refuses to be interviewed:** The respondent's availability and willingness to be interviewed will depend in large part on the initial impression you make when you meet her. At the beginning of the interview, you and the respondent are complete strangers. It is therefore important to establish a good rapport with her so that she feels comfortable and welcomes talking to you. The first impression you make on the respondent has a positive impact on her willingness to cooperate with you. At the beginning of the interview, introduce yourself and briefly explain the purpose of the visit and the objectives of the survey and let her know that the interview will take [number] minutes, and if necessary, repeatedly confirm the confidentiality of the information. If she still refuses to be interviewed, it may be that the present time is inconvenient. Ask whether another time would be more convenient and make an appointment. If she continues to refuse, enter [code] (REFUSED) as a result of the visit on the administrative paper and report it to your supervisor who will decide what action to take.
- **The selected respondent would prefer to postpone the interview to a later date:** The respondent may not want to conduct the interview at the time of your visit; you should try to arrange an appointment to meet her at the time and place most suitable for her. Make sure to register that the interview is incomplete on the administrative paper of the questionnaire and enter the [code] (the eligible woman POSTPONED the interview) and inform your supervisor about the matter. If it is found that the time is not right, a new appointment will be rescheduled.
- **The respondent is incapacitated:** If the selected woman suffers from deafness, mental retardation or any serious illness, making it is impossible to interview her, enter [code] (INCAPACITATED) as a result of the visit on the administrative paper; do not replace the respondent.

- **Interview not completed:** A respondent may have to end the interview or may not want to answer all the questions during your visit. If an interview is incomplete for any reason, you should try to arrange another appointment as soon as possible to obtain the rest of the missing information. Make sure to record that the interview is incomplete on the administrative paper of the questionnaire; enter [code] (DOES NOT WISH TO CONTINUE) or [code] (PARTLY COMPLETED - INTERVIEW POSTPONED TO ANOTHER VISIT) and indicate the time you both agreed on for a revisit. Either way, report the problem to your supervisor.

Remember: Don't replace any household or respondent.

6. Revisiting households

Because each household has been carefully selected, you must make every effort to conduct interviews in the households assigned to you, and with the specific eligible woman. Sometimes a household member may not be present at the time of your visit [You need to make at least three different visits to try to interview the household], and you should make at least three separate visits trying to obtain an interview with the selected respondent.

At the beginning of each day, you should examine the administrative papers of your questionnaires to see if you made any appointments for revisiting a household or an eligible respondent. If no appointments were made, make your call-backs to a respondent at a different time of day than the earlier visits; for example, if the initial visits were made in the early afternoon, you should try to arrange a call back in the morning or late afternoon. If the selected woman has a job, you should plan to visit in the evening or on the weekends. Scheduling the dates of subsequent visits at different times is very important to reduce the rate of non-response (which is the number of cases in which you fail to contact a household or complete the questionnaire).

7. Individual Consent Form for Eligible Women

The Individual Consent Form for Eligible Women signed by every woman who agrees to the interview is a very important part of the survey. The participation of all girls and women in the survey is supposed to be completely voluntary without any form of coercion or pressure. The Individual Consent Form for Eligible Women gives the respondent information on the subjects of the survey and provides her with the opportunity to ask any questions to decide whether she wishes to continue the interview. Therefore, the respondent's consent must be verified by signing her approval to be interviewed.

The informed consent statement includes the following topics:

- Data confidentiality.
- General purpose of the survey/questionnaire.
- Topics that may be difficult to discuss.
- The possibility of the respondent to skip any question or to stop the interview at any time.

(The Instruction Manual: Question by Question (chapter II) includes details related to this part, and you will be able to learn how to fill out this form during the training period).

8. Interviews

You will conduct face-to-face interviews. The next section includes the general procedures to be followed. The Instruction Manual: Question by Question (chapter II) includes details on each question.

9. Checking completed questionnaires

It is the responsibility of each field worker to review each questionnaire when the interview is finished. This revision should be done before you leave the respondent's household so that you can be sure that every appropriate question was asked and that all answers are clear and reasonable and that your handwriting is legible. Also, check that you have followed correctly the skip instructions between questions. But if you make a serious mistake, simply explain to the respondent that you made an error and ask the question again.

Do not recopy questionnaires. If the answers are clear and readable, the questionnaire itself doesn't need to be neat. Every time you transcribe the answers to a new questionnaire, you increase the chance of making errors. Record ALL information on the questionnaire provided. Any calculations you make should be written in the margins or on the back of the questionnaire.

If you are not sure of the answer, write down everything the respondent says on the questionnaire, and anything out of the ordinary should be explained either in the margins near the relevant question or in the "comments" section at the end. Write down any comments about the interview that you feel may clarify the written answers or may interest the supervisor. If you have any doubts about how to write a particular answer, write a note on the questionnaire, and then review it with your supervisor. These comments are very helpful to the supervisor and field reviewer in checking

questionnaires; they are also read in the office and used to resolve problems encountered during data entry.

Remember: If you have doubts about any answer, write down the full answer and review it with your supervisor later.

10. Returning completed questionnaires

At the end of fieldwork each day, submit the completed questionnaires to your supervisor. [The supervisor records the result code and date on the note sheet and gives the questionnaires to the field reviewer]. You must inform your supervisor of any problems encountered during the interview with the eligible respondent and find solutions to them to avoid their recurrence in the days ahead.

11. Data quality

A field review is required for every completed questionnaire. The supervisor may assist in the review (sometimes the same person acts as the supervisor and field reviewer), after which the errors found in the questionnaire are discussed with the field worker. If necessary, the field worker is sent back to the respondent to correct some errors in the data.

E. GENERAL PROCEDURES FOR COMPLETING THE VAW QUESTIONNAIRE

To collect the information needed for the survey, you must understand how to ask each question, what information the question is attempting to collect, and how to handle problems that might arise during the interview. You must also know how to correctly record the answers the respondent gives and how to follow special instructions for the questionnaire. This part of the training covers how to complete the questionnaire, and the attached document contains a description of the questionnaire questions.

1. General format of the VAW questionnaire

The form of the questionnaire does not differ from the questionnaires used in demographic and health surveys. Generally, questions are written in the second column of the questionnaire, answers in the third column, answer codes in the fourth column and skips to subsequent questions in the fifth column.

Several formulations have been used to help you, such as:

- The text written in small letters is read aloud (such as: Where did you go last time?) (This is "stipulated"). This includes introductions, questions and probing questions.
- The text written in CAPITAL LETTERS is NOT to be read out loud (e.g., Mark one). This font is used to denote instructions and to write answer codes.
- In questions where code numbers are enumerated (e.g. 1, 2, 3, etc.), only one possible answer is allowed.
- In questions where codes are enumerated according to the letters of the alphabet (e.g. A, B, C, D, etc.) you can write more than one answer.

This is discussed in detail as follows:

2. Asking the questions

(1) Read the question exactly as written

It is very important that you ask each question exactly as it is written in the questionnaire. When you are asking a question, speak slowly and clearly so that the respondent will have no difficulty hearing or understanding the question. At times you may need to repeat the question to be sure the respondent understands it. In those cases, do not change the wording of the question but repeat it exactly as it is written. If, after you have repeated a question, the respondent still does not understand it, you may have to restate the question. Be very careful when you change the wording, however, not to alter the meaning of the original question. In some cases, (if the respondent's answer to a question is incomplete), you may have to ask additional questions (probing) to obtain a complete answer.

(2) Be careful not to suggest one answer over another

When reading the question, you should make sure to avoid any behaviour that could affect the answer of the respondent. It is important that the facts and opinions given by the respondent are specific to her. In addition, if you want to ask a question, you must read all the options in the question to clarify the answer and not favour any option over another, and this is stated in the question.

(3) Read the questions in the order indicated

The order of the questions aims to pave the way for the respondent to express herself on what she has suffered; any change in the order of the questions may confuse the respondent and prompt her to change her answer, so the questions must be asked in the sequence specified in the questionnaire.

(4) Follow the instructions on how to read each question

The Instruction Manual: Question by Question (chapter II) includes a detailed description of how to read each question. It is important that you read the entire question aloud before the respondent answers. If you do not follow the instructions correctly, or if the respondent answered before asking the entire question, her answer may come different than if she has listened to the question in full. If the respondent interrupted you while reading the question, you should say, "I would like you to listen to the whole question before answering."

(5) Be careful not to emphasize one answer choice over another

Be careful not to stress an answer instead of another. For example, if you have to remind the respondent of her choices, be sure to read all possible answers, rather than choosing one or more answers that you think might best suit her situation.

(6) Probing

When the answer given by the respondent differs from all the options presented, probing will help to find the correct answer. Probing aims to get a more accurate answer but be careful that your probes do not influence the respondent's answer. There are three categories of probing:

- Probing to achieve facts.
- Probing to achieve clarity.
- Probing to achieve completeness.

Probing to achieve facts

Probing to achieve facts is used to ascertain the answer given. For example, when the answer is unclear or contradicts an earlier answer or does not correspond to any of the options read to the respondent, the question must be read again so that the respondent knows that her answer is incorrect; you can also pause for a moment and then ask her, "Your answer is...?"

It is important that you read all the options mentioned in these questions when stipulated. If the respondent does not choose a clear answer from among the options that you read to her, any of the following probing questions could be asked:

"What option applies most to your situation?"

"What answer do you think I should write?"

"You gave me four answers. Let me read them to you again and tell me which one best fits your situation. The answers are..."

"I'm not quite sure which answer I should write down. Could your answer be...?"

Probing to achieve clarity

Probing to achieve clarity is used to obtain a complete answer, or an explanation for the answer or if the respondent gives more than one answer to a question in which only one answer is allowed. Probing questions to reach clarity include the following:

"What do you mean?"

"Can you explain that?"

"I'm not sure I got it?"

Probing to achieve perfection

Probing to achieve perfection is used for multiple-answer questions to verify coverage of all applicable answers. The questionnaire clearly provides for these probing questions which may include the following:

"What else?"

"Anywhere else? Where?"

"Is there anyone else?"

(7) Don't skip any question

When the respondent talks about a situation, and the matter comes in a question related to this particular situation, ask the question and record her answer; if the answer came different from the already proclaimed, you could read the answer to her again as follows: "Well I will write that you have no problems — is this correct?".

(8) "Don't know/Don't remember"

In some cases, answer options include "Don't know/Don't remember", but this option should not be explicitly mentioned, as this may encourage the respondent to choose it as answer. You should always probe as much as possible if the respondent answers "Don't know/Don't remember". Some people are reluctant to express their ideas, and they always say "I don't know/I don't remember" initially then they expand their answer; if the respondent continues to say "I don't know" after probing, mark the code (98).

(9) Refusing to answer a question

The respondent has the right to skip any question she does not wish to answer. If she refuses to answer a question, you should write "REFUSED" in the question to make sure the supervisor and field reviewer do not think that you accidentally skipped the question.

Questions about violence do not have the option of answering "Refused/No answer", even if the respondent has the right to refuse to answer. It is important to try to get an answer because acts of violence are the essence of the survey on violence against women. If she continues to refuse to answer some questions after probing and explaining, you should write "Refused" facing the relevant question (this will be encoded (99)).

At the end of the interview, if possible, make a note explaining that the respondent refused to answer the question with the reasons for the refusal.

3. Recording the answers

Field workers use blue ink pens to complete the questionnaires, supervisors and field reviewers use red ink pens and office reviewers use green ink pens.

There are three types of questions in the questionnaire:

- (1) Questions that have pre-coded answers.
- (2) Questions that do not have pre-coded answers, i.e., that are “open-ended”.
- (3) Questions with filters.

For most questions, type (1) (questions with pre-coded answers) has been adopted. In some questions such as (F01/F08/V04E), you should read answer options and in others such as (V1/V13), you should not read answer options.

In addition, there are questions that can only have one answer, in which case the codes followed are in numerical numbering; for questions that can have more than one answer, the codes followed are alphabetical and the respondent’s answers are marked in the fourth column of the questionnaire. Codes are used to speed up the process.

➤ Questions with pre-coded answers; one answer allowed

For some questions, we can predict the types of answers a respondent will give, thus the possible answers to these questions are listed in the questionnaire. To record a respondent’s answer, you merely circle the number (code) that corresponds to the answer. Make sure that each circle surrounds only one code.

Example of a question with pre-coded answers; only one answer allowed

| Number | Question | Answers | Answer code |
|--------|---|----------------------------|-------------|
| M07 | What is the activity status of your (current or most recent) husband/partner? | EMPLOYEE | 1 |
| | | EMPLOYER | 2 |
| | | OWN-ACCOUNT WORKER | 3 |
| | | CONTRIBUTING FAMILY WORKER | 4 |

| | | | |
|--|--|---|----|
| | | UNEMPLOYED LOOKING FOR WORK (WORKED BEFORE) | 5 |
| | | UNEMPLOYED LOOKING FOR WORK (NEVER WORKED BEFORE) | 6 |
| | | INCOME RECIPIENT AND DOESN'T WORK | 7 |
| | | STUDENT | 8 |
| | | DON'T KNOW/DON'T REMEMBER | 98 |
| | | REFUSED/NO ANSWER | 99 |

In some cases, pre-coded answers will include "OTHER". The code corresponding to "OTHER" should be circled only when the respondent's answer is different from all the pre-coded answers listed for the question. When you circle the code for "OTHER" for a particular question, you must always write the respondent's answer in the space provided. If you need more room, use the margins or the "comments" section at the end. If you use the comments section, write next to that question, "see note in the comments section".

Example of a question with pre-coded answers including "OTHER"; only one answer is possible

| Number | Question | Answers | Answer code |
|--------|--|-------------------------------------|-------------|
| R09 | Who chose your (current or most recent) husband? | BOTH CHOSE (RESPONDENT AND HUSBAND) | 1 |
| | | RESPONDENT CHOSE | 2 |
| | | RESPONDENT'S FAMILY CHOSE | 3 |
| | | HUSBAND CHOSE | 4 |
| | | HUSBAND'S FAMILY CHOSE | 5 |
| | | OTHER (specify): ----- | 6 |
| | | DON'T KNOW/DON'T REMEMBER | 98 |
| | | REFUSED/NO ANSWER | 99 |

➤ **Questions with pre-coded answers; multiple answers allowed**

In some cases, questions with pre-coded answers allow multiple answers. Remember that the codes used in this case are alphabetical letters. These questions are often accompanied by stated probes, which should be used to identify all the answers.

Example of a question with pre-coded answers and including written text (multiple answers allowed)

| Number | Question | Answers | Answer code |
|--------|--|--|-------------|
| N05j | Did you tell anyone in your family about this incident? Anyone else, such as a friend or neighbour? (Multiple answers allowed) | NO ONE | A |
| | | FEMALE MEMBER OF YOUR FAMILY OF BIRTH | B |
| | | MALE MEMBER OF YOUR FAMILY OF BIRTH | C |
| | | FEMALE MEMBER OF YOUR HUSBAND'S FAMILY | D |
| | | MALE MEMBER OF YOUR HUSBAND'S FAMILY | E |
| | | YOUR SON/ DAUGHTER (YOUR CHILDREN) | F |
| | | FRIEND/ NEIGHBOUR | G |
| | | OTHER (specify): ----- | H |

➤ **Recording answers without specific codes**

Some questions contain answers without specific codes. In this case, you should write the respondent's answer in the space provided. Overall, you will have to write a number or date in the boxes provided.

