

# Afghanistan - Multiple Indicator Cluster Survey 2010-2011

**Central Statistics Organization - Government of the Islamic Republic of  
Afghanistan, United Nations Children's Fund**

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# Sampling

## Sampling Procedure

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The primary objective of the sample design for the Afghanistan Multiple Indicator Cluster Survey (MICS4) was to produce statistically reliable estimates of most indicators, at the national level, for urban and rural areas, and for the following eight regions of the country: (1) Central, (2) Central Highlands, (3) East, (4) North, (5) North East, (6) South, (7) South East and (8) West. The Central region was further divided into the sub-regions of (1a) Kabul and (1b) Central Region without Kabul, so there was a total of nine regional domains. The urban and rural areas in each of the regions were defined as the sampling strata. A stratified two-stage sample design was used for the selection of the survey sample.

The final sample size for the Afghanistan MICS4 was calculated as including 15,480 households. For the calculation of the sample size, the key indicator used was the rate of fully immunized children aged 12 to 23 months.

The initial estimated required the sample size to have a relative margin of error (RME) of 12% for the estimate of the child immunization rate at the regional level, which was 2,918 households for each of the nine regional domains, or 26,263 households at the national level. Given the high costs and quality control challenges of conducting the survey with such a large sample size, it is reasonable to relax the precision requirements for the sub-national domains. Therefore, it was decided to limit the total sample size to 15,480 households and to concentrate additional resources on the operational and quality control of the data collection and other survey activities. The average number of households selected per cluster for the Afghanistan MICS4 was determined as 30 households, based on a number of considerations, including the design effect, the budget available, and the time that would be needed per team to complete one cluster. Dividing the total number of households by the number of sample households per cluster, the total number of sample enumerations areas (EAs) to be selected was 516.

The sampling frame for the Afghanistan MICS4 is based on the data and cartographic materials for the frame of EAs that the CSO developed in preparation for the next census. The EAs are segments with well-defined boundaries that will be used as operational areas for the census enumeration. The CSO had previously conducted a quick count of the households and population in each EA in preparation for the census. The EAs have an average of about 185 households, which is a reasonable size for conducting a new listing of households. The sampling frame has a total of 21,194 EAs covering the territory of Afghanistan. The EAs were defined as the primary sampling units (PSUs) to be selected at the first sampling stage for the MICS4.

Within each region, urban and rural stratum, the EAs in the frame were ordered by province, district, controller code and EA code, in order to provide implicit stratification by province and lower levels of geography. The specified number of sample EAs was selected from each sampling stratum systematically with probability proportional to size (PPS), where the measure of size was based on the estimated number of households in the frame.

A reserve sample of EAs was also selected within each stratum (using the same type of systematic PPS selection) to be used as possible replacements in extreme cases when the security situation for an original sample EA made it difficult to enumerate. A total of 102 sample EAs were selected as possible replacements. During the MICS4 fieldwork, 423 of the original 516 sample EAs were enumerated, and 26 replacement EAs were enumerated; and the remaining 67 sample EAs were not replaced. Therefore the final sample in the Afghanistan MICS4 data file includes 449 sample EAs, so there was an overall reduction in the effective sample size.

In order to update the second stage sampling frame, a new listing of households was conducted in each sample EA prior to the selection of households. The enumerators were provided with EA maps, and they were instructed to list all the households within the EA boundaries.

Following the listing in each sample EA, the households were sequentially numbered from 1 to n (the total number of households in each EA). A household selection table was used to select the random systematic sample of 30 households in the field soon after the listing was completed. Based on the total number of households listed, the household selection table specified the serial numbers of the 30 households to be selected.

The sampling procedures are more fully described in "Afghanistan Multiple Indicator Cluster Survey 2010-2011 - Final Report" pp.149-151.

## Response Rate

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Of the 13,468 households selected for the sample, 13,314 were visited. Of these, 13,116 were successfully interviewed for a high household response rate of 98.5%. In the interviewed households, 22,053 women (age 15-49 years) were identified. Of these, 21,290 were successfully interviewed, yielding a response rate of 96.5% within interviewed households. In addition, 15,327 children under age five were listed in the household questionnaire. Questionnaires were completed for 14,872 of these children, corresponding to a response rate of 97% within interviewed households. Overall, response rates of 95.6% are calculated for interviews with women and children under age five.

## Weighting

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The Afghanistan MICS4 sample is not self-weighting, given that the sampling rates vary by stratum. Therefore sample weights were calculated and these were used in the subsequent analyses of the survey data.

The major component of the weight is the reciprocal of the sampling fraction used in selecting the sample households in that particular sampling stratum ( $h$ ) and PSU ( $i$ ).

Another component in the calculation of sample weights takes into account the level of non-response for the household and individual interviews. The response rate for sample households in stratum  $h$  is defined as follows:  $RR_h = \text{Number of interviewed households in stratum } h / \text{Number of occupied households listed in stratum } h$

The non-response adjustment factors for women's and under-5's questionnaires are applied to the adjusted household weights. Numbers of eligible women and under-5 children were obtained from the roster of household members in the Household Questionnaire for households where interviews were completed.

