Section 4: Collecting Step 1 data: Interviews

Overview

Introduction
The quality of a STEPS survey results and their usefulness for intra- and intercountry comparisons largely depends on the quality of the interviews. This section provides generic guidelines for interviewers.

Intended audience
This section is designed for use by those fulfilling the following roles:

- Interviewers
- Field team supervisors
- STEPS Survey Coordinator.

Purpose
The purpose of this section is to cover:

- interview skills;
- how to interview participants;
- how to complete participants’ Instruments by entering data into the Android devices;
- how to use the Question-by-Question Guide;
- how to use the show cards.

Learning outcomes
The learning outcome of this module is to conduct consistent and effective interviews and record accurate data.

In this section
This section covers the following topics:

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Interview Skills

Introduction
The STEPS interview is about finding out and recording a list of facts and behaviours relating to selected participants.

The participant needs to feel comfortable about the survey and can refuse to be interviewed as participation is voluntary. An interview should therefore be as natural as possible and conducted politely, like a normal conversation.

Behaviour and tact
The table below provides guidelines on appropriate behaviour during an interview:

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect confidentiality</td>
<td>Maintain the confidentiality of all information you collect.</td>
</tr>
<tr>
<td>Respect participants time</td>
<td>You are asking participants for their time so be polite and prepared to explain.</td>
</tr>
<tr>
<td>Tact</td>
<td>If you feel that a person is not ready to assist you, do not force them but offer to come back later.</td>
</tr>
<tr>
<td>Friendly disposition</td>
<td>Act as though you expect to receive friendly cooperation and behave accordingly.</td>
</tr>
<tr>
<td>Body language</td>
<td>Maintain good eye contact and adopt appropriate body language.</td>
</tr>
<tr>
<td>Pace of interview</td>
<td>Don’t rush the interview. Allow the participant enough time to understand and answer a question. If pressured, a participant may answer with anything that crosses their mind.</td>
</tr>
<tr>
<td>Patience</td>
<td>Be patient and polite at all times during the interview.</td>
</tr>
<tr>
<td>Acceptance</td>
<td>No matter what the responses to questions are, do not be judgemental of a participant’s lifestyle. Expression of any criticism may lead to refusing or concealing important information.</td>
</tr>
<tr>
<td>Appreciation</td>
<td>Thank them for their help and cooperation.</td>
</tr>
</tbody>
</table>

Continued on next page
The table below provides guidelines for asking questions in an interview:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues relating to NCDs and their risk factors</td>
<td>Do not discuss or comment on issues relating to NCDs and their risk factors. Participants may not give correct answers to the questions but give the answers they think the interviewer is looking for.</td>
</tr>
<tr>
<td>Right or wrong answers</td>
<td>Point out that there are no right or wrong answers and that the interview is not a test.</td>
</tr>
<tr>
<td>Biased answers</td>
<td>Ask your questions according to guidelines given in the Question-by-Question Guide to avoid biased answers and ensure comparability of data (see Part 5, Section 2).</td>
</tr>
<tr>
<td>Read all options</td>
<td>Where stated, all options must be read to the participant except for Don't know/Don't remember, Refused, and Other.</td>
</tr>
</tbody>
</table>
| Reading questions                       | Questions should be read:  
  * as they are written in the text;  
  * slowly and clearly emphasizing key words in bold;  
  * in a pleasant voice that conveys interest and professionalism;  
  * entirely to make sure the participant has heard it completely.  

Do not change the:  
* wording  
* order of the questions. |
| Making assumptions                      | Don’t make assumptions about the participants’ answers with comments such as "I know this probably doesn’t apply to you, but…”.