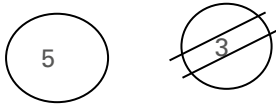
Example of a question with answers without specific codes

| Number | Question | Answers | Answer code |
|--------|---|------------------------------|-------------|
| I07 | In your life, have you ever had to spend any nights in a hospital due to the injury (injuries)? | NUMBER OF NIGHTS IN HOSPITAL | |
| | | DIDN'T NEED | 1 |
| | | DON'T KNOW/DON'T REMEMBER | 98 |
| | | REFUSED/NO ANSWER | 99 |

When an answer has fewer digits than the number of boxes provided, you should fill in with leading zeroes. For example, an answer of "2" is recorded "02" in two boxes, or if three boxes had been provided, you would record "002". Sometimes, there are questions where you must write down the answer in the respondent's own words. Try to record those answers exactly as they are given; if you need to shorten a lengthy description, be careful to keep the meaning accurate, and if necessary, write a note on the bottom or side of the page to explain.

4. Correcting mistakes

It is very important that you record all the answers neatly. For pre-coded answers, be sure that you circle the correct code corresponding to the answer carefully. For open-ended answers, the reply should be written legibly so that it can be easily read. If you made a mistake in entering a respondent's answer or she changes her reply, be sure that you cross out the incorrect answer and enter the right answer. Do not erase an answer. Just put two lines through the incorrect answer. Remember that if you leave two answers to a question, it may be impossible to determine the correct answer when codes are entered later. For example, if an error occurred in recording the answer and a circle was placed around number 3 for example and it is supposed to be placed around number 5, the wrong answer is crossed out in two lines, and then a circle is placed around the correct answer, as shown in the figure.



If you notice any discrepancy in the respondent's answers, you can go back and ask any previous question and correct the answer.

5. Following the instructions

(1) Skip

It is very important to avoid asking questions that are not relevant to the situation of the respondent. For example, a woman who did not report that she was subjected to violence should not be asked if she was harmed as a result of violence. In cases where a particular answer makes subsequent questions irrelevant, an instruction is written in the questionnaire directing you to skip to the next appropriate question. It is important that you carefully follow skip instructions.

Example of skipping instruction

| Number | Question | Answers | Answer code | Skip to question |
|--------|--|---------|-------------|------------------|
| H27 | On the contrary, in general, did it happen that you did not want to have children and your husband wanted? | Yes | 1 | |
| | | No | 2 | H29 |

In question H27, if you circled code (1), you would continue to the next question H28, but if you circled code (2), you must skip H28 and go directly to H29.

(2) Filters

To ensure the proper flow of the questionnaire, you will sometimes be directed to check a respondent's answer with an earlier question, indicating what the answer was by marking a box, and then following various skip instructions. Questions of this type are called "filters"; they are used to prevent a respondent from being asked irrelevant, and perhaps embarrassing or upsetting questions. Do not rely on your memory. Remember that you do not need to ask the respondent the same question a second time. Check back and mark an 'X' in the appropriate box in the filter, then follow the skip instructions.

Example of filter to a previous question

| | | |
|--------------------|---|---|
| Check question R01 | CURRENTLY MARRIED WOMAN CODE (1) OR (2) OR CURRENTLY HAS PARTNER (FIANCÉ/CONTRACT MARRIAGE/FRIEND) CODE (3) Continue | CURRENTLY UNMARRIED WOMAN OR DOES NOT HAVE PARTNER CODE (4) Move to section VI on "Health" |
|--------------------|---|---|

F. ETHICAL AND SAFETY ISSUES

1. Sensitivity of the survey topic

At the beginning of the survey, you may feel that violence against women is a very sensitive topic to be reviewed in such a survey and that the respondent will not reveal to you the extent of her exposure to violence. However, similar research has already been conducted in Asia, Africa, Europe, Latin America, the Middle East and North America and has shown that many women discuss their vulnerability to violence when the interview is conducted in private; in fact, many women find that sharing their experiences would be beneficial.

During the training, you will participate in many discussions on topics related to women, gender issues and violence against women. You will also be trained to conduct the questionnaire, which includes questions that may be sensitive, given the nature of the topic of the survey. It is very important that you get used to talking about these issues comfortably. If the respondent senses that you feel shy or uncomfortable, she may refrain from discussing her situation. To get used to asking these questions, you should practice reading them, so use the written words as they are paying attention to the tone of your voice and facial expression.

Some questions directly address the personal experiences of violence encountered by the respondent. During the training, think about your attitude towards women who are subjected to violence. Do you tend to think that many women have made a mistake to incur such a thing? Do you think they should put up with whatever circumstances? Do you think domestic violence is limited to women living in poverty? Those attitudes fall in the category of common misconceptions on domestic violence. If you are convinced of this and implicitly pass judgment on a woman who, for example, has left a relationship in which she was subjected to violence, the respondent will feel your stance.

For this reason, during the process of selecting female field workers to conduct interviews, those whose stances appear to be inappropriate or have difficulty asking sensitive questions will not be hired.

2. Individual consent and voluntary participation

As we pointed out, it is important that all respondents' participation in the survey is completely out of their free will without any form of pressure. For this reason, before conducting any interview [in the Violence against Women Questionnaire], you must complete the informed consent procedures [and have the respondent sign to make sure that you completed this part]. Also as mentioned previously, even if the respondent agreed to participate in the survey, she can stop the interview at any point or skip any question that she does not want to answer.

Participation in the survey is voluntary, and no money will be paid, as this may affect the respondent's participation in the survey. As a symbolic expression of appreciation, [a refreshing drink] and a paper containing information on domestic support services are provided to the participants in the survey.

3. Confidentiality

Much of the information provided by the respondent is personal. Revealing details of abuse to a person outside the family can expose the woman to further abuse. Therefore, it is extremely important to maintain the confidentiality of information collected during the survey process.

For this reason:

- You should not inform anyone of any information collected during this survey, including your family, friends or another respondent.
- No field worker should conduct interviews in her own community or with persons that she knows.
- Do not write any name on the questionnaires; rather, identify each household using coded figures.
- When you leave the household or the place of the interview, you should always check that no documents or questionnaires are left.
- Exercise extreme caution while presenting the survey results to ensure that no community or individual is identified.

Remember, we promise confidentiality, and that's what earns us women's trust. Maintaining the confidentiality of the information we collect is imperative.

4. Physical safety of female respondents, field workers and the interview team

The physical safety of respondents and field workers who may be exposed to potential violent reprisals by the perpetrator is of paramount importance. Should the focus of the survey become widely known - within the household or in the community - the interview topic may be revealed to the perpetrator of domestic violence, and the mere participation of the woman who is subject to domestic violence in the survey, might lead to more violence by the husband against her; this also may as well put the field worker or the interview team at risk of violence either before, during or after the interview.

That's why you are required to be fully committed to:

- Referring to the survey as a ["Survey on Women's Life Experiences" or any other safe name].
- Conducting the interviews in a very private place, and not allowing anybody except children under the age of two to be present in this location. If necessary, sites are located outside the structure unit where the interview can be conducted privately (as in the nearby fields, or in a local clinic, or church or mosque);also, if necessary, you can ask another field worker or the supervisor to help you maintain privacy. For example, you may need a person to take care of the respondent's children or to divert the attention of other household members while conducting the interview.
- Never give the questionnaire to anyone to have a look at it, even before an interview, including not giving it to the driver, local leader, police officer, head of household, husband, stepmother or respondent.
- Respecting the respondent's desire in terms of place and time of the interview she selects. Remember that she knows very well what to do to ensure her protection, which is why you should not try to pressure her to start the interview or to continue it when she does not wish to do so. When the respondent asks you to do the interview at another time, accept her request even if the time is not convenient to the survey schedule.
- Suspending the interview if it is interrupted by any family member, in which case you should seek to maintain privacy or change the topic of discussion; in some cases, you may need to terminate the interview.
- Providing information on references that the respondent can turn to, only if she is grateful and feels safe to take it. Even if the respondent reports that she has been subjected to violence, you

should not pressure her to take that information, and always remember that she knows very well what to do to ensure her protection.

- Being careful not to leave any survey-related documents when you leave after ending the interview.
- Refraining from discussing the survey with anyone, even after you have left the survey site.

5. Handling interruptions

During training, you will practice how to act in the case of interruption. If an interview is interrupted, you must resort to your own judgment to decide whether to complete the interview or not. If a child aged less than two years interrupts, you can complete the interview, but if a slightly older child interrupts, ask if someone can take care of him/her until it's over; if necessary, you may need the assistance of another team member to take care of the children while you complete the interview. If the respondent needs to stop the interview for other reasons (such as feeding her children), be patient, wait until she finishes this task and then complete the interview, but if the interview is interrupted by a child older than 2 years or by an adult, you have a number of options including:

(1) Explore ways to obtain privacy, so that you can continue with the interview

For example, you can tell the person who interrupted the interview, "I am conducting an interview on [women's life experiences or any other safe name], and some questions address sensitive issues specific to women, so I need privacy for the interview. Do you want us to go to another place to complete it, or can we stay alone here for some time?"

(2) Reschedule the remainder of the interview

You can assure the respondent of the importance of speaking to her in private and ask her if you can go to another place to complete the interview; if she is unable to do so, you should schedule another appointment.

(3) Turn to the "dummy questions", until the person who has interrupted leaves

You can move on to alternative questions [prepared separately]; in some cases, the person who interrupts the interview may leave before you finish asking the dummy questions, and if they leave, you can return to the Violence Against Women Questionnaire.

6. Being non-judgmental and respecting women's decisions

Violence against women in different households is a very sensitive issue, and women may be afraid to take the blame if they report violence. It is therefore essential that you read all questions about violence and its consequences in a sensitive, supportive and non-judgmental manner.

The questionnaire was designed to inquire about women's experiences with violence in a careful and sensitive manner; for example, in the introduction to the section on experiences of violence, the sensitivity of the topic of discussion is highlighted. Similarly, the interview ends on a positive note, as the questionnaire includes two scripted endings for the interview: **Ending One** is for the respondent who has reported experiencing abuse and **Ending Two** is for the respondent who has not reported experiencing violence. Ending One stresses the importance of the information provided by the respondent, highlights her strengths, declares that violence is unacceptable and provides her with information on the support services available.

During the survey, it is important to fully avoid judgmental attitudes, and instead of blaming the respondent or classifying her in a particular category, you should try to understand her experiences. During the interview, do not make any comment that may imply that you consider the respondent a "victim" or "not a victim". Rather, your position should indicate the purpose of conducting the interview, i.e. to identify the experiences of violence against women.

7. Reporting child abuse

The survey does not explicitly address the abuse of children in the household; however, the survey [in some countries] adopted a policy on how to deal with any case where such behaviour is reported.

[Identify the survey policy concerning ill-treatment of children and the steps to be taken in case of reporting a similar situation].

8. Provision of crisis intervention

Prior to conducting the survey, members of the survey team meet with actors who can provide support to girls and women who are subjected to violence, such as government, health, legal and

social service providers, educational institutions in the community, and informal support providers (including community representatives, religious leaders, health service providers, and women's organizations), and hold discussions to identify ways in which each of those entities can provide support.

Based on the information gathered, the survey team identified measures for dealing with cases of ill-treatment and reporting on current or recent suicidal thoughts [description of measures].

Each working group also developed a list of actors (agencies and individuals) that can provide support during and after the survey and this list is provided to all respondents, regardless of whether they disclosed their exposure to violence, or not. The list informs the respondents of how to contact those agencies and individuals and describes the services provided by each entity.

[If there are a few support providers, a support member accompanies the survey team, and remains ready to provide support for identified ill-treatment cases].

G. SUPPORTING WOMEN WHO REPORT EXPERIENCING VIOLENCE

1. Your role as field worker

When conducting the interview, your goal is to build a relationship with the respondent and pose delicate questions that may raise difficult questions or feelings. It is important that your answers remain kind, appropriate and professional.

During the training, you will learn basic counselling techniques and how to deal with the respondent when she gets upset during the interview. This training will help you to become a successful field worker who can deal with situations when the woman feels distressed, reports a stressful situation or seeks help.

Always remember, however, that this training does not entitle you to assume a counselling role. At certain times during the interview, you may be tempted to advise or to stop the interview so that you can discuss the woman's problems; it is recommended that you refrain from doing so. If the woman asks for help, refer her, at the end of the interview, to the supervisor who will select the sources of support that she can turn to.

2. Responding to women who become distressed

During the interview, some of the respondents may feel very sad and cry; in this case, the field worker should:

- Show a willingness to speak with some sensitivity, compassion and patience.
- Be patient and calm and remember that people often benefit from expressing their feelings.
- Use common, sympathetic comments, such as "I know how hard this is" or "I appreciate your help in answering these questions" or "I feel very sorry." And if the woman cries, you can give her a tissue, but keep calm and refrain from becoming excessively involved with the case.

If the respondent requests information on sources of support, you should tell her that you will give her a sheet of paper containing all information about the sources available in the region at the end of the interview; if she asks for help, you should refer her to the supervisor.

3. Identifying whether to terminate or reschedule an interview

You are supposed to endeavour to complete all interviews; however, care must be taken to meet the needs and safety of the respondent. As mentioned above, many women find the opportunity to speak about the experiences of violence they have gone through to be useful. On the other hand, the respondent may remember quite frightening, humiliating or painful experiences, which may cause a negative reaction.

The woman may feel very distressed and cry but maintains her desire to continue the interview. In such case, you do not necessarily have to end the interview, but instead, you can express some sympathy and ask her whether she would like to continue or prefer you come back at another time. If possible, you should give the respondent a break or make another appointment to resume the interview instead of ending it.

You should end the interview only if you feel that continuing it might jeopardize the health and safety of the respondent, or if continuing makes you feel insecure or at risk. This may result from such situations as:

- The violent person interrupts the interview and insists that you leave or asks to see the questionnaire.
- The respondent explicitly states that she does not wish to continue.
- You realize that the interview has a very negative impact on the respondent, making it extremely dangerous to continue it.
- Failing to conduct the interview in privacy, and the respondent refuses to schedule another appointment to resume it or to change location.

If the interview ends, write this on the questionnaire cover page and specify the reason in the space allocated to the field worker's observations at the end of the questionnaire. You should also inform the supervisor about it.

H. FIELD WORKER WELL-BEING

1. Support for field workers

You should be aware that during the survey, you may need some emotional support, because interviewing women victims of violence might be very confusing, not only for women who have been subjected to violence, but also for the field worker, and you may learn about disturbing events during the survey period. Feelings of grief, dread, helplessness, guilt, anxiety, confusion and exhaustion that may overwhelm you are real and important feelings and may exacerbate over time.

If, during the training, you find the topic cruel or painful and decide to withdraw from the survey, you must inform one of the survey team members. You can withdraw from the survey freely and will never be blamed, nor will it affect your chances of working in the future with any of the participating organizations.

During fieldwork, supervisors offer private sessions regularly to provide you with the opportunity to talk about and share your feelings. Do not hesitate to speak to the supervisor at any time to inform her about your feelings or any problems you are facing; it is her duty to help and support you.

Cases where you may need to talk about your feelings or concerns with your supervisor include the following:

- You interviewed a woman who needs assistance, but you do not know how to help her.
- You start feeling "burnout."
- You can't stop thinking about a particular interview.
- You reconsider or realize the abusive aspects of your personal relationship.
- You are concerned about a family member or friend who is being abused.
- You have dreams of one or more interviews.
- You are afraid of the next interview.
- You cannot focus or you make a lot of mistakes.
- You feel anxious, stressed or crying for no particular reason.
- You constantly think about your own experiences of abuse or violence.
- You think a colleague is experiencing emotional difficulties.