The design weights for the households were calculated by multiplying the above factors for each sample cluster. These weights were then standardized (or normalized), one purpose of which is to make the weighted sum of the interviewed sample units equal the total sample size at the national level. Normalization is performed by dividing the aforementioned design weights by the average design weight at the national level. The average design weight is calculated as the sum of the design weights divided by the unweighted total. A similar standardization procedure was followed in obtaining standardized weights for the women's and under-5's questionnaires. Sample weights were appended to all data sets and analyses were performed by weighting the data for each household, woman, or under-5 record with the corresponding sample weights.

A subsample of the households was selected for the AMICS in order to collect data for a hemoglobin test. In order to reduce the costs of this additional data collection and to facilitate field operations, a subsample of a 50% households of the AMICS EAs was selected for the test. It was decided to select an odd number of clusters for the hemoglobin test. This results in a total sample size of 7,740 households in 258 sample EAs. The sample size varies by region from 720 to 960 households, which should provide a reasonable reliability for anaemia estimates at the regional level. All children under age 5 and women aged 15-49 in the households of selected clusters were administered a blood test.

# Questionnaires

## Overview

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The questionnaires for the Generic MICS were structured questionnaires based on the MICS4 model questionnaire with some modifications and additions. Household questionnaires were administered in each household, which collected various information on household members including sex, age and relationship. The household questionnaire includes household listing form, education, water and sanitation, household characteristics, child labour, child discipline, hand washing and salt iodization.

In addition to a household questionnaire, questionnaires were administered in each household for women age 15-49 and children under age five. For children, the questionnaire was administered to the mother or primary caretaker of the child.

The women's questionnaire includes woman's background, child mortality, desire for last birth, maternal and newborn health, illness symptoms, contraception, attitudes towards domestic violence, marriage, anthropometry, HIV/AIDS, and blood test for anaemia.

The children's questionnaire includes child's age, birth registration, early childhood development, breastfeeding, care of illness, immunization, anthropometry and blood test for anaemia.

The questionnaires are based on the MICS4 model questionnaire. From the MICS4 model English version, the questionnaires were translated into Dari and Pashto, and were pre-tested in Kabul province (Kabul city district and Farza district) and Parwan province (Charikar city district and Bagram district) during May 2010. Based on the results of the pre-test, modifications were made to the wording and translation of the questionnaires.

In addition to the administration of questionnaires, fieldwork teams tested the salt used for cooking in the households for iodine content, observed the place and facilities used for hand washing, measured the weights and heights of children aged less than five years, and tested the blood of children aged under five and the blood of women aged between 15 and 49 years.

## Data Collection

### Data Collection Dates

Start	End	Cycle
2010-10	2011-05	N/A

### Data Collection Mode

Face-to-face [f2f]

#### DATA COLLECTION NOTES

Training for the fieldwork was conducted for 21 days in August and September 2010. Training included lectures on interviewing techniques and the contents of the questionnaires, in addition to mock interviews between trainees to gain practice in asking questions. Towards the end of the training period, trainees spent three days holding practice interviews in Kabul. For the fieldwork, data were collected by 66 teams. Each team was comprised of six interviewers (three females, three males), two editors (one female editor/measurer) and a supervisor. Fieldwork began in October 2010 and concluded in May 2011.

### Data Collectors

Name	Abbreviation	Affiliation
Central Statistics Organization	CSO	Government of the Islamic Republic of Afghanistan

#### SUPERVISION

There is one supervisor for each of the 66 data collection teams in the field.

# Data Processing

## Data Editing

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Data were entered using the CPro software. The data were entered onto 24 microcomputers and carried out by 24 data entry operators, two data entry supervisors and one data processing manager. In order to ensure quality control, all questionnaires were double entered and internal consistency checks performed. Procedures and standard programs developed under the global MICS4 programme and adapted to the Afghanistan questionnaire were used throughout the processing. Data processing was completed in August 2011. Data were analysed using the Statistical Package for Social Sciences (SPSS) software program, Version 18, and the model syntax and tabulation plans developed by UNICEF were used for this purpose.

# Data Appraisal

## Estimates of Sampling Error

A series of sampling errors tables are available to review the errors of sampling and include the following:

- Sampling Errors - Total Sample
- Sampling Errors - Urban Areas
- Sampling Errors - Rural Areas
- Sampling Errors - Central Region
- Sampling Errors - Central Highlands Region
- Sampling Errors - East Region
- Sampling Errors - North Region
- Sampling Errors - North East Region
- Sampling Errors - South Region
- Sampling Errors - South East Region
- Sampling Errors - West Region

The results of each of the sampling errors tables are shown in appendix C in document "Afghanistan Multiple Indicator Cluster Survey 2010-2011 - Final Report" pp. 163-177.

## Other forms of Data Appraisal

A series of data quality tables are available to review the quality of the data and include the following:

- Age distribution of the household population
- Age distribution of eligible and interviewed women
- Age distribution of children under 5 in household and children under 5 questionnaires
- Women's completion rates by socio-economic characteristics of households
- Completion rates for under-5 questionnaires by socio-economic characteristics of households
- Completeness of reporting
- Completeness of information for anthropometric indicators
- Heaping in anthropometric measurements
- Observation of places for hand washing
- Observation of under-5s birth certificates
- Observation of women's health cards
- Observation of vaccination cards
- Presence of mother in the household and the person interviewed for the under-5 questionnaire
- Selection of children age 2-14 years for the child discipline module
- School attendance by single age
- Sex ratio at birth among children ever born and living

The results of each of these data quality tables are shown in appendix D in document "Afghanistan Multiple Indicator Cluster Survey 2010-2011 - Final Report" pp.178-192.