This practice may prevent accurate and unbiased information. |

*Continued on next page*
Providing clarification

The interviewer may need to provide clarification when the participant:

- is unable to answer the question asked;
- does not seem to understand the question and gives an inappropriate reply;
- does not seem to have heard the question;
- is taking a long time to answer the question and hesitates;
- asks about a specific part of the question to be repeated (it is acceptable to repeat only that part);
- asks for one option to be repeated (read all options again but you may omit one option if it has clearly been eliminated by the participant);
- asks for one term to be clarified (refer to the explanations provided in the Question-by-Question Guide).

When to probe further

The interviewer will need to probe further to get an appropriate response when the participant:

- seems to understand the question but gives an inappropriate response
- does not seem to understand what is asked
- misinterprets the question
- cannot make up his or her mind
- digresses from the topic or gives irrelevant information
- needs to expand on what has been said or clarify the response
- gives incomplete information or an answer is unclear
- says that he or she doesn’t know the answer.

Continued on next page
Interview Skills, Continued

Common responses that need probing

The table below lists some common responses that may need further probing:

<table>
<thead>
<tr>
<th>If the participant replies…</th>
<th>Then…</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I don’t know”</td>
<td>Repeat the question.</td>
</tr>
<tr>
<td>“I still don’t know”</td>
<td>Probe once before recording “Don’t know”, for example, ask “Could you give me your best estimate”.</td>
</tr>
<tr>
<td>“I still don’t know”</td>
<td>This may mean the participant: • is taking time to think and wants to gain time; • does not want to answer because of personal reasons; • in fact does not know or has no opinion.</td>
</tr>
<tr>
<td>“Not applicable”</td>
<td>• ask him/her why the question does not apply to him/her; • all questions should apply to each respondent.</td>
</tr>
</tbody>
</table>

Note:
• Don’t know/Don’t remember and Refuse should be used only as an absolute last resort.

Probing techniques

The table below provides a few techniques to use when probing further:

<table>
<thead>
<tr>
<th>Technique</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat the question</td>
<td>The participant may come up with the right answer if he/she hears the question a second time.</td>
</tr>
<tr>
<td>Make a pause</td>
<td>This gives the participant time to collect his/her thoughts and expand on his/her answer.</td>
</tr>
<tr>
<td>Repeat the participant’s reply</td>
<td>This is often a very effective way of having the participant reflect on the answer he/she has just given.</td>
</tr>
<tr>
<td>Use neutral probes</td>
<td>Avoid biased responses and probes. Never give the impression that you approve or disapprove what the participant says, or that their answer is right or wrong. Instead, if you want more information, ask “anything else?”, or “could you tell me more about…?”</td>
</tr>
</tbody>
</table>
Interview Skills, Continued

Interruptions

Interruptions may occur during an interview. If they become too long or too many, suggest returning at another time to complete the interview.

Take care that even if interrupted or delayed, you should remain patient and polite at all times.

Refusal to answer

Some participants may refuse to be interviewed. Reasons for this are varied and differ from one participant to another. Some participants may not refuse outright but may express hesitancy, reservation or hostility.

You will learn to distinguish between refusals (e.g. hesitancy from a definite refusal). Success in obtaining cooperation will depend upon your manner and resourcefulness.

Participants must not be forced to respond to the whole interview or to any part of the survey process. However, the more refusals that are made, the less representative the survey is of the whole population.

Handling refusals

Be prepared to obtain cooperation from a participant who does not want to be interviewed. In general, be pleasant, good-natured and professional and most participants will cooperate.

Use the table below to help you handle some refusal situations:

<table>
<thead>
<tr>
<th>If...</th>
<th>Then...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The participant becomes defensive</td>
<td>• show patience and understanding; • provide token agreement and understanding of his/her viewpoint, that is, saying something like, “I can understand that” or “You certainly have the right to feel that way”; • convey the importance of the survey to the participant.</td>
</tr>
<tr>
<td>You may have visited at a bad time</td>
<td>Try again later.</td>
</tr>
<tr>
<td>The participant may have misunderstood the purpose of the visit</td>
<td>Try to explain the purpose again.</td>
</tr>
<tr>
<td>You think you may get a “no”</td>
<td>Try to leave and suggest coming back later before you get a partial or an absolute “no”.</td>
</tr>
</tbody>
</table>

Continued on next page
**Interview Skills, Continued**

**Language issues**

‘Interpreters of convenience’ (such as members of the participant’s family or household, the village headman, or domestic staff) should never be used, since you may get incorrect data being recorded.