Remember: You should not ignore those emotions or attempt to overcome them on your own; it is worth discussing them with the supervisor.

We encourage girls and women who have been subjected to domestic violence to work as field workers, but it is important to be well-tuned to their emotional state. In addition to regular sessions where field workers can discuss their concerns in a sympathetic, collective atmosphere, it is possible to prepare individual support and/or counselling sessions for team members who wish to do so, and it is important and common for field workers to discuss their positions on the long and emotional interview.

Note: Despite the importance for field workers to express their fears and worries and to choose the appropriate people, times and places to do so, they are not supposed to pass on personal information of the respondents or disclose any personal data to people outside the framework of the Survey.

2. Safety of field workers

You must consider your safety first, as there are some risks that you may encounter when conducting a household survey, especially interviews about violence. It is not worth putting yourself at risk for any interview. Below are some concerns about safety that might emerge during the survey and how to deal with them [add others when necessary, such as mobile phones.]

- **Meeting the respondent in the evening or in the dark**
 - Field workers should not travel alone.
 - Field workers must be accompanied by a (trusted) guard if the interview is conducted in unsafe or apparently unsafe areas.
 - Field workers should always inform at least one other team member (usually the supervisor) where they are going and the exact timing.
- **Talking to the respondent for the first time**
 - Field workers should present the survey as a survey on ["Survey on Women's Life Experiences"/or any other safe name] to the respondent and to the others if there were others close to her.
- **Interruptions during the interview (children over two years of age, or others)**
 - You should try to restore privacy, switch to the "dummy" questionnaire, or end the interview.
 - You should be careful who may be close to the location of the interview.

- **Dealing with hard-to-deal-with husbands**

- You should consult the supervisor (or field reviewer in the absence of the supervisor) immediately if the husband requests to see the questionnaire or to stay during the interview.
- You should not try to speak to husbands for "explanation" or "clarification" unless the respondent shows that it is safe and necessary. If you talk to the husband, you should avoid mentioning anything related to violence or to the respondent's answers.
- You should ask for any support from your team to ensure that the interview is conducted in a safe manner.
- You should count on your own judgment and end the interview if you feel insecure.

- **Other precautions**

- You should be careful not to give your full name, address or any personal information to the respondent or to any household member.
- You should avoid putting the name of the respondent or any other information about her on the questionnaire.
- You should be well aware of contingency plans, including how to end the interview quickly and calmly, whom should you call if you or the respondent are put in jeopardy, and how to speak with the perpetrator of the violence.
- You should refrain from providing any assistance that may not be safe.

3. Working as a team

Working in the field of domestic violence can be stressful and cause personal, physical and psychological risks to arise, so it is important to consider yourself a member of a team whose members collaborate and support each other.

Team members can support each other as follows:

- Be aware of how the interviews psychologically affect the members of the team.
- If you notice that a member of the team has been adversely affected by an interview, or any other manifestation of grief, speak sensitively to them and, if necessary, consult your supervisor.
- Exchange information with team members about useful steps during interviews, and how to ask sensitive questions and make suggestions on dealing with emergency problems.
- Stay informed of the whereabouts of the team members in the field.
- Follow the established procedures for research, and if you think there is another strategy that may be better in certain situations, consult the team and the supervisor before adopting it.

- Do not do anything that may put you or any other member of the team at risk.
- Take advantage of team meetings to discuss any topic that concerns you or any specific interview that has caused you discomfort.

I. EMPLOYMENT CONDITIONS AND EXPECTATIONS

1. Field worker's expectations

We welcome you as a field worker in this project and urge you to be aware of the importance of your position and rely on you to collect qualitative information. The questionnaire is designed to achieve the survey objectives of the project, and it is very important to maintain consistent standards in data collection.

Therefore, you should take notice of the following:

- Work professionally and collect qualitative data.
- Conduct interviews in an atmosphere of privacy: since some questions are personal, it is important to conduct the interview in private.
- Urge the respondent to feel comfortable with you: it is very important to have a good relationship with the respondent so that she feels comfortable and free to talk about her life.
- Accurately record the data provided: it is important to record the answers to all questions and ensure that all questionnaire data are completed.
- Respect privacy and safety: ensure the safety and health of the respondent, and do not tell others what she says.

2. Mechanisms for quality control

The supervisor will monitor your progress and the quality of your work and will submit a report about your work to the project management. Accordingly, they will punish field workers whose work lacks quality, who fabricate answers or do not exhibit professionalism in their behaviour. In such cases, the field workers may be asked to withdraw from the survey.

3. Conditions of employment

Over the next few weeks, your presence, interest, participation and cooperation will be extremely important, and we will try to do our utmost to provide you with the necessary information, training, tools and support to complete this very important task and to ensure that work and support are distributed equally. The following instructions have been drawn up for the survey and will be strictly enforced:

- Every function in the survey is essential to the success of the survey process. If you are selected to be a member of the team, it is imperative that you be present every day of fieldwork.
- Except for illnesses, any person who is absent from duty during any part of the training or any part of the fieldwork (whether it is a whole day or part of a day) without prior approval from the supervisor, may be dismissed from the survey.
- Much needs to be done in the next few weeks and late arrivals to the training sessions or to the designated premises will not be allowed.
- Throughout the survey training and the fieldwork period, you are representing [the name of the organization that administers the survey], so your conduct must be professional. We must always know that we are only able to do our work with the good will and cooperation of the people we interview. Therefore, any team member who is consistently overly aggressive, abrupt, or disrespectful to the people in the field may be dismissed from the survey team.
- For the survey to succeed, team members must work closely together, sharing the difficulties and cooperating and supporting each other. For our part, we will try to support the team and distribute the tasks equally. However, if any team member creates a disruptive influence on the team, she/he may be transferred to another team or dismissed from the survey.
- It is critical that the data gathered during the fieldwork be both accurate and valid. To control for inaccurate or invalid data, spot checks will be conducted. Field workers may be dismissed at any time during the fieldwork if their performance is not considered adequate.
- Vehicles (and telephones, etc.) will be provided for official use only during the survey, and any person who uses them for an unauthorized personal reason will be dismissed from the survey.
- The data collected is confidential and should not be discussed with anyone, including members of the survey team. Under no circumstances should confidential information be passed on to third parties, thereby persons breaking these rules, and therefore the confidence placed in them by the respondent, will be dismissed.

4. Payment and working conditions

[Details of wages, accommodation, daily expenses, and overtime work are determined according to the allocated budget.]

IV. Facilitator Manual for Training Field Workers

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Introduction

Under the United Nations Development Account Project on Eradicating Violence against Women, the Statistical Division of the United Nations Economic Commission of Europe was assigned the development of a survey questionnaire to collect data for estimating the interim set of indicators on violence against women developed by the Friends of the Chair of the United Nations Statistical Commission on the indicators on violence against women.⁹

Considering the new requirements of the 2030 Agenda for Sustainable Development, ESCWA updated the Violence against Women Questionnaire, according to the latest update done by the World Health Organization (WHO) on 9 April 2018 to suit the Arab perspective. The SDG indicators included:

- 5.2.1 Proportion of ever-partnered women and girls aged 15 years and older subjected to physical and/or sexual and/or psychological violence by a current or former intimate partner in the previous 12 months, by form and frequency of violence and age.
- 5.2.2 Proportion of women and girls aged 15 years and older subjected to sexual violence (rape) by persons other than an intimate partner in the previous 12 months, by place of occurrence, relationship to the perpetrator frequency of violence and age.
- 5.3.1 Proportion of women aged 20-24 years who were married or in a union before age 15 and before age 18.
- 5.3.2 Proportion of girls or women aged 15-49 years who have undergone female genital mutilation/cutting, by age.
- 5.6.1 Proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care.

It is recommended that the Violence against Women Questionnaire be used as an independent dedicated survey or as part of survey (module) on VAW. To conduct a dedicated survey on VAW, the questionnaire must be preceded by questions on the respondent's background, and will possibly include other questions on her household, her partner, and additional information about her health, children and use of services, etc., depending on the focus of the survey.

⁹ See the Report of the Friends of the Chair of the United Nations Statistical Commission on the indicators on violence against women, presented to the Statistical Commission at its fortieth session (24-27 February 2009) (<http://unstats.un.org/unsd/statcom/doc09/2009-13-GenderStats-E.pdf>); and the Report of the Statistical Commission on its fortieth session (<https://unstats.un.org/unsd/statcom/40th-session/documents/statcom-2009-40th-report-E.pdf>).

When a dedicated survey of violence against women is planned, additional questions could be drawn from existing and tested VAW questionnaires, for example:

- WHO Multi-Country Questionnaire on Women's Health and Domestic Violence.
- International Violence Against Women Survey (IVAWS).
- Demographic and Health Survey (FGM questionnaire).

Taking into consideration the fact that implementing a dedicated survey would not be possible in all national circumstances due to the lack of statistical capacity and/or funding, a module attached preferably to a health and demographic survey would be a viable alternative.¹⁰

¹⁰ See the conclusions and recommendations in the Report on the Meeting of the Friends of the Chair of the United Nations Statistical Commission on Statistical Indicators on Violence against Women (Aguascalientes, Mexico, 9-11 Dec 2009) ([ESA/STAT/AC.193/L.3](#)), p. 18.

A. Ethical and safety considerations

The ethical and safety recommendations for conducting research on VAW developed by WHO should always be taken into consideration.¹¹ These recommendations also address surveys on other topics. It is important to point out that these guidelines state that there are often trade-offs to this approach [i.e. adding a module questionnaire to a survey on another topic] and that challenges of ensuring data quality and respondent safety are often greater in such circumstances than in specialized (dedicated) studies on violence.

Example of "Ethical and Safety Recommendations"

Since disclosure rates for violence are affected by a variety of factors (including the length of the interview, type and number of questions, as well as rapport established between interviewers and respondents), "sandwiching" a few violence questions between lengthy questions on unrelated issues, tends to affect prevalence figures negatively by reducing women's willingness to disclose violence. Furthermore, although measures such as specialized training for interviewers, confidentiality and follow-up support for both interviewers and informants, are critical in any survey addressing violence against women, it is often much more difficult to ensure that these guidelines are followed when violence represents only a small part of the research objective.

Because of these drawbacks, "integrating" violence questions into another study makes sense only when the primary research team is willing and able to address the basic ethical and methodological guidelines outlined herein.

Source: WHO (2001), Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence against Women, https://www.who.int/violence_injury_prevention/media/en/130.pdf.

Confidentiality agreement

It is of utmost importance to maintain confidentiality during all phases of the survey implementation, and it is highly recommended that project participants, i.e. all persons (field workers, supervisors, interpreters, data entry workers, etc.), sign a confidentiality agreement. A sample of such agreement is provided in Appendix II.

¹¹ World Health Organization, 2001. Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women (WHO/FCH/GWH/01. 1).

B. Training field workers to conduct interviews

Objectives of training field workers to conduct interviews

- Increase participants' awareness on gender issues at the personal and community levels.
- Develop a basic understanding of violence against women, its characteristics, causes and impact on the health of women and children.
- Understand the goals of the VAW survey/questionnaire.
- Acquire the skills needed to conduct field interviews, taking into account safety and ethical guidelines.
- Complete the survey questions/questionnaire.

Training of field workers to conduct interviews

Training of field workers for surveys on violence against women includes improving their knowledge of the following:

- Violence against women and gender issues.
- Ethical and safety considerations.
- How to complete a survey questionnaire.
- Support mechanisms.

This manual will present two options for training programmes for field workers in surveys that will be using the Violence against Women Questionnaire. The two options can be modified depending on the needs and the context of the survey.

- **When the questionnaire is part of a specialized survey**

The training should preferably last for at least two weeks, depending on the total length of the questionnaire (note that a three-week training programme was developed for the WHO multi-country study). Additional two-day training can be considered for training supervisors.

- **When the questionnaire is used as an add-on to another survey for which there is already a training programme**

It is suggested to add at least two days to the original training, provided pilot testing is already part of the training for the main survey. The supervisor training for the main survey should be expanded with a half-day training especially for the violence against women questionnaire module.¹²

In both options, suggested training of field workers should cover:

- (i) Background on violence and gender issues.
- (ii) Ethical considerations: confidentiality, safety and support to women.
- (iii) Interview techniques to build confidence and encourage disclosure of information.
- (iv) How the questions, prompts and skips should be done.
- (v) Role-playing the handling of various situations, such as interruptions and distress.
- (vi) Support to field workers, including self-care.

For both options, it is strongly recommended to include a field pilot in the training and provide an opportunity to allow the questionnaire to be actually tested.

¹² During the first training workshop for trainers on the survey, held in Beirut in May 2010, a consensus was reached to recommend training interviewers for the VAW survey for at least one week and maintaining the two-day training option in this manual because extensive training is not always possible. Training should last for a minimum of two days and should be given to experienced and knowledgeable people.

C. Proposed training schedule

(Overview of both options)

➤ Option 1. Two-week training for a dedicated VAW survey

| Week | Weekdays | | | | | | |
|----------|---|---|---|---|--------------------------------|-----------------------|------------------------|
| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| Week (0) | Detailed planning and preparations for training and fieldwork | | | | | | |
| Week (1) | Background information on gender issues and violence against women | Overview of survey and interviewing techniques | Women's Questionnaire Background information including sections (F/H/R/W) | Rest of the questionnaire sections (M/V/I/N) | Work with supervisors | Team meets | |
| | | Household questionnaire/s election of respondents | Explanation and practice | Everyone else practices | | | |
| | | Explanation and practice | | | | | |
| | Data typists to participate in field worker training; some parallel training sessions on data entry and data management | | | | | | |
| Week (2) | Last Section (Z) | Pilot testing | Debriefing | Pilot testing | Debriefing | Work with supervisors | Printing questionnaire |
| | Practicing special situations | | Overall practice | | Field work preparations | | |
| | | | (Sampling) | | Correcting final questionnaire | | |
| | Pilot preparation | | | Start data entry with pilot data and test data entry system | | | |
| Week (3) | Fieldwork begins | | For data typists: start data entry with survey data (debug and finalize data) | | | | |

| Week | Weekdays | | | | | | |
|------|----------|---------|---|----------|--------|----------|--------|
| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| | | | entry system if needed); familiarization with all data management and procedures | | | | |

➤ Option 2. Two-day training for a questionnaire added to a survey on another topic

(VAW questionnaire training is highlighted, illustrating how it could be added into overall training for the main survey).

| Week | Weekdays | | | | | | |
|----------|--|--|---|----------|--------|--|---------------------------|
| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| Week (0) | Detailed planning and preparations for training and fieldwork | | | | | | |
| Week (1) | Training for main survey | | | | | | |
| Week (2) | Women and Violence VAW questionnaire Explanation and practice | Overall practice Safety measures Practice special situations | Pilot testing (together with main survey) Debriefing Field work preparations Start data entry with pilot data and test data entry system | | | Work with supervisors with special attention to VAW questionnaire Correcting final questionnaire | Printing questionnaire |
| Week (3) | Fieldwork begins | | | | | | |