# File Description

# Variable List

**hh**

Content	Data collected at the household level (MICS Household questionnaire modules: Household information panel, Water and sanitation, Household characteristics, Child discipline, Hand washing and Salt iodization.)
Cases	13468
Variable(s)	108
Structure	Type: Keys: ()
Version	
Producer	Dataset produced by UNICEF and Central Statistics Organization, Government of the Islamic Republic of Afghanistan
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V1	HH1	Cluster number	contin	numeric	
V2	HH2	Household number	contin	numeric	
V3	HH3	Interviewer number	contin	numeric	
V4	HH4	Supervisor number	contin	numeric	
V5	HH5D	Day of interview	contin	numeric	
V6	HH5M	Month of interview	discrete	numeric	
V7	HH5Y	Year of interview	discrete	numeric	
V8	HH6	Area	discrete	numeric	
V9	HH7	Region	discrete	numeric	
V10	HH7A	Selected for nutrition	discrete	numeric	Is this HH selected for Nutrition Survey sub-sample?
V11	HH9	Result of HH interview	discrete	numeric	
V12	HH10	Respondent to HH questionnaire	discrete	numeric	
V13	HH11	Number of HH members	contin	numeric	
V14	HH12	Number of women 15 - 49 years	discrete	numeric	
V15	HH13	Number of woman' questionnaires completed	discrete	numeric	
V16	HH14	Number of children under age 5	discrete	numeric	
V17	HH15	Number of under - 5 questionnaires completed	discrete	numeric	
V18	HH16	Field editor	contin	numeric	
V19	HH17	Data entry clerk	contin	numeric	
V20	HH18H	Start of interview - Hour	discrete	numeric	
V21	HH18M	Start of interview - Minutes	discrete	numeric	
V22	HH19H	End of interview - Hour	discrete	numeric	
V23	HH19M	End of interview - Minutes	discrete	numeric	
V24	WS1	Main source of drinking water	discrete	numeric	What is the main source of drinking water for members of your household?

ID	Name	Label	Type	Format	Question
V25	WS2	Main source of water used for other purposes (if bottled wat	discrete	numeric	What is the main source of water used by your household for other purposes such as cooking and handwashing?
V26	WS3	Location of the water source	discrete	numeric	Where is that water source located?
V27	WS4	Time (in minutes) to get water and come back	discrete	numeric	How long does it take to go there, get water, and come back?
V28	WS5	Person collecting water	discrete	numeric	Who usually goes to this source to collect the water for your household?
V29	WS6	Treat water to make safer for drinking	discrete	numeric	Do you do anything to the water to make it safer to drink?
V30	WS7A	Water treatment: Boil	discrete	character	What do you usually do to make the water safer to drink?
V31	WS7B	Water treatment: Add bleach/chlorine	discrete	character	What do you usually do to make the water safer to drink?
V32	WS7C	Water treatment: Strain it through a cloth	discrete	character	What do you usually do to make the water safer to drink?
V33	WS7D	Water treatment: Use water filter	discrete	character	What do you usually do to make the water safer to drink?
V34	WS7E	Water treatment: Solar disinfection	discrete	character	What do you usually do to make the water safer to drink?
V35	WS7F	Water treatment: Let it stand and settle	discrete	character	What do you usually do to make the water safer to drink?
V36	WS7X	Water treatment: Other	discrete	character	What do you usually do to make the water safer to drink?
V37	WS7Z	Water treatment: DK	discrete	character	What do you usually do to make the water safer to drink?
V38	WS8	Type of toilet facility	discrete	numeric	What kind of toilet facility do members of your household usually use?
V39	WS9	Toilet facility shared	discrete	numeric	Do you share this facility with others who are not members of your household?
V40	WS10	Toilet shared with other household or with general public	discrete	numeric	Do you share this facility only with members of other households that you know, or is the facility open to the use of the general public?
V41	WS11	Households using this toilet facility	discrete	numeric	How many households in total use this toilet facility, including your own household?
V42	HC1B	Mother tongue of household head	discrete	numeric	What is the mother tongue/native language of the head of this household?
V43	HC2	Number of rooms used for sleeping	discrete	numeric	How many rooms in this household are used for sleeping?
V44	HC3	Main material of floor	discrete	numeric	
V45	HC4	Main material of roof	discrete	numeric	
V46	HC5	Main material of exterior wall	discrete	numeric	
V47	HC6	Type of fuel using for cooking	discrete	numeric	What type of fuel does your household mainly use for cooking?
V48	HC7	Cooking location	discrete	numeric	Is the cooking usually done in the same house, in a separate building, or outdoors? If "In the house", probe: Is it done in a separate room used as a kitchen?
V49	HC8A	Electricity	discrete	numeric	Does your household have: Electricity?
V50	HC8B	Radio	discrete	numeric	Does your household have: A radio?
V51	HC8C	Television	discrete	numeric	Does your household have: A television?