If the interviewer doesn’t get sufficient cooperation due to a language barrier, this should be reported to the field team supervisor.

**Working with the Android devices**

After some practice, data collectors usually get proficient in using the Android devices quickly. However, they should always try to not get too absorbed recording, and to keep the participant’s interest by saying the participant’s response aloud as they record it.
Recording information on the Android devices

**Introduction**

Once the standard STEPS Instrument has been adapted, translated and loaded onto the Android devices, it is ready for use during the survey.

One instrument is to be completed for each participant that is interviewed and measured. Apart from questions that should be skipped depending on the response given to other questions, all items on the instrument must be completed for the response to be valid.

**Introductory statements**

Where a section of items has an introductory statement, this should be read out to the participant before asking the questions in the section. All statements to be read out are displayed on the screen of the Android device. “Hint” text in italics is not to be read aloud but is there to provide additional guidance for data collectors.

**Entering the participants’ responses**

Depending on the required response for a question/item on the STEPS Instrument, there are different types of data entry fields on the Android devices.

- Radio buttons allow the data collector to select one option from a short list of options;
- Dropdown lists allow the data collector to select one option from a long list of options;
- Number fields allow the data collector to enter numeric data using the number pad;
- Text fields allow the data collector to enter text responses using the keyboard.

Date fields and time fields are also used to record the date and time of interview and time of collection of Step 3 measures. These fields are pre-filled with the date and time from the data collection device but entries can be modified if needed.

*Continued on next page*
“Don’t know” responses

Many questions in the STEPS Instrument have a “don’t know” or “refused” option. For numeric fields, a pre-defined error code is used (typically 77 or 777) and must be entered in the field to indicate “don’t know” or “refused”. The on-screen hint will instruct the data collector as to which code to enter.

“Don’t know” or “refused” responses should be used rarely and only as an absolute last resort. Refer to the topic on Interview Skills earlier in this Section for guidance on how to avoid “don’t know” or “refused” response options.

Skip instructions

Skips are programmed into the electronic instrument and are performed automatically, thus skip instructions are not included.

Comments

If an interviewer needs to record any comments pertaining to the interview, (for example, if the right arm was used instead of the left arm to take a blood pressure measurement) these should be inserted in the comments field at the end of the instrument (if such a field is included in the country-specific instrument) or in the comments for the household in the STEPS app.

Records management

During the data collection process, it is very likely that selected participants will not be immediately available to complete the interview following their selection. Thus, most interviewers will see a listing of households on their device showing interviews that have been completed, deferred or partially completed, as shown in the image below.

Continued on next page
Records management (cont.)

Each of the icons is explained below:

- **Interview partially complete**
- **Interview deferred**
- **Empty household (i.e. selection of participant not yet done, no one ever found at household, household abandoned, non-household)**
- **Interview complete**
- **Interview refused**

Note that partially completed interviews (i.e. interviews that have been interrupted) and deferred interviews are always listed at the top, followed by households where the listing of eligible members has not yet been done, then finally completed and refused interviews.

In order to start an interview that has been deferred, the data collector simply needs to tap on the household in the household list on their screen and then tap on the “Interview Now” button on the screen. Similarly, to continue an interrupted interview, simply tap on the household in the household list and then tap on “Continue Interview”.

Submitting data

Whenever there is a wi-fi connection available, it is recommended to submit all data on the Android device to the server. It is recommended to submit both the household listing data and completed questionnaires at the same time, using the button “Submit Data” on the STEPS home screen.