Proposed training schedules: details for both options

➤ Option 1. Two-week training for a dedicated VAW survey

| Day and time | Subject | Activity | Time |
|-------------------------|---|--|------------|
| Day (1) Morning (am) | <ul style="list-style-type: none"> • Introduction to workshop • Presentation of participants • Concept of sex/gender | Presentation of schedule, programme, etc. Ground rules | 15 mins |
| | | Activity (1) Ice-breaking | 15 mins |
| | | Activity (2) Early memories of a woman's femininity | 1h 30 mins |
| | | Activity (3) Determining gender relations | 30 mins |
| | | Activity (4) Draw papers for stereotypical opinions about women | 30 mins |
| Afternoon (pm) | Overview of violence against women <ul style="list-style-type: none"> • Definitions • Prevalence • Characteristics | Activity (5) Stereotypical influences on gender relations stereotypes | 1 hour |
| | | Activity (6) What is violence against women? | 1h 30 mins |
| | | Activity (7) Presentation of a video on domestic violence | 45 mins |
| | | Relaxation exercise | 15 mins |
| Day (2) Morning (am) | Causes and consequences of violence against women <ul style="list-style-type: none"> • Environment • Impact of violence The dynamics of abuse | Introductory exercises | 15 mins |
| | | Activity (8) Myths and truths about violence | 45 mins |
| | | Activity (9) Causes and consequences of violence against women | 1h 30 mins |
| | | Activity (10) How do women experience violence? | 45 mins |
| Afternoon (pm) | Where can abused women in our community go? | Activity (11) Testimony of a survivor of abuse | 45 mins |
| | | Activity (12) What options are available for women living with violence? | 45 mins |
| | | Activity (13) Presentation of a local women's group | 2-3 Hours |
| Day (3) Morning (am) | Overview of the VAW study: <ul style="list-style-type: none"> • Goals of study • Major areas to be covered • Organization of fieldwork • Dates, expectations of field workers, etc. | Presentation by facilitator | 1 Hour |
| | | Activity (14) Interview techniques | 1h 30 mins |
| | | Presentation by facilitator | 3 hours |

| Day and time | Subject | Activity | Time |
|----------------|--|--|------|
| Afternoon (pm) | Overview of the questionnaire, including indicators Basic interviewing techniques <ul style="list-style-type: none"> • Introducing the study • Field procedures • Conducting the Interview • Identifying questions • Safety measures | Presentation by facilitator More demonstration role-playing, including practice on approaching households, followed by discussion | |

| Day | Subjects | Techniques |
|-------------|---|---|
| Day (4) | <ul style="list-style-type: none"> • Household questionnaire and selection of female respondents • VAW questionnaire, basic information includes sections (W/R/F/H/M) | Explanation, discussion and practice in pairs or in small groups |
| Day (5) | Violence sections (V/I/N) | Explanation, discussion and practice |
| (extra day) | Working with supervisors (field workers doing overall practice) | Working with a team, team dynamics, dealing with safety and support of team members |
| Day (6) | <ul style="list-style-type: none"> • Section Z • Practicing special situations • Preparation pilot | Explanation, discussion and practice |
| Day (7) | Pilot testing | |
| Day (8) | <ul style="list-style-type: none"> • Debriefing, discussion of problems and adjustments to questionnaire • Overall practice • Sampling procedures | |
| Day (9) | Pilot testing | |
| Day (10) | <ul style="list-style-type: none"> • Debriefing • Final adjustments to questionnaire • Field work preparations, logistics | |
| (extra day) | Work with supervisors, contact with central office, monitoring the work of field workers, logistics, financial matters | Organization of work |

➤ Option 2. Two-day training for a VAW questionnaire added to a survey on another subject

| Day and time | Subject | Activity | Time |
|---------------------------|---|--|--|
| Day (1) Morning (am) | Introduction to workshop Overview of the VAW concept: <ul style="list-style-type: none"> • Definitions • Prevalence • Characteristics Causes and consequences of VAW | Presentation of schedule, programme, etc. Basic regulations | 15 mins |
| | | Activity (3) Determining gender relations | 30 mins |
| | | Activity (4) What is violence against woman? | 30 mins |
| | | Activity (8) Myths and truths about violence | 30 mins |
| | | Activity (9) Causes and consequences of VAW | 1h 30 mins |
| Day (1) Afternoon (pm) | Where can abused women in our community go? Overview of the VAW survey and questionnaire: <ul style="list-style-type: none"> • Goals of study • Indicators • Questions in the questionnaire | Activity (12) What options are available for women living with violence? Activity (12- 1) Ihsan's story Activity (12 -2) Who can help Maria? (Venn diagram?) | 1h 30 mins |
| | | Activity (13) Presentation of a local women's group | 1 hour |
| | | Role-playing | 30 minutes |
| | | Overview of the questionnaire <ul style="list-style-type: none"> • Presentation of the survey • Conducting the interview | More demonstration role-playing, including practice on approaching households, and with cases of interruptions, harassments, etc. followed by a discussion |
| Day (2) Afternoon (pm) | <ul style="list-style-type: none"> • Identifying questions Confidentiality, safety and support | Presentation by facilitator | 30 mins |
| | | Demonstration role-playing | 1 hour |
| | | Discussion, practice in pairs or small groups | 2 hours |

D. Proposed activities

(These are some ideas, which can be substituted by other suggestions)

➤ **Activity (1): Ice-Breaking (15 minutes)**

Each participant says her name, where she is from and her favourite hobby. The next person has to say: "My name is Manal, I am from Jordan, and my favourite hobby is listening to music". Then she mentions the preceding participant, for example, she says: "My colleague's name is Bushra, she is from Morocco, her favourite hobby is drawing", and so forth, until the last person, who has to repeat the names of all participants.

➤ **Activity (2): Early memories of a woman's femininity (1 hour 30 minutes)**

Step (1)

As a warm-up and introduction to the session, ask participants to demonstrate a stance or a posture which depicts how men and women are perceived in their society. (If the group members are all the same sex, ask all participants to depict male postures, then ask all participants to depict female postures).

Step (2)

Ask each participant to describe what her stance or posture shows. Ask them to consider what are the society's perceptions of men and women reflected in the stance or posture.

Step (3)

Introduce the main part of the session by explaining that throughout the workshop, but particularly in the first few days, participants will be asked to share personal memories and experiences related to gender and violence against women and that these memories and experiences may at times be painful or difficult to discuss. Emphasize the importance of listening to others in a supportive way, without judgment, and of keeping all experiences shared in the group confidential. Nobody will be required to share if they do not feel comfortable doing so.

Step (4)

Ask participants to divide themselves into teams of 3–4 people. They should form teams of their own choosing to ensure that they are with participants with whom they feel comfortable sharing personal experiences.

Step (5): Introduce task No. (1) (35 minutes)

- Individually, recall your earliest, most significant and meaningful memory of an experience related to discovering you were female and therefore, different from the other sex.
- After a few minutes of individual reflections, share this experience with other members of your team.
- As a team, develop a drama, picture, collage, poem, song, story or dance that reflects the memories shared within the group.

Step (6)

Ask each team to present its drama, picture, collage, poem, song or dance. Ask questions about the individual memories shared within the team that will encourage discussion: for example:

- How did you feel during this experience?
- What did the experience tell you about (being female?) life?
- What were your family's expectations of you? Society's expectations?
- What were your expectations and aspirations for yourself?
- What conclusions and lessons did you draw from the experience?

➤ **Activity (3): Determining gender relations (30 minutes)**

Step (1)

Place a picture of a man and a woman on a flipchart or overhead projector and ask the group, "If someone came here suddenly from Mars and we wanted to explain to them the difference between men and women, how would we do it?" Start with the suggestions for describing men and write them all down next to the picture of a man. The answers may include any kind of description, such as physical characteristics, social traits, activities, etc. Then ask, "How would we describe a woman to our Martian friend?" and write the suggestions down beside the woman's figure.

Step (2)

Ask the group, "Which of these differences are biologically based, that is characteristics that we are born with and cannot be changed, and which are created by society (in other words, we are not

born with them, and they can be changed)?" Mark a "G" next to biological characteristics (for sex) and an "M" next to socially determined characteristics (for gender).

Step (3)

Distribute handout (2), which is on sex and gender, and display on the overhead projector. Ask participants to read the definitions aloud. Make sure that everybody understands the definition of sex and gender relations.

| Difference between sex and gender | |
|---|---|
| Sex | Gender |
| Biological concept | Social and cultural concept |
| Depends on physical factors such as chromosomes, and hormonal and reproductive structure for both female and male | Results from the process of socialization |
| Determined by birth | Defined by society and varies from society to society and from time to time |
| Constant does not change over time | Keeps pace with societal development |

➤ Activity (4): Drawing papers for gender stereotype (30 minutes)

Step (1)

Cut out pieces of cardboard and write on them several popular sayings or songs that reflect gender difference stereotypes. Put each piece inside a ball of a different colour and put the balls in a bowl and let each team "choose" one of them.

Step (2)

Ask each team to discuss the following questions:

- Where does this saying come from?
- Do you think it is true?
- What kind of message does this saying send about men and women?
- How does it influence your feelings about yourself?
- How does it influence your feelings about men and women?
- What are some results of the social and cultural barriers caused by stereotypes?
- Do women and men experience these barriers equally or differently? How do these barriers affect their relationships?

Step (3)

Each team presents to the group a summary of their conclusion briefly.

➤ **Activity (5): Stereotypical influences on gender relations stereotypes (1 hour)**

Step (1)

Ask participants to brainstorm a list of the institutions and systems that create and maintain gender stereotypes.

Possible answers: Family, university, media, religion, government, law and educational system.

Step (2)

Divide the participants into small teams. Assign to each team the task of representing one of the institutions listed in Step (1). Ask each team to discuss the following:

- How does the institution and/or system create and maintain gender stereotypes? Give examples of stereotypical behaviours, practices and policies in the institutions.
- Have you observed any changes in the institution or system that reflect progress towards a gender-equitable society?

Step (3)

Allow each team to present its findings.

Step (4)

Ask participants to summarize what they have learned in the session.

➤ **Activity (6): What is violence against women? (1 hour 30 minutes)**

Goal: To encourage participants to think about different kinds of acts that can constitute violence, and to recognize that violence can be physical, psychological (emotional), sexual and economic.

Step (1)

Ask the participants to mention all the different kinds of violence that are common in their community and write them on the flipchart or board. An alternative is to hand out cards for participants to write down their answers and then stick them up on the wall.

Step (2)

Ask the group the following questions:

- Are all these acts of violence the same?
- What's the difference between them?
- Are all of these acts equally serious?
- Which acts do you think is the most dangerous?

If cards are used, they can be grouped together, according to the types of violence (emotional (psychological), verbal, economic, sexual or physical), or according to its severity.

Step (3)

Present slides and distribute handouts on the definitions and characteristics of violence against women, wife abuse and sexual coercion.

- **Activity (7): Presentation of a video on domestic violence to be chosen by the facilitators (45 minutes)¹³**

Possible topics for group discussion afterwards:

- How similar is the situation in the video to situations in our country?
- Were there any issues that you had not thought about before?
- Were there any parts of the video that you did not agree with?

The following topics should also be discussed:

- The impact of domestic violence on children.
- Domestic violence which occurs in families with high social status.

- **Activity (8): Myths and truths about violence (45 minutes)**

Goal: To challenge existing beliefs about violence and to identify areas of consensus and disagreement within the group. It may be useful to repeat this exercise towards the end of the workshop to see whether participants have changed their views during the workshop.

¹³ One of the films that could be recommended is the short movie "Las Mofas Mágicas" (Daniel Rebner). Some of the specific topics that could be discussed after this movie are: effect of domestic violence on children; domestic violence happening in "respectable families"; and domestic violence being hidden/taboo.

Step (1)

Place four signs up around the room, one with the words "I AGREE", one with "I DISAGREE," the third with "DON'T KNOW" and the fourth "I REFUSE TO ANSWER".

Step (2)

Read out loud the following statements and ask participants to stand by the sign that represents their opinion about the statement. Ask a few participants on each side to explain their opinion. The facilitator may ask questions to stimulate discussion, but it is not necessary to provide "correct" answers, as these will be discussed in greater depth later. On a flipchart, the facilitator can write down the number of people who agree and disagree with each statement.

- Men are violent by nature.
- Violence is due to alcohol or drugs.
- Violence is sometimes a way of showing affection.
- Boys who witness their father's violence towards their mothers are more likely to be violent when they grow up.
- A woman should put up with violence in order to keep her family together.
- Some women like to be beaten.
- Violence against women exists in every society in the world.
- Violence can never be justified.
- Girls who are sexually abused in childhood are more likely to drink and use drugs when they are older.
- Nobody deserves to be beaten. Violence is always the responsibility of the person who uses it.
- Women, not men, may sometimes perpetrate violence against women.

➤ Activity (9): Causes and consequences of violence against women (1 hour 30 minutes)

Goal: To identify the factors at both the individual and society levels that perpetuate violence against women, and to examine the consequences of violence, not only for victims but also for families and communities.

Step (1)

Place a circle or square at the centre of a board or large sheet of paper, with the words "violence against women" in the middle and ask participants to brainstorm possible causes of violence. These can be immediate causes, for example "alcohol", "drugs" or "economic problems" or wider problems such as "cultural attitudes", "machismo", "unemployment", "educational system", etc.

Either write the answers on the board or ask each participant to write the causes on cards and stick them on the board with adhesive tape. All the problems considered as "causes of violence" should be placed on one side of the centre of the circle, either above or to the side.

Step (2)

For each problem identified, ask the group if it is related (either as a cause or a result) to any other problem already listed. If so, draw an arrow between the two boxes, indicating the direction(s) of the relationship.

Step (3)

After completing this side of the web, ask the group to name important effects or consequences of violence. These can be any kind of problem (health, economic or social) resulting from violence. It is a good idea to try to discuss effects on individual women first, and then on families, communities and society next. Again, for each problem, ask the group to examine possible relationships between different problems and to draw arrows between these issues, indicating the direction(s) of the relationship.

Step (4)

Present the slides on the ecological framework of violence and health consequences of violence and summarize discussion.

➤ **Activity (10): How do women experience violence? (45 minutes)**

Step (1)

Show the group a small birdcage and ask them to imagine that inside is a woman living with violence. The cage bars represent the different barriers that women confront when trying to overcome abuse.

Step (2)

Ask the group to enumerate "What are some of the reasons that keep women in abusive relationships?" Write the different answers on the flipchart.

➤ **Activity (11): Testimony of a survivor of abuse (45 minutes)**

Try to find a woman who is a survivor of domestic violence to present her experience to the group and discuss how she would want to be approached if she were to be asked about her life.

- **Activity (12): What options are available in our community for women living with violence? (45 minutes)**

You can do one of the two proposed activities presented below: if there is enough time, do both.

- **Activity (12-1): Ihsan's story**

Step (1)

The facilitator divides the group into four teams, and the participants read Ihsan's story

Ihsan's story

Ihsan lives with her husband Ramzi and her two children, a 3-year-old son and a 5-year-old daughter. She finished 5th-grade primary school and is currently a housewife, but for some time now she has wanted to leave Ramzi. He does not give her enough housekeeping money and does not let her work because he gets jealous. When he comes home under the influence of alcohol and drugs, he insults her with profanity and sometimes forces her to have sex even though she doesn't want to. Ihsan has repeatedly tried talking to him about this matter, but her attempts have failed. She has put up with this situation for the last 4 years and has not told anybody, but now she doesn't know what to do.