ID	Name	Label	Type	Format	Question
V52	HC8D	Non-mobile phone	discrete	numeric	Does your household have: A non-mobile telephone?
V53	HC8E	Refrigerator	discrete	numeric	Does your household have: A refrigerator?
V54	HC9A	Watch	discrete	numeric	Does any member of your household own: A watch?
V55	HC9B	Mobile telephone	discrete	numeric	Does any member of your household own: A mobile telephone?
V56	HC9C	Bicycle	discrete	numeric	Does any member of your household own: A bicycle?
V57	HC9D	Motorcycle or scooter	discrete	numeric	Does any member of your household own: A motorcycle or scooter?
V58	HC9E	Animal-drawn cart	discrete	numeric	Does any member of your household own: An animal-drawn cart?
V59	HC9F	Car or truck	discrete	numeric	Does any member of your household own: A car or truck?
V60	HC10	Household owns the dwelling	discrete	numeric	Do you or someone living in this household own this dwelling, or is this dwelling rented?
V61	HC11	Any household member own land that can be used for agriculture	discrete	numeric	Does any member of this household own any land that can be used for agriculture?
V62	HC12	Hectares of agricultural land members of household owns	discrete	numeric	How many jirib of agricultural land do members of this household own?
V63	HC13	Household own any animals	discrete	numeric	Does this household own any livestock, herds, other farm animals or poultry?
V64	HC14A	Cattle, milk cows, or bulls	discrete	numeric	How many of the following animals does this household have? [A] Cattle, milk cows, or bulls?
V65	HC14B	Horses, donkeys, or mules	discrete	numeric	How many of the following animals does this household have? [B] Horses, donkeys, or mules?
V66	HC14C	Goats	discrete	numeric	How many of the following animals does this household have? [C] Goats?
V67	HC14D	Sheep	discrete	numeric	How many of the following animals does this household have? [D] Sheep?
V68	HC14E	Chickens	discrete	numeric	How many of the following animals does this household have? [E] Poultry?
V69	HC15	Does any member of this household have bank account	discrete	numeric	Does any member of this household have a bank account?
V70	CD6	Total children aged 2-14 years	discrete	numeric	Total number of children age 2-14 years
V71	CD8	Rank number of the selected child	discrete	numeric	
V72	CD9	Child line number	discrete	numeric	
V73	CD_FLAG	Flag for correct child line number	discrete	numeric	
V74	CD11	Took away privileges	discrete	numeric	Took away privileges, forbade something (name) liked or did not allow him/her to leave house.
V75	CD12	Explained why behaviour was wrong	discrete	numeric	Explained why (name)'s behavior was wrong.
V76	CD13	Shook child	discrete	numeric	Shook him/her.
V77	CD14	Shouted, yelled or screamed at child	discrete	numeric	Shouted, yelled at or screamed at him/her.
V78	CD15	Gave child something else to do	discrete	numeric	Gave him/her something else to do.
V79	CD16	Spanked, hit or slapped child on bottom with bare hand	discrete	numeric	Spanked, hit or slapped him/her on the bottom with bare hand.

ID	Name	Label	Type	Format	Question
V80	CD17	Hit child on the bottom or elsewhere with belt, brush, stick	discrete	numeric	Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.
V81	CD18	Called child dumb, lazy or another name	discrete	numeric	Called him/her dumb, lazy or another name like that.
V82	CD19	Hit or slapped child on the face, head or ears	discrete	numeric	Hit or slapped him/her on the face, head or ears.
V83	CD20	Hit or slapped child on the hand, arm or leg	discrete	numeric	Hit or slapped him/her on the hand, arm or leg.
V84	CD21	Beat child up with an implement	discrete	numeric	Beat him/her up with an implement. Probe if necessary: Hit over and over as hard as one could.
V85	CD22	Child needs to be physically punished to be brought up prope	discrete	numeric	Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?
V86	HW1	Place where household members most often wash their hands	discrete	numeric	Please show me where members of your household most often wash their hands.
V87	HW2	Water available at the place for handwashing	discrete	numeric	
V88	HW3A	Bar soap	discrete	character	
V89	HW3B	Detergent (Powder / Liquid / Paste)	discrete	character	
V90	HW3C	Liquid soap	discrete	character	
V91	HW3D	Ash / Mud / Sand	discrete	character	
V92	HW3Y	None	discrete	character	
V93	HW4	Soap/other material available for washing hands	discrete	numeric	Do you have any soap or detergent in your household for washing hands?
V94	HW5A	Bar soap	discrete	character	Can you please show it to me?
V95	HW5B	Detergent (Powder / Liquid / Paste)	discrete	character	Can you please show it to me?
V96	HW5C	Liquid soap	discrete	character	Can you please show it to me?
V97	HW5D	Ash / Mud / Sand	discrete	character	Can you please show it to me?
V98	HW5Y	Not able / Does not want to show	discrete	character	Can you please show it to me?
V99	SI1	Salt iodization test outcome	discrete	numeric	We would like to check whether the salt used in your household is iodized. May I have a sample of the salt used to cook meals in your household?
V100	HHSEX	Sex of household head	discrete	numeric	
V101	ethnicity	Ethnicity of household head	discrete	numeric	
V102	helevel	Education of household head	discrete	numeric	
V103	hhweight	Relative household weight	contin	numeric	
V104	wscore	Wealth index score	contin	numeric	
V105	windex5	Wealth index quintiles	discrete	numeric	
V106	province	Province	discrete	character	
V107	PSU	Primary sampling unit	contin	numeric	
V108	stratum	Strata	discrete	numeric	