You will get a pop-up window in which to confirm the export. Both boxes should be left checked to send both household listing data and questionnaire data.

To submit your completed questionnaires, the STEPS app will automatically take you to the listing of all completed forms in the ODK collect app. Records can be selected by tapping on “Toggle All” at the bottom of the screen. Alternatively, records can be selected one by one by ticking the boxes to the right. Once all records to be submitted have been checked, tap on “Send Selected” at the bottom of the screen. If there are no unsubmitted records, no records will be listed and you will see the message “Nothing available to display. Try finalizing forms before sending.”
# Question-by-Question Guide

## Introduction
The Question-by-Question Guide (Q-by-Q) is a ‘master’ version of the standard STEPS instrument. It provides instructions and guidelines for each question.

A copy of the Q-by-Q Guide can be found in Part 5, Section 2.

## Purpose of the Q-by-Q guide
The purpose of the Q-by-Q Guide is to provide background information, explanations and examples of correct information to help interviewers accurately complete each Instrument with participants.

It is to be used as both a training and data collection tool.

## Using the guide
Before conducting the interviews, data collection staff should:

- read the Q-by-Q Guide many times over until they are comfortable with the information;
- practice asking the questions;
- become thoroughly familiar with the contents of the country-specific STEPS instrument.

Depending on the design of the electronic version of the instrument, the guidance text from the Q-by-Q may be included for some or all questions and would appear in italics on the screen next to the question text.

## Responding to questions for clarification
If participants request clarification about specific questions, the Q-by-Q Guide should be used to help, rather than offering own interpretations.
## Show Cards

### Introduction
Show cards are useful tools to help explain what is meant by some of the questions on the STEPS Instrument. To be useful, they must be adapted to local settings.

### Applicable show cards
For each interview you may need to have show cards that cover the following topics:

- list of work status
- list and/or show cards of tobacco products
- alcohol consumption (standard drink)
- diet (typical fruit and vegetables and serving sizes, foods high in salt)
- types of physical activities.

**Note:** Templates for show cards can be found in Part 5, Section 3.

### Instructions for use
These cards will need to be adapted so they are appropriate for each setting.

Use the show cards to:

- help clarify what is meant by specific questions and terms used on the STEPS Instrument;
- show participants examples of the kind of products mentioned.

Show cards appear on the screen of the Android device along with the related question(s).
Demographic Information (Step 1)

Introduction

Accurate core demographic information is essential for analysing and reporting on the overall results of the STEPS survey.

If the age and sex of a participant cannot be recorded, their responses cannot be used in the analysis, as most analyses report results that are grouped by these variables.

Core demographic information

The core demographic information that is captured with the STEPS Instrument includes:

- sex
- age
- years spent at school.

Dates of birth and age

In some countries, some individuals may not know their exact dates of birth and/or age. In these situations their age has to be estimated. To estimate someone's age, the interviewer will need to ask them how old, or at what stage in life they were at the time that a number of widely known major local events occurred.

Expanded demographic information

Expanded demographic information includes:

- highest level of education
- ethnic/racial group
- marital status
- work status
- household earnings.

Please note that it will be easier for respondents to answer the question on work status if a list of work status is used (see Part 5, Section 3 "Show Cards").

Some of the expanded demographic questions will have been adapted for your country so the terms and phrases make sense to participants in your environment, e.g., insertion of country specific examples for work status.

Automatic skips

The Android devices include the following automatic skips in the demographic information section of the STEPS Instrument:

- C2: If date of birth is known, C3 ("How old are you?") is skipped;
- C10a-d: If average earnings of the household are known, C11 (income quintiles) is skipped.
Behavioural Measurements (Step 1)

Introduction
The behavioural measures in the STEPS Instrument relate to risky behaviour with regards to NCDs. In particular, they are designed to record details about:

- tobacco use
- alcohol consumption
- fruit and vegetable consumption
- salt intake
- physical activity
- history of raised blood pressure, diabetes, raised total cholesterol and cardiovascular diseases
- lifestyle advice
- cervical cancer screening.