Step (2)

The facilitator gives each team a different card. Each card describes an alternative that Ihsan has and contains a series of questions that the participants are asked to answer in order to complete the story.

| Team one | Team two |
|--|--|
| Ihsan decides to ask for help | Ihsan asks someone to talk to Ramzi |
| <ul style="list-style-type: none"> • Where does she go to ask for help? | <ul style="list-style-type: none"> • Who would Ramzi listen to? |
| <ul style="list-style-type: none"> • Will she be helped? | <ul style="list-style-type: none"> • Will that person accept to help her? |
| <ul style="list-style-type: none"> • What do they say to her? | <ul style="list-style-type: none"> • What should this person say? |
| <ul style="list-style-type: none"> • What does she decide to do? | <ul style="list-style-type: none"> • What would Ramzi's reaction be if other people try to intervene? |
| | <ul style="list-style-type: none"> • What reasons does Ramzi give to justify treating Ihsan this way? |
| Team three | Team four |
| Ihsan decides to leave Ramzi | Ihsan decides to leave Ramzi, but two weeks later returns to him |
| <ul style="list-style-type: none"> • What will be the hardest issue on her? | <ul style="list-style-type: none"> • What made her go back to him? |

| | |
|---|--|
| <ul style="list-style-type: none"> • How would this affect her children? | <ul style="list-style-type: none"> • How does her family/friends react? |
| <ul style="list-style-type: none"> • What does Ihsan need to succeed in becoming self-reliant? | <ul style="list-style-type: none"> • Do you think it would be better for her and her children to return to him? |

Step (3)

The main conclusions of the discussion are then presented to the whole group.

➤ Activity (12-2): Who can help Maria? (Venn diagram?)

Step (1)

Place a circle in the middle of the board (or a large sheet of paper) with the name "Maria" in it and explain that Maria is a woman living with violence and needs help. Ask the participants, "Who in our society can help Maria?"

Step (2)

Each person or institution named is represented in a circle or different shape. The sizes of the circles and other shapes indicate how important this person or institution is, while their location on the sheet represents how accessible they are. Therefore, the facilitator asks, for each person or institution named, "Is this person (institution) very important for Maria, or not so important?"

Step (3)

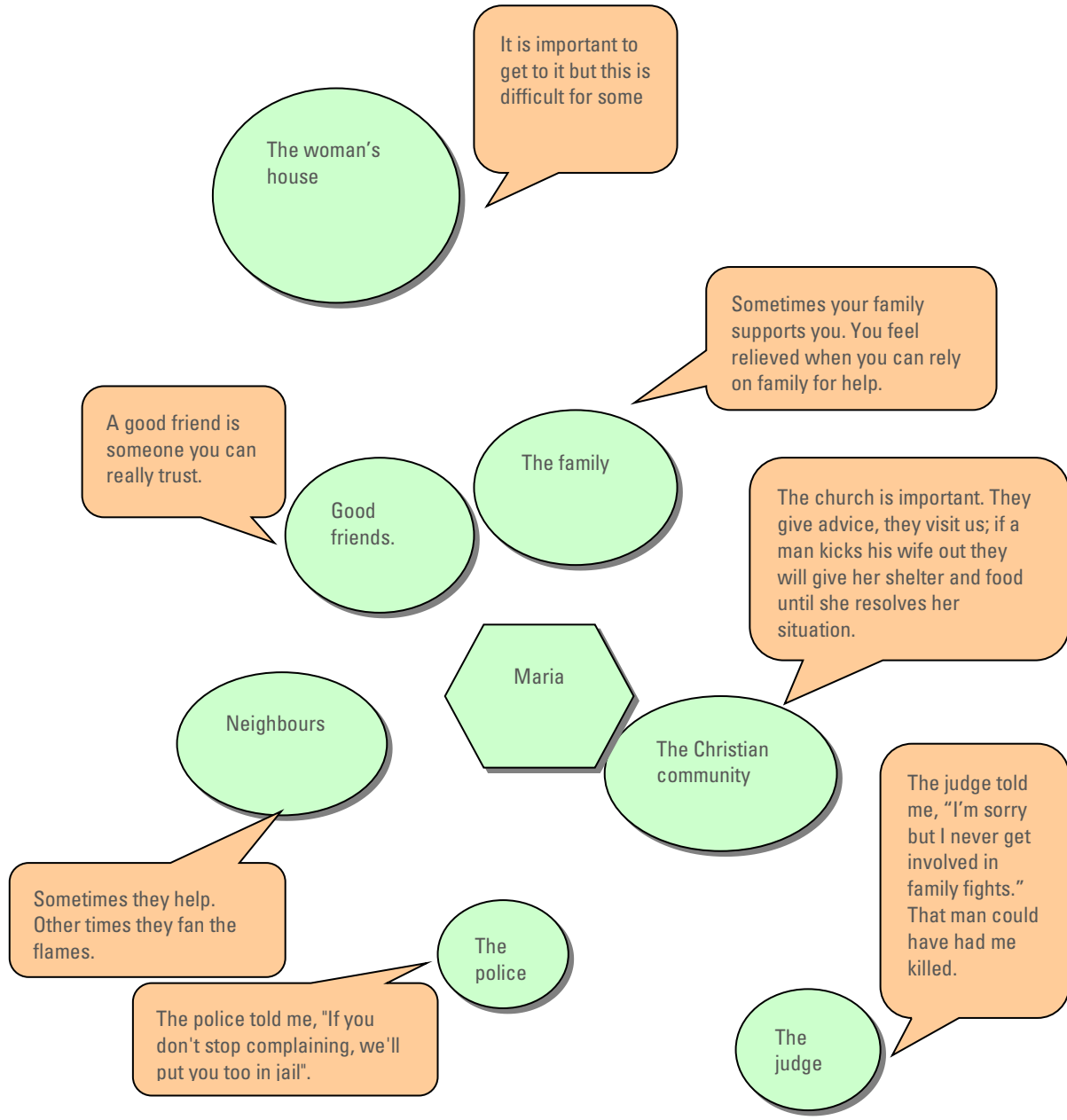
Before placing the circle on the board or sheet, ask "Is this person (institution) easily accessible to Maria or not so easily accessible?" Accessible people/institutions are placed closer to Maria, and inaccessible people/institutions are placed further away from her.

Step (4)

Continue to place people/institutions until there are no more suggestions, and then present a summary of the conclusions drawn from this activity.

The following is an example of a (Venn) diagram produced by a Nicaraguan woman in a participatory study carried out by the Network of Women Against Violence to assess the public's view of a proposed domestic violence law. The diagram identifies the individuals or institutions that might be able to help "Maria", a woman whose husband beats her. The circles indicate, by size and proximity to Maria, the degree of perceived help that can be provided and its accessibility to Maria. The text accompanying each circle illustrates the views expressed by women in the group.

Venn diagram
Illustrating opinions of rural women on services for battered women



➤ **Activity (13): Presentation by a local women's group (2–3 hours)**

The purpose of this activity is for participants to learn about the services available to women living with violence in the area in which the study will be performed and the problems that women have in seeking help for violence. If possible, a visit to the local organization should be planned as well.

➤ **Activity (14): Interviewing techniques (1 hour 30 minutes)**

Step (1)

Two of the training facilitators act out a role-play where a field worker comes to a woman's house and invites her to participate in the study. Many mistakes are intentionally committed, including telling the respondent about the study in front of her husband and mother-in-law, inappropriate dress, chewing gum during the visit, no eye contact with the woman when talking to her, no attempt to put her at ease, etc. The respondent gets more and more nervous and finally says that she does not want to participate in the study.

Step (2)

Ask the participants the following questions:

- What do you think about the way this field worker approached the household?
- Why do you think that the woman did not want to participate in the survey?
- Do you think that the woman may have had problems in her home after the field worker left? Why?
- What could the field worker have done to make the woman more comfortable?
- What other suggestions would you give to this field worker to improve her techniques?

Step (3)

The answers are written on the discussion board and discussed.

Step (4)

Divide the group into pairs and ask one to play the respondent and the other to play the field worker. Some pairs perform in front of the rest of the group: the field worker introducing herself to the respondent and explaining the purpose of the survey. In some cases, ask other participants to play the role of family members who want to be present, and have a pair practice obtaining privacy for the interview.

Familiarization with the questionnaire (Days 4 and 5)

The participants will, during several days, familiarize themselves with the survey questionnaire by going through its sections one by one using explanation, discussion and practice using role-plays. For this part of the training, refer to the “Instruction Manual: Question by Question” (chapter II) which contains detailed description of each question in the questionnaire and the “Instruction Manual for Field Workers” (chapter III).

Handout (3) at the end of this manual gives examples of storylines that may be adapted and used for some of the role-play sessions.

After the participants become familiar with the questionnaire, they can act out role-plays with difficult situations such as:

- Getting access to a house where the guard does not want to call the head of household.
- Getting access to a house that does not want to receive you.
- Getting access to the first person to whom you can ask questions but who is not at all interested in collaborating.
- Selecting a respondent among the eligible women.
- Asking a domestic worker who lives in the house and who is supposed to do household work and not spend time interviewing.
- Asking a young woman while her mother does not want to leave her alone.
- Interviewing a woman whose husband comes in every time to see what is happening.
- Interviewing a woman who starts crying.
- Interviewing a woman who does not tell you anything about violence during the interview, but after you have made your closing remarks and put the papers away, she becomes confidential and tells her story with violence.

The first two role-plays could be done with the presence of a supervisor as usually done at the introduction of the survey to a household.

General instructions

Choose three participants for the role-plays, one playing the woman who answers the questions (respondent), the second the role of the field worker, and the third an observer who must also write the respondent's answers on a similar questionnaire at the same time. Filling the questionnaire by another person at the same time as the field worker is intended to do a comparison and consistency checking between the questionnaire filled by the field worker and the one filled by an observer. After that, let each of the three participants (respondent, field worker and observer) give their impression about how they felt towards this experience first the respondent, then the field worker

and finally the observer. Then compare the two questionnaires question for question. For each discrepancy, discuss it try to find out why this could have happened. Any difference in interpretation should be clarified and if necessary new rules should be formulated so that every field worker has the same understanding.

If supervisors have already been selected, they could play the roles of observers. The purpose of those exercises is having a common understanding of answers. At the same time, the exercises are an opportunity for the supervisor to give feedback in an appropriate way.

Appendix II: Confidentiality Agreement

Survey name: Survey on.....

I, the undersigned, announce that I have agreed to participate in the above-mentioned survey with the responsibilities assigned to me. I also declare that I will carry out my responsibilities faithfully and to the best of my ability.

I agree to hold the trust and confidence of any oral or written information or documents revealed to me. This information may only be used for the purposes given to me and must not be disclosed to any third party.

Upon completion of my work, I will immediately return all the information and materials given to me, and I shall not keep printed or electronic copies of any written information or documents provided.

Mission:

Name:

Signature:

Date:

Handouts

➤ Handout (1): Suggested basic rules

- Challenge yourself regarding your assumptions and beliefs.
- Listen to new ideas and perspectives.
- Don't blame, judge or criticize.
- Ask questions whenever you don't understand.
- You will not be expected to discuss issues that make you uncomfortable
- Respect the personal information shared in the workshop by keeping it confidential.

➤ Handout (2): Sex and gender

Sex is a biological concept based on physical factors, such as chromosomes, hormonal composition, and reproductive composition for both the female and the male which are determined by birth and are permanent and universal.

Gender is a cultural concept applied since childhood as it results mainly from the process of socialization that begins from childhood. It is embodied in practices that enhance the stereotype of child-rearing, such as gifting the girl a bride toy and the boy a car.

This concept refers to relations, roles, behaviours and social responsibilities pre-identified by society for both female and male, given the social, cultural, economic and political factors, including a complex set of prevailing customs, traditions and values, which differ from one society to another and from one era to another keeping pace with societal development and changing according to circumstances.

The concept of gender focuses on the social differences between men and women, as well as among women (e.g. differences between mother and daughter, mother and daughter-in-law), and among men (e.g. differences between father and son, and between eldest son and youngest son). Individuals acquire female or male characteristics through the culture, norms and values prevailing in their society, which teach them how to behave, what stances they should take, and what is required of them so that they see themselves and others look at them as girls or boys, women or men.

For example, household and childcare tasks are not related to the biological composition of women and their feminine nature, as men can do them as well, but society defines these roles and responsibilities as feminine and not masculine. From the same perspective, males are encouraged

to face disease strongly, reject ill health or "vulnerability", and reject health services because they are "solid and strong".

Some of the situations in which we see gender differences are the following:

- **Social**

Different perceptions of women's and men's social roles: the man is seen as the head of the household and chief breadwinner; the woman is seen as nurturer and caregiver.

- **Political**

Differences in the ways in which women and men assume and share power and authority: women are more involved at the local level in activities linked to their domestic roles.

- **Educational**

Differences in educational opportunities and expectations of girls and boys: family resources are directed to boys' rather than girls' education; girls are streamed into less challenging academic tracks.

- **Economic**

Differences in women's and men's access to lucrative careers and control of financial and other productive resources such as credit, loans and land ownership.

➤ **Handout (3): Storyline examples for role-playing**

(Adapt according to the context or tell other stories of reality).

Story (1)

(Name) is not currently married and is 35 years old, uneducated and unemployed. At the age of 8, she was circumcised, and at the age of 15, she was sexually assaulted by her neighbour. The police were informed and imprisoned him, and she is now subjected to violence by her father.

Story (2)

(Name) is a 27-year-old woman. She had education until the second year of secondary school. She married when she was 19 years old and stayed with her husband for 7 years and gave birth to a son who is now 6 years old. Her husband was beating her while she was pregnant. Once he kicked her in her belly and another time he beat her until she lost consciousness for more than 1 hour. Other times she suffered fractures and bruises. She never went to the doctor because she was ashamed of

her condition. She left her husband a year ago. She is very depressed and cries whenever she remembers the time she spent with him.

Story (3)

(Name) is a 16-year-old married woman. She went to school until the third grade of primary school, and her parents forced her to marry a 40-year-old man. She has been married for a year. He is a very violent man and treats her badly. He insults her often and always wants to know where she is. He forces her to have sex with him. She thinks she is pregnant, but she is not sure yet. She talks with nobody about the violence because she is afraid of his threats

Story (4)

(Name) is a 47 years old uneducated woman. She was married 3 times and is married now. She was 14 when she got married the first time and had 2 children: a boy and a girl. Her first husband left her after 3 years and took the children with him. She got married 2 years later to another man. He mistreated her much for 10 years after which he finally left her. She had 3 kids with him, and he was beating her even during the three pregnancies. After 5 years of living alone, she married another man who mistreated her sometimes when he was under the influence of alcohol and drugs; she did not have children with him.

Story (5)

(Name), now 25, was married when she was 14 years old to a man who was much older than her and who had already another wife. She lives in the house with the parents in law and the first wife. The mother in law and the co-wife treat her badly and scold her even in the presence of the husband who is unable to defend her. The husband is very often away, and she thinks he has another woman somewhere else. She has 2 daughters with him.

V. Analysis Plan Manual for VAW Indicators

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This manual outlines the minimum recommended tables to extract a set of statistical indicators for measuring violence against women, which must be produced by surveys of violence against women. The following tables are the proposed minimum tables. More tables can be prepared according to the information collected about the exposure of women to various types of violence in your community and it is necessary to ensure that the tables reflect their full experience of violence.