**hl**

Content	Data collected at the household members' level (MICS Household members questionnaire modules: Household listing form, Education, and Child Labour.)
Cases	101671
Variable(s)	49
Structure	Type: Keys: ()
Version	
Producer	Dataset produced by UNICEF and Central Statistics Organization, Government of the Islamic Republic of Afghanistan
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V109	HH1	Cluster number	contin	numeric	
V110	HH2	Household number	contin	numeric	
V111	HL1	Line number	discrete	numeric	
V112	HL3	Relationship to the head	discrete	numeric	What is the relationship of (name) to the head of household?
V113	HL4	Sex	discrete	numeric	Is (name) male or female?
V114	HL6	Age	discrete	numeric	How old is (name)?
V115	HL7	Line number of woman age 15 - 49	discrete	numeric	
V116	HL8	Line number of mother/caretaker for children age 5 - 14	discrete	numeric	Who is the mother or primary caretaker of this child?
V117	HL9	Line number of mother/caretaker for children under age 5	discrete	numeric	Who is the mother or primary caretaker of this child?
V118	HL10	Member stayed in the house last night	discrete	numeric	Did (name) stay here last night?
V119	HL11	Is natural mother alive	discrete	numeric	Is (name)'s natural mother alive?
V120	HL12	Natural mother's line number in HH	discrete	numeric	Does (name's) natural mother live in this household?
V121	HL13	Is natural father alive	discrete	numeric	Is (name)'s natural father alive?
V122	HL14	Natural father's line number in HH	discrete	numeric	Does (name)'s natural father live in this household?
V123	ED1	Line number	discrete	numeric	
V124	ED3	Ever attended school or pre-school	discrete	numeric	Has (name) ever attended school or pre-school?
V125	ED4A	Highest level of education attended	discrete	numeric	What is the highest level of school (name) has attended?
V126	ED4B	Highest grade completed at that level	discrete	numeric	What is the highest grade (name) completed at this level?
V127	ED5	Attended school during current school year (2009-2010)	discrete	numeric	During the school year, did (name) attend school or preschool at any time?
V128	ED6A	Level of education attended current school year	discrete	numeric	During this/that school year, which level and grade is/was (name) attending? Level:
V129	ED6B	Grade of education attended current school year	discrete	numeric	During this/that school year, which level and grade is/was (name) attending? Grade:

ID	Name	Label	Type	Format	Question
V130	ED7	Attended school previous school year (2008-2009)	discrete	numeric	During the previous school year, did (name) attend school or preschool at any time?
V131	ED8A	Level of education attended previous school year	discrete	numeric	During that previous school year, which level and grade did (name) attend? Level:
V132	ED8B	Grade of education attended previous school year	discrete	numeric	During that previous school year, which level and grade did (name) attend? Grade:
V133	CL1	Line number	discrete	numeric	
V134	CL3	Worked in past week for someone who is not a HH member	discrete	numeric	During the past week, did (name) do any kind of work for someone who is not a member of this household?
V135	CL4	Hours worked in past week for someone who is not a HH member	discrete	numeric	Since last (day of the week), about how many hours did he/she do this work for someone who is not a member of this household?
V136	CL5	Worked in past week to fetch water or collect firewood for h	discrete	numeric	During the past week, did (name) fetch water or collect firewood for household use?
V137	CL6	Hours to fetch water or collect firewood	discrete	numeric	Since last (day of the week), about how many hours did he/she fetch water or collect firewood for household use?
V138	CL7	Other paid or unpaid family work in past week	discrete	numeric	During the past week, did (name) do any paid or unpaid work on a family farm or in a family business or selling goods in the street?
V139	CL8	Hours worked on other family work	discrete	numeric	Since last (day of the week), about how many hours did he/she do this work for his/her family or himself/herself?
V140	CL9	Helped with household chores in past week	discrete	numeric	During the past week, did (name) help with household chores such as shopping, cleaning, washing clothes, cooking; or caring for children, old or sick people?
V141	CL10	Hours spent on chores in past week	discrete	numeric	Since last (day of the week), about how many hours did he/she spend doing these chores?
V142	HH5D	Day of interview	contin	numeric	Day/month/year of interview:
V143	HH5M	Month of interview	discrete	numeric	Day/month/year of interview:
V144	HH5Y	Year of interview	discrete	numeric	Day/month/year of interview:
V145	HH6	Area	discrete	numeric	
V146	HH7	Region	discrete	numeric	
V147	MLINE	Mother's line number	discrete	numeric	
V148	FLINE	Father's line number	discrete	numeric	
V149	schage	Age at beginning of school year	discrete	numeric	
V150	ethnicity	Ethnicity of household head	discrete	numeric	
V151	melevel	Mother's education	discrete	numeric	
V152	felevel	Father's education	discrete	numeric	
V153	helevel	Education of household head	discrete	numeric	
V154	hhweight	Relative household weight	contin	numeric	
V155	wscore	Wealth index score	contin	numeric	
V156	windex5	Wealth index quintiles	discrete	numeric	
V157	province	Province code	discrete	character	