For the rationale for capturing information on these topics, see Part 1, Section 1.

Core questions
The STEPS Instrument includes core questions for each of the following:

- tobacco use
- alcohol consumption
- fruit and vegetable consumption
- salt intake
- physical activity
- history of raised blood pressure, diabetes, raised total cholesterol and cardiovascular diseases
- lifestyle advice
- cervical cancer screening.

The core questions of each are explained in detail in this section below.

Expanded questions
The behavioural measurements section of the STEPS Instrument includes expanded questions for each of the following:

- tobacco use
- alcohol consumption
- salt intake
- sedentary behavior.

The expanded questions of each are explained in detail in this section below.

Continued on next page
Core questions on tobacco use

The tobacco-related questions recommended for the STEPS approach are based on the WHO guidelines for tobacco use surveillance, and are aligned with the Tobacco Questions for Surveys (TQS).

Even though in some countries it is mostly men who smoke, women as well as men must be asked these questions.

The core questions in the STEPS Instrument ask about:

- current smoking
- daily smoking
- age when starting smoking
- number of items smoked per day/week
- quit attempts
- past smoking
- current use of smokeless tobacco
- daily use of smokeless tobacco

The following skip instructions that are automatically programmed on the Android devices apply:

- T1: If a person does not currently smoke, go to the questions on past smoking (T8);
- T3: If a smoker knows the age when he/she started smoking, T4a-c ("how long ago was this?") can be skipped;
- T5a/aw-T5other: current (non-daily) smokers are only asked about their weekly smoking of each item. For daily smokers, where any item is smoked less than daily, they are asked about their weekly smoking of that item;
- T7: Daily smokers can skip over all questions on past smoking (T8-T11), while current (non-daily) smokers are asked if they ever smoked daily in the past (T9) and skip the other questions related to past smoking;
- T8: Respondents that have never smoked in the past and are not current smokers are not asked any other question on past smoking (T9-T11);
- T12: If a person does not use smokeless tobacco, go to T15 (past use of smokeless tobacco).

Continued on next page
The expanded tobacco questions focus on past smoking, the number of times smokeless tobacco is used and on exposure to smoke and include questions on

- age stopped smoking
- number of times smokeless tobacco is used per day/week
- past use of smokeless tobacco
- passive smoking.

The following skip instructions that are automatically programmed on the Android devices apply:

- T10: If a past daily smoker knows the age when he/she stopped smoking, T11a-c ("how long ago was this?") can be skipped;
- T14a/aw-T14other: current (non-daily) users are only asked about their weekly use of each item. For daily users, where any item is used less than daily, they are asked about their weekly use of that item;
- T14a-other: Daily users of smokeless tobacco can skip over the questions on past use (T15-T16), while current (non-daily) users are asked if they ever used tobacco daily in the past (T16), but skip the question on past use (T15);
- T15: Respondents that have never used smokeless tobacco products in the past are not asked about their daily use in the past (T16).

In some settings, smokeless tobacco will be more prevalent than smoking tobacco. For these settings, it is strongly recommended to include all expanded questions on smokeless tobacco use.

See Part 5, Section 3 for a list of tobacco products as well as tobacco show cards. It is recommended that countries develop their own show cards displaying country specific examples of tobacco products.
The consumption of alcohol varies a lot within and across countries, and different patterns of alcohol consumption are associated with different levels of risk. Alcohol consumption can be episodic, and asking individuals about their average (daily) consumption can be problematic. In addition, while some communities abstain from alcohol entirely or may use alcohol on very rare and specific occasions, others usually consume it rather regularly. Even though in some countries, it is mostly men who may consume alcohol, women as well as men must be asked these alcohol-related questions.

Due to the above mentioned reasons, surveys of alcohol consumption should attempt to capture amount and frequency as well as patterns of drinking.