A. Proposed minimum of statistical indicators for measuring violence against women

1. Proportion of women aged 20-24 years who were married or in a union before age 15 and before age 18, by marital status, location, education, activity status and disability. (Indicator 5.3.1).
2. Proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care, by age, marital status, location, education, activity status and disability. (Indicator 5.6.1).
3. Proportion of girls and women aged 15-49 years who have undergone female genital mutilation/cutting, by age, marital status, location, education, activity status and disability. (Indicator 5.3.2).
4. Proportion of women and girls aged 15 years and older who believe that the wife should agree and obey her husband's opinion even if she is not convinced of this opinion or disagrees with him, by age, marital status, location, education, activity status and disability.
5. Proportion of women and girls aged 15 years and older who believe that the man should control and preside over the house, by age, marital status, location, education, activity status and disability.
6. Proportion of women and girls aged 15 years and older who believe that behaviours (such as neglecting housework, burning food, etc.) justify wife-beating, by the type of behaviour, age, marital status, location, education, activity status and disability.
7. Proportion of ever-partnered women aged 15 years and older subjected to controlling behaviours by husbands in the previous 12 months, by type of behaviour, age, marital status, location, education, activity status and disability.
8. Proportion of ever-partnered women aged 15 years and older subjected to controlling behaviours by husbands during their lifetime, by type of behaviour, age, marital status, location, education, activity status and disability.
9. Proportion of ever-partnered women aged 15 years and older subjected to economic control by husband in the previous 12 months, by age, marital status, location, education, activity status and disability.

10. Proportion of ever-partnered women aged 15 years and older subjected to economic control by husband during their lifetime, by age, marital status, location, education, activity status and disability.
11. Proportion of ever-partnered women and girls aged 15 years and older subjected to physical and/or sexual and/or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence, type of behaviour for a particular form, frequency of violence, age, marital status, location, education, activity status and disability. (Indicator 5.2.1).
12. Proportion of ever-partnered women and girls aged 15 years and older subjected to physical and/or sexual and/or psychological violence by a current or former intimate partner during their lifetime, by form of violence, type of behaviour for a particular form, frequency of violence, age, marital status, location, education, activity status and disability.
13. Proportion of ever-partnered women aged 15 years and older who have been punched or kicked in the abdomen during pregnancy by current or former intimate partner, by age, marital status, location, education, activity status and disability.
14. Proportion of women and girls aged 15 years and older subjected to physical and/or sexual violence in the previous 12 months which have caused injury, by type of injury, frequency of violence, age, marital status, location, education, activity status and disability.
15. Proportion of women and girls aged 15 years and older subjected to physical violence by persons other than an intimate partner in the previous 12 months, by relationship to the perpetrator, frequency of violence, age, marital status, location, education, activity status and disability.
16. Proportion of women and girls aged 15 years and older subjected to physical abuse by persons other than an intimate partner, since the age of 15 years, by relationship to the perpetrator, frequency of violence, age, marital status, location, education, activity status and disability.
17. Proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner in the previous 12 months, by place of occurrence, relationship to the perpetrator, frequency of violence, age, marital status, location, education, activity status and disability. (Indicator 5.2.2).
18. Proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner, since the age of 15 years, by place of occurrence, relationship to the perpetrator, frequency of violence, age, marital status, location, education, activity status and disability.

19. Proportion of women and girls aged 15 years and older subjected to sexual violence in the previous 12 months who have sought help by service provider (police, doctor, nurse, etc.), measures taken, age, marital status, location, education, activity status and disability.
20. Proportion of women and girls aged 15 years and older who have had sex to get a job, keep a job, or to get promoted, by age, marital status, location, education, activity status and disability.
21. Proportion of women and girls aged 15 years and older who have had sex to pass an exam or get good grades in school, by age, marital status, location, education, activity status and disability.
22. Proportion of women and girls aged 15 years and older who received personal electronic messages with sexual content (e.g., remarks, invitations, photos, movies) via Facebook, cell phone, e-mail etc., by age, marital status, location, education, activity status and disability.
23. Proportion of women and girls aged 18-29 years subjected to sexual violence (touching the breasts or private parts, etc.) before the age of 18 years, by the relationship to the perpetrator, frequency of violence, age, marital status, location, education, activity status and disability.
24. Proportion of women and girls aged 18-29 years subjected to physical violence (slapping, hitting, tying to a rope, etc.) before the age of 18 years, by age, marital status, location, education, activity status and disability.
25. Proportion of women and girls aged 18-29 years subjected to psychological violence (cursing, insults, etc.) before the age of 18 years, by age, marital status, location, education, activity status and disability.

B. Analytical tables for the proposed minimum statistical indicators to measure violence against women

Table 1. Proportion of women aged 20-24 years who were married or in a union before age 15 and before age 18, by marital status, location, education, activity status and disability (Indicator 5.3.1)

| Basic characteristics | Number of women (20-24) married or in a union before age 15 | Number of women (20-24) married or in a union before age 18 | Total number of women previously married |
|----------------------------|---|---|--|
| Marital status | | | |
| Married | | | |
| Divorced | | | |
| Separated | | | |
| Widowed | | | |
| Location | | | |
| Urban | | | |
| Rural | | | |
| Education | | | |
| Illiterate | | | |
| Literate (no schooling) | | | |
| Primary | | | |
| Secondary | | | |
| Tertiary | | | |
| Activity status | | | |
| Employee | | | |
| Employer | | | |
| Own account worker | | | |
| Contributing family worker | | | |

| Basic characteristics | Number of women (20-24) married or in a union before age 15 | Number of women (20-24) married or in a union before age 18 | Total number of women previously married |
|---|---|---|--|
| Unemployed looking for work (worked before) | | | |
| Unemployed looking for work (never worked before) | | | |
| Income recipient and doesn't work | | | |
| Student | | | |
| Homemaker | | | |
| Disability status | | | |
| With disability | | | |
| Without disability | | | |

Table 2. Proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care, by age, marital status, location, education, activity status and disability (Indicator 5.6.1)

| Basic characteristics | Number of women (15-49) who make their own informed decisions regarding <ul style="list-style-type: none"> • Sexual relations • Contraceptive use • Reproductive health care | Total number of women previously married |
|-------------------------|---|--|
| Age | | |
| 15-19 | | |
| 20-24 | | |
| 25-29 | | |
| 30-34 | | |
| 35-39 | | |
| 40-44 | | |
| 45-49 | | |
| Marital status | | |
| Married | | |
| Divorced | | |
| Separated | | |
| Widowed | | |
| Location | | |
| Urban | | |
| Rural | | |
| Education | | |
| Illiterate | | |
| Literate (no schooling) | | |
| Primary | | |
| Secondary | | |
| Tertiary | | |
| Activity status | | |
| Employee | | |
| Employer | | |

| Basic characteristics | Number of women (15-49) who make their own informed decisions regarding <ul style="list-style-type: none"> • Sexual relations • Contraceptive use • Reproductive health care | Total number of women previously married |
|---|---|--|
| Own account worker | | |
| Contributing family worker | | |
| Unemployed looking for work (worked before) | | |
| Unemployed looking for work (never worked before) | | |
| Income recipient and doesn't work | | |
| Student | | |
| Homemaker | | |
| Disability status | | |
| With disability | | |
| Without disability | | |

Table 3. Proportion of girls and women aged 15-49 years who have undergone female genital mutilation/cutting, by age, marital status, location, education, activity status and disability (Indicator 5.3.2)

| Basic characteristics | Number of girls and women (15-49) who have undergone female genital mutilation/cutting | Total number of girls and women |
|-------------------------|--|---------------------------------|
| Age | | |
| 15-19 | | |
| 20-24 | | |
| 25-29 | | |
| 30-34 | | |
| 35-39 | | |
| 40-44 | | |
| 45-49 | | |
| Marital status | | |
| Married | | |
| Divorced | | |
| Separated | | |
| Widowed | | |
| Never married | | |
| Location | | |
| Urban | | |
| Rural | | |
| Education | | |
| Illiterate | | |
| Literate (no schooling) | | |
| Primary | | |
| Secondary | | |
| Tertiary | | |
| Activity status | | |
| Employee | | |
| Employer | | |
| Own account worker | | |

| Basic characteristics | Number of girls and women (15-49) who have undergone female genital mutilation/cutting | Total number of girls and women |
|---|--|---------------------------------|
| Contributing family worker | | |
| Unemployed looking for work (worked before) | | |
| Unemployed looking for work (never worked before) | | |
| Income recipient and doesn't work | | |
| Student | | |
| Homemaker | | |
| Disability status | | |
| With disability | | |
| Without disability | | |

Table 4. Proportion of women and girls aged 15 years and older who believe that the wife should agree and obey her husband's opinion even if she is not convinced of this opinion or disagrees with him, by age, marital status, location, education, activity status and disability

| Basic characteristics | Number of women and girls (15+) who believe that the wife should agree and obey her husband's opinion even if she is not convinced of this opinion or disagrees with him | Total number of women and girls |
|-------------------------|--|---------------------------------|
| Age | | |
| 15-19 | | |
| 20-24 | | |
| 25-29 | | |
| 30-34 | | |
| 35-39 | | |
| 40-44 | | |
| 45-49 | | |
| 50-54 | | |
| 55-59 | | |
| +60 | | |
| Marital status | | |
| Married | | |
| Divorced | | |
| Separated | | |
| Widowed | | |
| Never married | | |
| Location | | |
| Urban | | |
| Rural | | |
| Education | | |
| Illiterate | | |
| Literate (no schooling) | | |
| Primary | | |
| Secondary | | |
| Tertiary | | |
| Activity status | | |

| Basic characteristics | Number of women and girls (15+) who believe that the wife should agree and obey her husband's opinion even if she is not convinced of this opinion or disagrees with him | Total number of women and girls |
|---|--|---------------------------------|
| Employee | | |
| Employer | | |
| Own account worker | | |
| Contributing family worker | | |
| Unemployed looking for work (worked before) | | |
| Unemployed looking for work (never worked before) | | |
| Income recipient and doesn't work | | |
| Student | | |
| Homemaker | | |
| Disability status | | |
| With disability | | |
| Without disability | | |

Table 5. Proportion of women and girls aged 15 years and older who believe that the man should control and preside over the house, by age, marital status, location, education, activity status and disability

| Basic characteristics | Number of women and girls (15+) who believe that the man should control and preside over the house | Total number of women and girls |
|-------------------------|--|---------------------------------|
| Age | | |
| 15-19 | | |
| 20-24 | | |
| 25-29 | | |
| 30-34 | | |
| 35-39 | | |
| 40-44 | | |
| 45-49 | | |
| 50-54 | | |
| 55-59 | | |
| +60 | | |
| Marital status | | |
| Married | | |
| Divorced | | |
| Separated | | |
| Widowed | | |
| Never married | | |
| Location | | |
| Urban | | |
| Rural | | |
| Education | | |
| Illiterate | | |
| Literate (no schooling) | | |
| Primary | | |
| Secondary | | |

| Basic characteristics | Number of women and girls (15+) who believe that the man should control and preside over the house | Total number of women and girls |
|---|--|---------------------------------|
| Tertiary | | |
| Activity status | | |
| Employee | | |
| Employer | | |
| Own account worker | | |
| Contributing family worker | | |
| Unemployed looking for work (worked before) | | |
| Unemployed looking for work (never worked before) | | |
| Income recipient and doesn't work | | |
| Student | | |
| Homemaker | | |
| Disability status | | |
| With disability | | |
| Without disability | | |

| Basic characteristics | Number of women and girls (15+) who believe that the following behaviours justify wife-beating | | | | | | | | | | Total number of women and girls |
|---|--|---|---|---|---|---|---|---|---|---|---------------------------------|
| | a | b | c | d | e | f | g | h | i | j | |
| Secondary | | | | | | | | | | | |
| Tertiary | | | | | | | | | | | |
| Activity status | | | | | | | | | | | |
| Employee | | | | | | | | | | | |
| Employer | | | | | | | | | | | |
| Own account worker | | | | | | | | | | | |
| Contributing family worker | | | | | | | | | | | |
| Unemployed looking for work (worked before) | | | | | | | | | | | |
| Unemployed looking for work (never worked before) | | | | | | | | | | | |
| Income recipient and doesn't work | | | | | | | | | | | |
| Student | | | | | | | | | | | |
| Homemaker | | | | | | | | | | | |
| Disability status | | | | | | | | | | | |
| With disability | | | | | | | | | | | |
| Without disability | | | | | | | | | | | |

| | | | | | | | | | |
|---|---|---|--|---|---------------------------------|---|-------------------|---|---|
| a | Neglected housework | b | Neglected to take care of her children | c | Late in preparing food | d | Burned the food | e | Suspected her husband and asked about his whereabouts |
| f | Refused to have sexual relations with him | g | Disagreed with him | h | Went out without his permission | i | Answered him back | j | Spent money |

| Basic characteristics | Number of ever-partnered women (15+) who reported that the (current or most recent) husband in the previous 12 months has usually: | | | | | | | Total number of women previously married |
|---|--|---|---|---|---|---|---|--|
| | a | b | c | d | e | f | g | |
| Activity status | | | | | | | | |
| Employee | | | | | | | | |
| Employer | | | | | | | | |
| Own account worker | | | | | | | | |
| Contributing family worker | | | | | | | | |
| Unemployed looking for work (worked before) | | | | | | | | |
| Unemployed looking for work (never worked before) | | | | | | | | |
| Income recipient and doesn't work | | | | | | | | |
| Student | | | | | | | | |
| Homemaker | | | | | | | | |
| Disability status | | | | | | | | |
| With disability | | | | | | | | |
| Without disability | | | | | | | | |

| | | | |
|---|--|---|---|
| a | Stopped you from seeing your friends? | e | Often been suspicious that you are unfaithful? |
| b | Restricted your contact with your family? | f | Stopped you from getting health care for yourself without his permission? |
| c | Insisted on knowing where you are all the times? | g | Used mobile technology to check where you are? |
| d | Got angry if you speak with another man? | | |

| Basic characteristics | Number of ever-partnered women (15+) who reported that the (current or most recent) husband during their lifetime has usually: | | | | | | | Total number of women previously married |
|---|--|---|---|---|---|---|---|--|
| | a | b | c | d | e | f | g | |
| Activity status | | | | | | | | |
| Employee | | | | | | | | |
| Employer | | | | | | | | |
| Own account worker | | | | | | | | |
| Contributing family worker | | | | | | | | |
| Unemployed looking for work (worked before) | | | | | | | | |
| Unemployed looking for work (never worked before) | | | | | | | | |
| Income recipient and doesn't work | | | | | | | | |
| Student | | | | | | | | |
| Homemaker | | | | | | | | |
| Disability status | | | | | | | | |
| With disability | | | | | | | | |
| Without disability | | | | | | | | |

| | | | |
|---|--|---|---|
| a | Stopped you from seeing your friends? | e | Often been suspicious that you are unfaithful? |
| b | Restricted your contact with your family? | f | Stopped you from getting health care for yourself without his permission? |
| c | Insisted on knowing where you are all the times? | g | Used mobile technology to check where you are? |
| d | Got angry if you speak with another man? | | |