**ch**

Content	Data collected at the children's level (MICS Under Five Children's questionnaire modules: Under-five child information panel, Child's age, Birth registration, Early childhood development, Breastfeeding, Care of illness, Immunization, Under-five child selected for blood test.)
Cases	15320
Variable(s)	208
Structure	Type: Keys: ()
Version	
Producer	Dataset produced by UNICEF and Central Statistics Organization, Government of the Islamic Republic of Afghanistan
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V207	HH1	Cluster number	contin	numeric	
V208	HH2	Household number	contin	numeric	
V209	LN	Line number	discrete	numeric	
V210	UF1	Cluster number	contin	numeric	
V211	UF2	Household number	contin	numeric	
V212	UF4	Child's line number	discrete	numeric	
V213	UF6	Mother / Caretaker's line number	discrete	numeric	
V214	UF7	Interviewer number	contin	numeric	
V215	UF8D	Day of interview	discrete	numeric	
V216	UF8M	Month of interview	discrete	numeric	
V217	UF8Y	Year of interview	discrete	numeric	
V218	UF8A	Selected for nutrition survey	discrete	numeric	
V219	UF9	Result of interview for children under 5	discrete	numeric	
V220	UF10	Field editor	contin	numeric	
V221	UF11	Data entry clerk	contin	numeric	
V222	UF12H	Start of interview - Hour	discrete	numeric	
V223	UF12M	Start of interview - Minutes	discrete	numeric	
V224	UF13H	End of interview - Hour	discrete	numeric	
V225	UF13M	End of interview - Minutes	discrete	numeric	
V226	AG1D	Day of birth of child	discrete	numeric	Now I would like to ask you some questions about the health of (name). In what day, month and year was (name) born?
V227	AG1M	Month of birth of child	discrete	numeric	Now I would like to ask you some questions about the health of (name). In what day, month and year was (name) born?
V228	AG1Y	Year of birth of child	discrete	numeric	Now I would like to ask you some questions about the health of (name). In what day, month and year was (name) born?
V229	AG2	Age of child	discrete	numeric	How old is (name)?

ID	Name	Label	Type	Format	Question
V230	BR1	Birth certificate	discrete	numeric	Does (name) have a birth certificate?
V231	BR2	Birth registered	discrete	numeric	Has (name)'s birth been registered with the civil authorities?
V232	BR3	Know how to register birth	discrete	numeric	Do you know how to register your child's birth?
V233	BR4	Reason birth not registered	discrete	numeric	Why is (name)'s birth not registered?
V234	EC1	Number of children's books or picture books for child	discrete	numeric	How many children's books or picture books do you have for (name)?
V235	EC2A	Homemade toys	discrete	numeric	I am interested in learning about the things that (name) plays with when he/she is at home. Does he/she play with: homemade toys (such as dolls, cars or other toys made at home)?
V236	EC2B	Toys from shops	discrete	numeric	I am interested in learning about the things that (name) plays with when he/she is at home. Does he/she play with: toys from a shop or manufactured toys?
V237	EC2C	Household objects or outside objects	discrete	numeric	I am interested in learning about the things that (name) plays with when he/she is at home. Does he/she play with: household objects (such as bowls or pots) or objects found outside (such as sticks, rocks, animal shells or leaves)?
V238	EC3A	In past week, days left alone for more than 1 hour	discrete	numeric	Sometimes adults taking care of children have to leave the house to go shopping, wash clothes, or for other reasons and have to leave young children. On how many days in the past week was (name): Left alone for more than an hour?
V239	EC3B	In past week, days left with other child for more than 1 hou	discrete	numeric	Sometimes adults taking care of children have to leave the house to go shopping, wash clothes, or for other reasons and have to leave young children. On how many days in the past week was (name): Left in the care of another child, that is, someone less than 10 years old, for more than an hour?
V240	EC5	Attends early childhood education programme	discrete	numeric	Does (name) attend any organized learning or early childhood education programme, such as a private or government facility, including kindergarten or community child care?
V241	EC5A	Type of early childhood education programm	discrete	numeric	What type of early childhood education programme does (name) attend?
V242	EC6	Within last 7 days, hours attended education	discrete	numeric	Within the last seven days, about how many hours did (name) attend?
V243	EC7AA	Books-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Read books to or looked at picture books with (name)?
V244	EC7AB	Books-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Read books to or looked at picture books with (name)?
V245	EC7AX	Books-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Read books to or looked at picture books with (name)?
V246	EC7AY	Books-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Read books to or looked at picture books with (name)?
V247	EC7BA	Tell stories-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Told stories to (name)?