The questions in the STEPS Instrument ask about:

• lifetime consumption of alcohol;
• past 12 month consumption of alcohol and it's frequency;
• reasons for stopping drinking;
• general consumption of alcohol in past 30 days;
• number of occasions of alcohol consumption in the past 30 days;
• average number of drinks per drinking occasion;
• largest number of drinks per drinking occasion;
• number of occasions with six or more drinks in one occasion;
• past 7 days drinking;
• unrecorded alcohol consumption and number of standard drinks of unrecorded alcohol during the past 7 days.

The following skip instructions that are automatically programmed on the Android devices apply:

• A1: If a person has never drunk, all other core alcohol questions can be skipped;
• A2: If a respondent has drunk alcohol during the past 12 months, the question on stopping drinking can be skipped (A3);
• A3: This question only applies to respondents that have drunk alcohol in their lifetime, but not in the past 12 months. After answering this question, these respondents can skip over the rest of the core alcohol questions;
• A5: If a person has not drunk within the past 30 days, all other core alcohol questions can be skipped;
• A11: If a respondent has not drunk any unrecorded alcohol during the past 7 days, A12 can be skipped.
### Behavioural Measurements (Step 1), Continued

#### Expanded questions on alcohol consumption

The expanded alcohol questions have been adopted from the Alcohol Use Disorders Identification Test (AUDIT) and focus on early signs of hazardous and harmful drinking and on identifying mild dependence.

#### Alcohol consumption show card

The definition of a "standard drink" will have to be reviewed and potentially modified by each country on the show cards, included in Part 5, Section 3, to reflect local types of alcohol. This will include:

- types and strengths of products
- common measures
- local terms used for both.

If domestic manufacture of beer, wine or spirits is common, information on the usual ethanol content of such products should also be available to help determine the volume of absolute alcohol that makes a "standard drink".

#### Core questions on diet

The STEPS questions on diet include:

- the number of days fruit is eaten in a typical week
- the number of servings on one of these days
- the number of days vegetables are eaten in a typical week
- the number of servings on one of those days
- adding of salt or salty sauce to the food
- consumption of processed food high in salt
- perception of the amount of salt consumed.

The following skip instructions that are automatically programmed on the Android devices apply:

- D1: If a person reports 0 days of fruit consumption, go to D3
- D3: If a person reports 0 days of vegetables consumption, go to D5.

#### Expanded questions on diet

The expanded diet questions ask about lowering and controlling salt intake:

- importance of lowering salt intake
- knowledge of health effects of consumption of too much salt
- measures to control salt intake.

*Continued on next page*
The diet show card in Part 5, Section 3 will have to be updated to show examples of fruits and vegetables considered most typical for the country. A serving size is standardized to represent 80 grams. Furthermore, the examples for foods high in salt should be adapted to the country context.

The STEPS physical activity questions represent the Global Physical Activity Questionnaire, version 2 (GPAQ). This questionnaire assesses physical activity behaviour in three different domains: at work (which includes paid and unpaid work, in and outside of the home), for transport (to get to and from places), and during leisure time.

Some people will be physically active in all three domains, others may not be active in any of the settings. In any case, questions from all three domains should be asked.

The GPAQ questions include:

- vigorous activities at work;
- number of days in a typical week with vigorous physical activity at work, and time spent in this activity on one of those days;
- moderate activities at work;
- number of days in a typical week with moderate physical activity at work, and time spent in this activity on one of those days;
- physical activity for transport;
- number of days in a typical week with activity for transport, and time spent in this activity on one of those days;
- vigorous activities during leisure time;
- number of days in a typical week with vigorous physical activity during leisure time, and time spent in this activity on one of those days;
- moderate activities during leisure time;
- number of days in a typical week with moderate physical activity during leisure time, and time spent in this activity on one of those days.