Table 9. Proportion of ever-partnered women aged 15 years and older subjected to economic control by husband in the previous 12 months, by age, marital status, location, education, activity status and disability

| Basic characteristics | Number of ever-partnered women (15+) who reported that the (current or most recent) husband in the previous 12 months has usually: | | | Total number of women previously married |
|-------------------------|--|---|---|--|
| | a | b | c | |
| Age | | | | |
| 15-19 | | | | |
| 20-24 | | | | |
| 25-29 | | | | |
| 30-34 | | | | |
| 35-39 | | | | |
| 40-44 | | | | |
| 45-49 | | | | |
| 50-54 | | | | |
| 55-59 | | | | |
| +60 | | | | |
| Marital status | | | | |
| Married | | | | |
| Divorced | | | | |
| Separated | | | | |
| Widowed | | | | |
| Location | | | | |
| Urban | | | | |
| Rural | | | | |
| Education | | | | |
| Illiterate | | | | |
| Literate (no schooling) | | | | |
| Primary | | | | |
| Secondary | | | | |
| Tertiary | | | | |
| Activity status | | | | |

| Basic characteristics | Number of ever-partnered women (15+) who reported that the (current or most recent) husband in the previous 12 months has usually: | | | Total number of women previously married |
|---|--|---|---|--|
| | a | b | c | |
| Employee | | | | |
| Employer | | | | |
| Own account worker | | | | |
| Contributing family worker | | | | |
| Unemployed looking for work (worked before) | | | | |
| Unemployed looking for work (never worked before) | | | | |
| Income recipient and doesn't work | | | | |
| Student | | | | |
| Homemaker | | | | |
| Disability status | | | | |
| With disability | | | | |
| Without disability | | | | |

| | |
|---|---|
| a | Prohibited you from getting a job, going to work, trading, earning money or participating in income generation projects? |
| b | Refused to give you money you needed for household expenses even when he had money for other things (such as alcohol and cigarettes)? |
| c | Taken your earnings from you against your will? |

Table 10. Proportion of ever-partnered women aged 15 years and older subjected to economic control by husband during their lifetime, by age, marital status, location, education, activity status and disability

| Basic characteristics | Number of ever-partnered women (15+) who reported that the (current or most recent) husband during their lifetime has usually: | | | Total number of women previously married |
|-------------------------|--|---|---|--|
| | a | b | c | |
| Age | | | | |
| 15-19 | | | | |
| 20-24 | | | | |
| 25-29 | | | | |
| 30-34 | | | | |
| 35-39 | | | | |
| 40-44 | | | | |
| 45-49 | | | | |
| 50-54 | | | | |
| 55-59 | | | | |
| +60 | | | | |
| Marital status | | | | |
| Married | | | | |
| Divorced | | | | |
| Separated | | | | |
| Widowed | | | | |
| Location | | | | |
| Urban | | | | |
| Rural | | | | |
| Education | | | | |
| Illiterate | | | | |
| Literate (no schooling) | | | | |
| Primary | | | | |
| Secondary | | | | |
| Tertiary | | | | |
| Activity status | | | | |

| Basic characteristics | Number of ever-partnered women (15+) who reported that the (current or most recent) husband during their lifetime has usually: | | | Total number of women previously married |
|---|--|---|---|--|
| | a | b | c | |
| Employee | | | | |
| Employer | | | | |
| Own account worker | | | | |
| Contributing family worker | | | | |
| Unemployed looking for work (worked before) | | | | |
| Unemployed looking for work (never worked before) | | | | |
| Income recipient and doesn't work | | | | |
| Student | | | | |
| Homemaker | | | | |
| Disability status | | | | |
| With disability | | | | |
| Without disability | | | | |

| | |
|---|---|
| a | Prohibited you from getting a job, going to work, trading, earning money or participating in income generation projects? |
| b | Refused to give you money you needed for household expenses even when he had money for other things (such as alcohol and cigarettes)? |
| c | Taken your earnings from you against your will? |

Table 12. Proportion of ever-partnered women and girls aged 15 years and older subjected to physical and/or sexual and/or psychological violence by a current or former intimate partner during their lifetime, by form of violence, type of behaviour for a particular form, frequency of violence, age, marital status, location, education, activity status and disability

| Basic characteristics | Total number of women previously married | Number of ever-partnered women and girls (15+) subjected to physical and/or sexual and/or psychological violence by current or former intimate partner during their lifetime | | | | | | | | | | | |
|-----------------------|--|--|-----|------|-----------------|-----|------|------------------------|-----|------|--|-----|------|
| | | Physical violence | | | Sexual violence | | | Psychological violence | | | Physical and/or sexual and/or psychological violence | | |
| | | Once | Few | Many | Once | Few | Many | Once | Few | Many | Once | Few | Many |
| Age | | | | | | | | | | | | | |
| 15-19 | | | | | | | | | | | | | |
| 20-24 | | | | | | | | | | | | | |
| 25-29 | | | | | | | | | | | | | |
| 30-34 | | | | | | | | | | | | | |
| 35-39 | | | | | | | | | | | | | |
| 40-44 | | | | | | | | | | | | | |
| 45-49 | | | | | | | | | | | | | |
| 50-59 | | | | | | | | | | | | | |
| Marital status | | | | | | | | | | | | | |
| Married | | | | | | | | | | | | | |
| Divorced | | | | | | | | | | | | | |
| Separated | | | | | | | | | | | | | |
| Widowed | | | | | | | | | | | | | |
| Location | | | | | | | | | | | | | |

| Basic characteristics | Total number of women previously married | Number of ever-partnered women and girls (15+) subjected to physical and/or sexual and/or psychological violence by current or former intimate partner during their lifetime | | | | | | | | | | | |
|---|--|--|-----|------|-----------------|-----|------|------------------------|-----|------|--|-----|------|
| | | Physical violence | | | Sexual violence | | | Psychological violence | | | Physical and/or sexual and/or psychological violence | | |
| | | Once | Few | Many | Once | Few | Many | Once | Few | Many | Once | Few | Many |
| Urban | | | | | | | | | | | | | |
| Rural | | | | | | | | | | | | | |
| Education | | | | | | | | | | | | | |
| Illiterate | | | | | | | | | | | | | |
| Literate (no schooling) | | | | | | | | | | | | | |
| Primary | | | | | | | | | | | | | |
| Secondary | | | | | | | | | | | | | |
| Tertiary | | | | | | | | | | | | | |
| Activity status | | | | | | | | | | | | | |
| Employee | | | | | | | | | | | | | |
| Employer | | | | | | | | | | | | | |
| Own account worker | | | | | | | | | | | | | |
| Contributing family worker | | | | | | | | | | | | | |
| Unemployed looking for work (worked before) | | | | | | | | | | | | | |

Table 13. Proportion of ever-partnered women aged 15 years and older who have been punched or kicked in the abdomen during pregnancy by current or former intimate partner, by age, marital status, location, education, activity status and disability

| Basic characteristics | Number of ever-partnered women (15+) who have been punched or kicked in the abdomen during pregnancy | Total number of women previously married |
|-------------------------|--|--|
| Age | | |
| 15-19 | | |
| 20-24 | | |
| 25-29 | | |
| 30-34 | | |
| 35-39 | | |
| 40-44 | | |
| 45-49 | | |
| Marital status | | |
| Married | | |
| Divorced | | |
| Separated | | |
| Widowed | | |
| Location | | |
| Urban | | |
| Rural | | |
| Education | | |
| Illiterate | | |
| Literate (no schooling) | | |
| Primary | | |
| Secondary | | |
| Tertiary | | |
| Activity status | | |
| Employee | | |
| Employer | | |
| Own account worker | | |

| Basic characteristics | Number of ever-partnered women (15+) who have been punched or kicked in the abdomen during pregnancy | Total number of women previously married |
|---|--|--|
| Contributing family worker | | |
| Unemployed looking for work (worked before) | | |
| Unemployed looking for work (never worked before) | | |
| Income recipient and doesn't work | | |
| Student | | |
| Homemaker | | |
| Disability status | | |
| With disability | | |
| Without disability | | |

| Basic characteristics | Total number of women and girls | Number of women and girls (15+) subjected to physical and/or sexual violence o in the previous 12 months which have caused injury | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|---------------------------------|---|---|---|---|---|---|---|---|---|-----------------|---|---|---|---|---|---|---|---|------------------------------|---|---|---|---|---|---|---|---|
| | | Physical violence | | | | | | | | | Sexual violence | | | | | | | | | Physical and sexual violence | | | | | | | | |
| | | a | b | c | d | e | f | g | h | i | a | b | c | d | e | f | g | h | i | a | b | c | d | e | f | g | h | i |
| Student | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Homemaker | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disability status | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| With disability | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Without disability | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | |
|---|------------------------------|---|-------------------------------|---|-------------------------|---|-------------------|---|---|
| a | Cuts, punctures or bites | b | Scratches, abrasion or bruise | c | Sprains or dislocations | d | Burn | e | Penetrating injuries, deep cuts or gashes |
| f | Broken eardrum, eye injuries | g | Broken bones | h | Broken teeth | i | Internal injuries | | |

| Basic characteristics | Total number of women and girls | Number of women and girls (15+) subjected to physical violence by persons other than an intimate partner in the previous 12 months | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------------|---------------------------------|--|---|---|--------|---|---|-----------------------|---|---|--------|---|---|--------------------------|---|---|----------------------|---|---|---------|---|---|----------|---|---|--------|---|---|---|
| | | Family members | | | | | | | | | | | | Non-family members | | | | | | | | | | | | | | | |
| | | Parents | | | | | | Another family member | | | | | | Someone at the workplace | | | Friend/ Acquaintance | | | Teacher | | | Stranger | | | Others | | | |
| | | Father | | | Mother | | | Male | | | Female | | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | |
| | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 |
| Income recipient and doesn't work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Homemaker | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disability status | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| With disability | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Without disability | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Notes: Another male family member includes any male in the family other than the father (stepfather, brother or father of the husband).

Another female family member includes any female in the family other than the mother (stepmother, sister or mother of the husband).

Others (doctor/health staff, priest/religious leader, police/soldier, fiancé/husband with a marriage contract only (don't live together), or anyone else).

1 = once 2 = few 3 = many.

| Basic characteristics | Total number of women and girls | Number of women and girls (15+) subjected to physical violence by persons other than an intimate partner, since the age of 15 years | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------------|---------------------------------|---|---|---|--------|---|---|-----------------------|---|---|--------|---|---|--------------------------|---|---|----------------------|---|---|---------|---|---|----------|---|---|--------|---|---|
| | | Family members | | | | | | | | | | | | Non-family members | | | | | | | | | | | | | | |
| | | Parents | | | | | | Another family member | | | | | | Someone at the workplace | | | Friend/ Acquaintance | | | Teacher | | | Stranger | | | Others | | |
| | | Father | | | Mother | | | Male | | | Female | | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| Income recipient and doesn't work | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Homemaker | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disability status | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| With disability | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Without disability | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Notes: Another male family member includes any male in the family other than the father (stepfather, brother or father of the husband).

Another female family member includes any female in the family other than the mother (stepmother, sister or mother of the husband).

Others (doctor/health staff, priest/religious leader, police/soldier, fiancé/husband with a marriage contract only (don't live together), or anyone else).

1 = once 2 = few 3 = many.

| Basic characteristics | Total number of women and girls | Number of women and girls (15+) subjected to sexual violence by persons other than an intimate partner in the previous 12 months | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|---------------------------------|--|---|---|------------------|---|---|-------------------------------|---|---|-----------------|---|---|--------------|---|---|-----|---|---|-----------|---|---|-----------------------|---|---|----------------------------------|---|---|--|---|---|-----------------|---|---|---|---|---|------------------|--|--|-----------------|--|--|
| | | Your own home or yard | | | His home or yard | | | Another person's home or yard | | | Street or Alley | | | Parking lots | | | Car | | | Workplace | | | Nightclub, club, pool | | | Rural areas, forest, public park | | | Other public premises, commercial or public non-residential premises | | | School, College | | | Institutional setting (including prisons, care institution) | | | Public transport | | | Other (specify) | | |
| | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | | | | | |
| Disability status | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| With disability | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Without disability | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

1 = once 2 = few 3 = many.

| Basic characteristics | Total number of women and girls | Number of women and girls (15+) subjected to sexual violence by persons other than an intimate partner since the age of 15 years | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|---------------------------------|--|---|---|------------------|---|---|-------------------------------|---|---|-----------------|---|---|--------------|---|---|-----|---|---|-----------|---|---|-----------------------|---|---|----------------------------------|---|---|--|---|---|-----------------|---|---|---|---|---|------------------|--|--|----------------|--|--|
| | | Your own home or yard | | | His home or yard | | | Another person's home or yard | | | Street or Alley | | | Parking lots | | | Car | | | Workplace | | | Nightclub, club, pool | | | Rural areas, forest, public park | | | Other public premises, commercial or public non-residential premises | | | School, College | | | Institutional setting (including prisons, care institution) | | | Public transport | | | Other (pecify) | | |
| | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | | | | | |
| Disability status | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| With disability | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Without disability | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

1 = once 2 = few 3 = many

Table 19.1 Proportion of women and girls aged 15 years and older subjected to sexual violence in the previous 12 months who have sought help, by the service provider (police, doctor, nurse, etc.), age, marital status, location, education, activity status and disability

| Basic characteristics | Number of women and girls (15+) who reported that they had requested assistance from: | | | | | | Total number of women previously married |
|-------------------------|---|--------|-------|------------------------------------|--------|-----------|--|
| | Police | Doctor | Nurse | Another family member ^a | Friend | Neighbour | |
| Age | | | | | | | |
| 15-19 | | | | | | | |
| 20-24 | | | | | | | |
| 25-29 | | | | | | | |
| 30-34 | | | | | | | |
| 35-39 | | | | | | | |
| 40-44 | | | | | | | |
| 45-49 | | | | | | | |
| 50-54 | | | | | | | |
| 55-59 | | | | | | | |
| +60 | | | | | | | |
| Marital status | | | | | | | |
| Married | | | | | | | |
| Divorced | | | | | | | |
| Separated | | | | | | | |
| Widowed | | | | | | | |
| Location | | | | | | | |
| Urban | | | | | | | |
| Rural | | | | | | | |
| Education | | | | | | | |
| Illiterate | | | | | | | |
| Literate (no schooling) | | | | | | | |
| Primary | | | | | | | |
| Secondary | | | | | | | |
| Tertiary | | | | | | | |

| Basic characteristics | Number of women and girls (15+) who reported that they had requested assistance from: | | | | | | Total number of women previously married |
|---|---|--------|-------|------------------------------------|--------|-----------|--|
| | Police | Doctor | Nurse | Another family member ^a | Friend | Neighbour | |
| Activity status | | | | | | | |
| Employee | | | | | | | |
| Employer | | | | | | | |
| Own account worker | | | | | | | |
| Contributing family worker | | | | | | | |
| Unemployed looking for work (worked before) | | | | | | | |
| Unemployed looking for work (never worked before) | | | | | | | |
| Income recipient and doesn't work | | | | | | | |
| Student | | | | | | | |
| Homemaker | | | | | | | |
| Disability status | | | | | | | |
| With disability | | | | | | | |
| Without disability | | | | | | | |

^a A member of the family is: any member of the primary family, female/male; or a member of the husband's family, female/male; or your son/daughter (children).