ID	Name	Label	Type	Format	Question
V248	EC7BB	Tell stories-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Told stories to (name)?
V249	EC7BX	Tell stories-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Told stories to (name)?
V250	EC7BY	Tell stories-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Told stories to (name)?
V251	EC7CA	Sang songs-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Sang songs to (name) or with (name), including lullabys?
V252	EC7CB	Sang songs-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Sang songs to (name) or with (name), including lullabys?
V253	EC7CX	Sang songs-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Sang songs to (name) or with (name), including lullabys?
V254	EC7CY	Sang songs-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Sang songs to (name) or with (name), including lullabys?
V255	EC7DA	Took outside-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Took (name) outside the home, compound, yard or enclosure?
V256	EC7DB	Took outside-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Took (name) outside the home, compound, yard or enclosure?
V257	EC7DX	Took outside-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Took (name) outside the home, compound, yard or enclosure?
V258	EC7DY	Took outside-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Took (name) outside the home, compound, yard or enclosure?
V259	EC7EA	Played with-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Played with (name)?
V260	EC7EB	Played with-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Played with (name)?
V261	EC7EX	Played with-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Played with (name)?
V262	EC7EY	Played with-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Played with (name)?
V263	EC7FA	Named/counted-Mother	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Named, counted, or drew things to or with (name)?

ID	Name	Label	Type	Format	Question
V264	EC7FB	Named/counted-Father	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Named, counted, or drew things to or with (name)?
V265	EC7FX	Named/counted-Other	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Named, counted, or drew things to or with (name)?
V266	EC7FY	Named/counted-No one	discrete	character	In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Named, counted, or drew things to or with (name)?
V267	BF1	Child ever been breastfed	discrete	numeric	Has (name) ever been breastfed?
V268	BF2	Child still being breastfed	discrete	numeric	Is he/she still being breastfed?
V269	BF3	Child drank plain water yesterday	discrete	numeric	I would like to ask you about liquids that (name) may have had yesterday during the day or the night. I am interested in whether (name) had the item even if it was combined with other foods. Did (name) drink plain water yesterday, during the day or night?
V270	BF4	Child drank infant formula yesterday	discrete	numeric	Did (name) drink infant formula yesterday, during the day or night?
V271	BF5	Times child drank infant formula	discrete	numeric	How many times did (name) drink infant formula?
V272	BF6	Child drank milk yesterday	discrete	numeric	Did (name) drink milk, such as tinned, powdered or fresh animal milk yesterday, during the day or night?
V273	BF7	Times child drank milk	discrete	numeric	How many times did (name) drink tinned, powdered or fresh animal milk?
V274	BF8	Child drank juice or juice drinks yesterday	discrete	numeric	Did (name) drink juice or juice drinks yesterday, during the day or night?
V275	BF9	Child drank soup yesterday	discrete	numeric	Did (name) drink soup yesterday, during the day or night?
V276	BF10	Child drank or ate vitamin or mineral supplements yesterday	discrete	numeric	Did (name) drink or eat vitamin or mineral supplements or any medicines yesterday, during the day or night?
V277	BF11	Child drank ORS yesterday	discrete	numeric	Did (name) drink ORS (oral rehydration solution) yesterday, during the day or night?
V278	BF12	Child drank any other liquid yesterday	discrete	numeric	Did (name) drink any other liquids yesterday, during the day or night?
V279	BF13	Child drank or ate yogurt yesterday	discrete	numeric	Did (name) drink or eat yogurt yesterday, during the day or night?
V280	BF14	Times drank or ate yogurt	discrete	numeric	How many times did (name) drink or eat yogurt yesterday, during the day or night?
V281	BF15	Child ate thin porridge yesterday	discrete	numeric	Did (name) eat thin porridge yesterday, during the day or night?
V282	BF16	Child ate solid or semi-solid food yesterday	discrete	numeric	Did (name) eat solid or semi-solid (soft, mushy) food yesterday, during the day or night?
V283	BF17	Times child ate solid or semi-solid food	discrete	numeric	How many times did (name) eat solid or semi-solid (soft, mushy) food yesterday, during the day or night?
V284	BF18	Child drank anything else from the bottle with a nipple yesterday	discrete	numeric	Yesterday, during the day or night, did (name) drink anything from a bottle with a nipple?
V285	BF19	Child was pacifier	discrete	numeric	Yesterday, during the day or night, was (name) given a pacifier?
V286	CA1	Child had diarrhoea in last 2 weeks	discrete	numeric	In the last two weeks, has (name) had diarrhoea?