The following skip instructions that are automatically programmed on the Android devices apply:

- P1: If a person does not do vigorous physical activities at work, go to moderate physical activities at work (P4);
- P4: If a person does not do moderate physical activities at work, go to physical activities for transport (P7);
- P7: If a person does not do physical activity for transport, go to vigorous physical activities during leisure time (P10);
- P10: If a person does not do vigorous physical activities during leisure time, go to moderate physical activities during leisure time (P13);
- P13: If a person does not do moderate physical activities during leisure time, go to sedentary behaviour (P16).
## Behavioural Measurements (Step 1), Continued

<table>
<thead>
<tr>
<th><strong>Expanded question on physical activity</strong></th>
<th>The expanded question on physical activity assesses the time spent sitting on a typical day.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical activity show card</strong></td>
<td>The physical activity show cards will have been adapted by each country to show types of physical activities.</td>
</tr>
<tr>
<td></td>
<td>See Part 5, Section 3 for a list of typical physical activities as well as show cards that display examples of physical activities for each type of activity.</td>
</tr>
<tr>
<td><strong>Core questions on history of raised blood pressure</strong></td>
<td>The STEPS questions on history of raised blood pressure include:</td>
</tr>
<tr>
<td></td>
<td>• whether a person has ever had his/her blood pressure measured</td>
</tr>
<tr>
<td></td>
<td>• diagnosis of raised blood pressure</td>
</tr>
<tr>
<td></td>
<td>• treatment of raised blood pressure</td>
</tr>
<tr>
<td></td>
<td>• traditional treatment of raised blood pressure.</td>
</tr>
<tr>
<td></td>
<td>The following skip instructions that are automatically programmed on the Android devices apply:</td>
</tr>
<tr>
<td></td>
<td>• H1: If a person's blood pressure has never been measured, the rest of the history of raised blood pressure questions can be skipped;</td>
</tr>
<tr>
<td></td>
<td>• H2a: If a person has never been told that he/she has raised blood pressure, the rest of the history of raised blood pressure questions can be skipped.</td>
</tr>
<tr>
<td><strong>Core questions on history of diabetes</strong></td>
<td>The STEPS questions on history of diabetes include:</td>
</tr>
<tr>
<td></td>
<td>• whether a person has ever had his/her blood sugar measured</td>
</tr>
<tr>
<td></td>
<td>• diagnosis of raised blood sugar</td>
</tr>
<tr>
<td></td>
<td>• treatment of raised blood sugar</td>
</tr>
<tr>
<td></td>
<td>• traditional treatment of raised blood sugar.</td>
</tr>
<tr>
<td></td>
<td>The following skip instructions that are automatically programmed on the Android devices apply:</td>
</tr>
<tr>
<td></td>
<td>• H6: If a person's blood sugar has never been measured, the rest of the history of diabetes questions can be skipped;</td>
</tr>
<tr>
<td></td>
<td>• H7a: If a person has never been told that he/she has raised blood sugar, the rest of the history of diabetes questions can be skipped.</td>
</tr>
</tbody>
</table>

*Continued on next page*
The STEPS questions on history of raised total cholesterol include:

• whether a person has ever had his/her total cholesterol measured
• diagnosis of raised total cholesterol
• treatment of raised total cholesterol
• traditional treatment of raised total cholesterol.

The following skip instructions that are automatically programmed on the Android devices apply:

• H12: If a person's total cholesterol has never been measured, the rest of the history of raised total cholesterol questions can be skipped;
• H13a: If a person has never been told that he/she has raised total cholesterol, the rest of the history of raised total cholesterol questions can be skipped.

The STEPS questions on history of cardiovascular diseases include:

• whether a person has ever had a heart attack, chest pain from heart disease or a stroke;
• prevention and treatment of heart disease.

The STEPS questions on lifestyle advice are around six areas of potential advice from a doctor or other health worker to prevent NCDs.

The STEPS question on cervical cancer screening asks female respondents whether they have ever had a screening test for cervical cancer.