Table 19.2 Proportion of women and girls aged 15 years and older subjected to sexual violence in the previous 12 months who have sought help from the police, by measures taken, age, marital status, location, education, activity status and disability

| Basic characteristics | Number of women and girls (15+) who reported that they had asked for assistance from the police and the police response was as follows: | | | Total number of women and girls |
|-------------------------|---|--|-------|---------------------------------|
| | Opened a case | Asked her to go and refused to open a case | Other | |
| Age | | | | |
| 15-19 | | | | |
| 20-24 | | | | |
| 25-29 | | | | |
| 30-34 | | | | |
| 35-39 | | | | |
| 40-44 | | | | |
| 45-49 | | | | |
| 50-54 | | | | |
| 55-59 | | | | |
| 60+ | | | | |
| Marital status | | | | |
| Married | | | | |
| Divorced | | | | |
| Separated | | | | |
| Widowed | | | | |
| Location | | | | |
| Urban | | | | |
| Rural | | | | |
| Education | | | | |
| Illiterate | | | | |
| Literate (no schooling) | | | | |
| Primary | | | | |
| Secondary | | | | |

| Basic characteristics | Number of women and girls (15+) who reported that they had asked for assistance from the police and the police response was as follows: | | | Total number of women and girls |
|---|---|--|-------|---------------------------------|
| | Opened a case | Asked her to go and refused to open a case | Other | |
| Tertiary | | | | |
| Activity status | | | | |
| Employee | | | | |
| Employer | | | | |
| Own account worker | | | | |
| Contributing family worker | | | | |
| Unemployed looking for work (worked before) | | | | |
| Unemployed looking for work (never worked before) | | | | |
| Income recipient and doesn't work | | | | |
| Student | | | | |
| Homemaker | | | | |
| Disability status | | | | |
| With disability | | | | |
| Without disability | | | | |

Table 19.3 Proportion of women and girls aged 15 years and older subjected to sexual violence in the previous 12 months who have sought help from the police and whether perpetrator was arrested and convicted, or not, by age, marital status, location, education, activity status and disability

| Basic characteristics | Number of women and girls (15+) | | | Total number of women and girls |
|-------------------------|---------------------------------|----------------------------|------------------------|---------------------------------|
| | Not arrested | Arrested but not convicted | Arrested and convicted | |
| Age | | | | |
| 15-19 | | | | |
| 20-24 | | | | |
| 25-29 | | | | |
| 30-34 | | | | |
| 35-39 | | | | |
| 40-44 | | | | |
| 45-49 | | | | |
| 50-54 | | | | |
| 55-59 | | | | |
| +60 | | | | |
| Marital status | | | | |
| Married | | | | |
| Divorced | | | | |
| Separated | | | | |
| Widowed | | | | |
| Location | | | | |
| Urban | | | | |
| Rural | | | | |
| Education | | | | |
| Illiterate | | | | |
| Literate (no schooling) | | | | |
| Primary | | | | |
| Secondary | | | | |
| Tertiary | | | | |

| Basic characteristics | Number of women and girls (15+) | | | Total number of women and girls |
|---|---------------------------------|----------------------------|------------------------|---------------------------------|
| | Not arrested | Arrested but not convicted | Arrested and convicted | |
| Activity status | | | | |
| Employee | | | | |
| Employer | | | | |
| Own account worker | | | | |
| Contributing family worker | | | | |
| Unemployed looking for work (worked before) | | | | |
| Unemployed looking for work (never worked before) | | | | |
| Income recipient and doesn't work | | | | |
| Student | | | | |
| Homemaker | | | | |
| Disability status | | | | |
| With disability | | | | |
| Without disability | | | | |

Table 19.4 Proportion of women and girls aged 15 years and older subjected to sexual violence in the previous 12 months who have sought help from a health service (doctor or nurse) by measures taken, age, marital status, location, education, activity status and disability

| Basic characteristics | Number of women and girls (15+) who reported that they had asked for assistance from health service and the response was as follows: | | | Total number of women and girls |
|-------------------------|--|--|-------|---------------------------------|
| | Gave any contraceptive medications/treatment | Gave any medications/treatment to prevent HIV transmission | Other | |
| Age | | | | |
| 15-19 | | | | |
| 20-24 | | | | |
| 25-29 | | | | |
| 30-34 | | | | |
| 35-39 | | | | |
| 40-44 | | | | |
| 45-49 | | | | |
| 50-54 | | | | |
| 55-59 | | | | |
| +60 | | | | |
| Marital status | | | | |
| Married | | | | |
| Divorced | | | | |
| Separated | | | | |
| Widowed | | | | |
| Location | | | | |
| Urban | | | | |
| Rural | | | | |
| Education | | | | |
| Illiterate | | | | |
| Literate (no schooling) | | | | |
| Primary | | | | |

| Basic characteristics | Number of women and girls (15+) who reported that they had asked for assistance from health service and the response was as follows: | | | Total number of women and girls |
|---|--|--|-------|---------------------------------|
| | Gave any contraceptive medications/treatment | Gave any medications/treatment to prevent HIV transmission | Other | |
| Secondary | | | | |
| Tertiary | | | | |
| Activity status | | | | |
| Employee | | | | |
| Employer | | | | |
| Own account worker | | | | |
| Contributing family worker | | | | |
| Unemployed looking for work (worked before) | | | | |
| Unemployed looking for work (never worked before) | | | | |
| Income recipient and doesn't work | | | | |
| Student | | | | |
| Homemaker | | | | |
| Disability status | | | | |
| With disability | | | | |
| Without disability | | | | |

Table 19.5 Proportion of women and girls aged 15 years and older subjected to sexual violence in the previous 12 months who have sought help from a family member or any other person as a friend or neighbour, by their response, age, marital status, location, education, activity status and disability

| Basic characteristics | Number of women and girls (15+) who reported that they sought help from a family member or any other person as a friend or neighbour, and their response was as follows: | | | | | | Total number of women and girls |
|-------------------------|--|-----------|--------------------------|--------------------------|------------------------------------|-------|---------------------------------|
| | Blamed | Supported | Indifferent/Uninterested | Asked not to tell anyone | Advised to report it to the police | Other | |
| Age | | | | | | | |
| 15-19 | | | | | | | |
| 20-24 | | | | | | | |
| 25-29 | | | | | | | |
| 30-34 | | | | | | | |
| 35-39 | | | | | | | |
| 40-44 | | | | | | | |
| 45-49 | | | | | | | |
| 50-54 | | | | | | | |
| 55-59 | | | | | | | |
| +60 | | | | | | | |
| Marital status | | | | | | | |
| Married | | | | | | | |
| Divorced | | | | | | | |
| Separated | | | | | | | |
| Widowed | | | | | | | |
| Location | | | | | | | |
| Urban | | | | | | | |
| Rural | | | | | | | |
| Education | | | | | | | |
| Illiterate | | | | | | | |
| Literate (no schooling) | | | | | | | |
| Primary | | | | | | | |
| Secondary | | | | | | | |

| Basic characteristics | Number of women and girls (15+) who reported that they sought help from a family member or any other person as a friend or neighbour, and their response was as follows: | | | | | | Total number of women and girls |
|---|--|-----------|--------------------------|--------------------------|------------------------------------|-------|---------------------------------|
| | Blamed | Supported | Indifferent/Uninterested | Asked not to tell anyone | Advised to report it to the police | Other | |
| Tertiary | | | | | | | |
| Activity status | | | | | | | |
| Employee | | | | | | | |
| Employer | | | | | | | |
| Own account worker | | | | | | | |
| Contributing family worker | | | | | | | |
| Unemployed looking for work (worked before) | | | | | | | |
| Unemployed looking for work (never worked before) | | | | | | | |
| Income recipient and doesn't work | | | | | | | |
| Student | | | | | | | |
| Homemaker | | | | | | | |
| Disability status | | | | | | | |
| With disability | | | | | | | |
| Without disability | | | | | | | |

Table 20. Proportion of women and girls aged 15 years and older who have had sex to get a job, keep a job, or to get promoted, by age, marital status, location, education, activity status and disability

| Basic characteristics | Number of women and girls (15+) who have had sex to get a job, keep a job, or to get promoted | Total number of women and girls |
|-------------------------|---|---------------------------------|
| Age | | |
| 15-19 | | |
| 20-24 | | |
| 25-29 | | |
| 30-34 | | |
| 35-39 | | |
| 40-44 | | |
| 45-49 | | |
| 50-54 | | |
| 55-59 | | |
| +60 | | |
| Marital status | | |
| Married | | |
| Divorced | | |
| Separated | | |
| Widowed | | |
| Never married | | |
| Location | | |
| Urban | | |
| Rural | | |
| Education | | |
| Illiterate | | |
| Literate (no schooling) | | |
| Primary | | |
| Secondary | | |
| Tertiary | | |
| Activity status | | |
| Employee | | |

| Basic characteristics | Number of women and girls (15+) who have had sex to get a job, keep a job, or to get promoted | Total number of women and girls |
|---|---|---------------------------------|
| Employer | | |
| Own account worker | | |
| Contributing family worker | | |
| Unemployed looking for work (worked before) | | |
| Unemployed looking for work (never worked before) | | |
| Income recipient and doesn't work | | |
| Student | | |
| Homemaker | | |
| Disability status | | |
| With disability | | |
| Without disability | | |

Table 21. Proportion of women and girls aged 15 years and older who have had sex to pass an exam or get good grades in school, by age, marital status, location, education, activity status and disability

| Basic characteristics | Number of women and girls (15+) who have had sex to pass an exam or get good grades in school | Total number of women and girls |
|-------------------------|---|---------------------------------|
| Age | | |
| 15-19 | | |
| 20-24 | | |
| 25-29 | | |
| 30-34 | | |
| 35-39 | | |
| 40-44 | | |
| 45-49 | | |
| 50-54 | | |
| 55-59 | | |
| +60 | | |
| Marital status | | |
| Married | | |
| Divorced | | |
| Separated | | |
| Widowed | | |
| Never married | | |
| Location | | |
| Urban | | |
| Rural | | |
| Education | | |
| Illiterate | | |
| Literate (no schooling) | | |
| Primary | | |
| Secondary | | |
| Tertiary | | |
| Activity status | | |
| Employee | | |

| Basic characteristics | Number of women and girls (15+) who have had sex to pass an exam or get good grades in school | Total number of women and girls |
|---|---|---------------------------------|
| Employer | | |
| Own account worker | | |
| Contributing family worker | | |
| Unemployed looking for work (worked before) | | |
| Unemployed looking for work (never worked before) | | |
| Income recipient and doesn't work | | |
| Student | | |
| Homemaker | | |
| Disability status | | |
| With disability | | |
| Without disability | | |

Table 22. Proportion of women and girls aged 15 years and older who received personal electronic messages with sexual content (e.g., remarks, invitations, photos, movies) via Facebook, cell phone, e-mail etc., by age, marital status, location, education, activity status and disability

| Basic characteristics | Number of women and girls aged (15+) who received personal electronic messages with sexual content (e.g., remarks, invitations, photos, movies) via Facebook, cell phone, e-mail, etc. | Total number of women and girls |
|-------------------------|--|---------------------------------|
| Age | | |
| 15-19 | | |
| 20-24 | | |
| 25-29 | | |
| 30-34 | | |
| 35-39 | | |
| 40-44 | | |
| 45-49 | | |
| 50-54 | | |
| 55-59 | | |
| +60 | | |
| Marital status | | |
| Married | | |
| Divorced | | |
| Separated | | |
| Widowed | | |
| Never married | | |
| Location | | |
| Urban | | |
| Rural | | |
| Education | | |
| Illiterate | | |
| Literate (no schooling) | | |
| Primary | | |
| Secondary | | |

| Basic characteristics | Number of women and girls aged (15+) who received personal electronic messages with sexual content (e.g., remarks, invitations, photos, movies) via Facebook, cell phone, e-mail, etc. | Total number of women and girls |
|-----------------------------------|--|---------------------------------|
| Tertiary | | |
| Activity status | | |
| Employee | | |
| Employer | | |
| Own account worker | | |
| Contributing family worker | | |
| Unemployed (worked before) | | |
| Unemployed (never worked before) | | |
| Income recipient and doesn't work | | |
| Student | | |
| Homemaker | | |
| Disability status | | |
| With disability | | |
| Without disability | | |

| Basic characteristics | Total number of women | Number of women and girls (18-29) subjected to sexual violence before the age of 18 | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------------|-----------------------|---|---|---|--------|---|---|-----------------------|---|---|--------|---|---|--------------------------|---------------------|---|---|---------|---|---|----------|---|---|--------|---|---|---|---|
| | | Family members | | | | | | | | | | | | Non-family members | | | | | | | | | | | | | | |
| | | Parents | | | | | | Another family member | | | | | | Someone at the workplace | Friend/Acquaintance | | | Teacher | | | Stranger | | | Others | | | | |
| | | Father | | | Mother | | | Male | | | Female | | | | | | | | | | | | | | | | | |
| | | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 |
| Income recipient and doesn't work | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Homemaker | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disability status | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| With disability | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Without disability | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Notes: Another male family member includes any male in the family other than the father (stepfather, brother or father of the husband).

Another female family member includes any female in the family other than the mother (stepmother, sister or mother of the husband).

Others (doctor/health staff, priest/religious leader, police/soldier, fiancé/husband with a marriage contract only (don't live together), or anyone else).

1 = once

2 = few

3 = many.

Table 24. Proportion of women and girls aged 18-29 years subjected to physical violence (slapping, hitting, tying to a rope, etc.) before the age of 18 years, by age, marital status, location, education, activity status and disability

| Basic characteristics | Number of women and girls (18-29) subjected to physical violence before the age of 18 | Total number of women and girls |
|---|---|---------------------------------|
| Age | | |
| 18-20 | | |
| 21-23 | | |
| 24-26 | | |
| 27-29 | | |
| Marital status | | |
| Married | | |
| Divorced | | |
| Separated | | |
| Widowed | | |
| Never married | | |
| Location | | |
| Urban | | |
| Rural | | |
| Education | | |
| Illiterate | | |
| Literate (no schooling) | | |
| Primary | | |
| Secondary | | |
| Tertiary | | |
| Activity status | | |
| Employee | | |
| Employer | | |
| Own account worker | | |
| Contributing family worker | | |
| Unemployed looking for work (worked before) | | |

| Basic characteristics | Number of women and girls (18-29) subjected to physical violence before the age of 18 | Total number of women and girls |
|---|---|---------------------------------|
| Unemployed looking for work (never worked before) | | |
| Income recipient and doesn't work | | |
| Student | | |
| Homemaker | | |
| Disability status | | |
| With disability | | |
| Without disability | | |

Table 25. Proportion of women and girls aged 18–29 years subjected to psychological violence (cursing, insults, etc.) before the age of 18 years, by age, marital status, location, education, activity status and disability

| Basic characteristics | Number of women and girls subjected to psychological violence before the age of 18 | Total number of women and girls |
|---|--|---------------------------------|
| Age | | |
| 18-20 | | |
| 21-23 | | |
| 24-26 | | |
| 27-29 | | |
| Marital status | | |
| Married | | |
| Divorced | | |
| Separated | | |
| Widowed | | |
| Never married | | |
| Location | | |
| Urban | | |
| Rural | | |
| Education | | |
| Illiterate | | |
| Literate (no schooling) | | |
| Primary | | |
| Secondary | | |
| Tertiary | | |
| Activity status | | |
| Employee | | |
| Employer | | |
| Own account worker | | |
| Contributing family worker | | |
| Unemployed looking for work (worked before) | | |

| Basic characteristics | Number of women and girls subjected to psychological violence before the age of 18 | Total number of women and girls |
|---|--|---------------------------------|
| Unemployed looking for work (never worked before) | | |
| Income recipient and doesn't work | | |
| Student | | |
| Homemaker | | |
| Disability status | | |
| With disability | | |
| Without disability | | |