ID	Name	Label	Type	Format	Question
V287	CA2	Child drank less or more during illness	discrete	numeric	I would like to know how much (name) was given to drink during the diarrhoea (including breastmilk). During the time (name) had diarrhoea, was he/she given less than usual to drink, about the same amount, or more than usual?
V288	CA3	Child ate less or more during illness	discrete	numeric	During the time (name) had diarrhoea, was he/she given less than usual to eat, about the same amount, more than usual, or nothing to eat?
V289	CA4A	Drank fluid made from special packet (ORS)	discrete	numeric	During the episode of diarrhoea, was (name) given to drink any of the following: A fluid made from a special packet called Oral Rehydration Solution (ORS)?
V290	CA4B	Pre-packaged ORS fluid for diarrhoea	discrete	numeric	During the episode of diarrhoea, was (name) given to drink any of the following: A pre-packaged ORS fluid for diarrhoea?
V291	CA4C	Govt. recommended homemade fluid X	discrete	numeric	During the episode of diarrhoea, was (name) given to drink any of the following: Government-recommended homemade fluid (Wheat Salt Solution WSS)?
V292	CA4D	Govt. recommended homemade fluid Y	discrete	numeric	During the episode of diarrhoea, was (name) given to drink any of the following: Government-recommended homemade fluid (Salt & Sugar Solution SSS)?
V293	CA5	Anything else given to treat the diarrhoea	discrete	numeric	Was anything (else) given to treat diarrhoea?
V294	CA6A	Other treatment (pill or syrup): Antibiotic	discrete	character	What (else) was given to treat diarrhoea?
V295	CA6B	Other treatment (pill or syrup): Antimotility	discrete	character	What (else) was given to treat diarrhoea?
V296	CA6C	Other treatment (pill or syrup): Zinc	discrete	character	What (else) was given to treat diarrhoea?
V297	CA6G	Other treatment (pill or syrup): Other (not antibiotic, anti	discrete	character	What (else) was given to treat diarrhoea?
V298	CA6H	Other treatment (pill or syrup): Unknown	discrete	character	What (else) was given to treat diarrhoea?
V299	CA6L	Other treatment (injection): Antibiotic	discrete	character	What (else) was given to treat diarrhoea?
V300	CA6M	Other treatment (injection): Non-antibiotic	discrete	character	What (else) was given to treat diarrhoea?
V301	CA6N	Other treatment (injection): Unknown	discrete	character	What (else) was given to treat diarrhoea?
V302	CA6O	Other treatment: Intravenous	discrete	character	What (else) was given to treat diarrhoea?
V303	CA6Q	Other treatment: Home remedy/Herbal medicine	discrete	character	What (else) was given to treat diarrhoea?
V304	CA6X	Other treatment: Other	discrete	character	What (else) was given to treat diarrhoea?
V305	CA7	Child ill with cough in last 2 weeks	discrete	numeric	At any time in the last two weeks, has (name) had an illness with a cough?
V306	CA8	Difficulty breathing during illness with cough	discrete	numeric	When (name) had an illness with a cough, did he/she breathe faster than usual, with short, rapid breaths or have difficulty breathing?
V307	CA9	Symptoms due to problem in chest or blocked nose	discrete	numeric	Was the fast or difficult breathing due to a problem in the chest or a blocked or runny nose?
V308	CA10	Sought advice or treatment for illness	discrete	numeric	Did you seek any advice or treatment for the illness from any source?
V309	CA11A	Place sought care: (public sector) Government hospital	discrete	character	From where did you seek advice or treatment?

ID	Name	Label	Type	Format	Question
V310	CA11B	Place sought care: (public sector) Government health center	discrete	character	From where did you seek advice or treatment?
V311	CA11C	Place sought care: (public sector) Government health post	discrete	character	From where did you seek advice or treatment?
V312	CA11D	Place sought care: (public sector) Village health worker	discrete	character	From where did you seek advice or treatment?
V313	CA11E	Place sought care: (public sector) Mobile / Outreach clinic	discrete	character	From where did you seek advice or treatment?
V314	CA11H	Place sought care: Other public	discrete	character	From where did you seek advice or treatment?
V315	CA11I	Place sought care: Private hospital / clinic	discrete	character	From where did you seek advice or treatment?
V316	CA11J	Place sought care: Private physician	discrete	character	From where did you seek advice or treatment?
V317	CA11K	Place sought care: Private pharmacy	discrete	character	From where did you seek advice or treatment?
V318	CA11L	Place sought care: Mobile clinic	discrete	character	From where did you seek advice or treatment?
V319	CA11O	Place sought care: Other private medical	discrete	character	From where did you seek advice or treatment?
V320	CA11P	Place sought care: Relative / Friend	discrete	character	From where did you seek advice or treatment?
V321	CA11Q	Place sought care: Shop	discrete	character	From where did you seek advice or treatment?
V322	CA11R	Place sought care: Traditional practitioner	discrete	character	From where did you seek advice or treatment?
V323	CA11X	Place sought care: Other	discrete	character	From where did you seek advice or treatment?
V324	CA12	Given medicine to treat this illness	discrete	numeric	Was (name) given any medicine to treat this illness?
V325	CA13A	Medicine: Antibiotic pill / syrup	discrete	character	What medicine was (name) given?
V326	CA13B	Medicine: Antibiotic injection	discrete	character	What medicine was (name) given?
V327	CA13M	Medicine: Anti-malarials	discrete	character	What medicine was (name) given?
V328	CA13P	Medicine: Paracetamol / Panadol / Acetaminophen	discrete	character	What medicine was (name) given?
V329	CA13Q	Medicine: Aspirin	discrete	character	What medicine was (name) given?
V330	CA13R	Medicine: Ibuprofen	discrete	character	What medicine was (name) given?
V331	CA13X	Medicine: Other	discrete	character	What medicine was (name) given?
V332	CA13Z	Medicine: DK	discrete	character	What medicine was (name) given?
V333	CA15	What was done to dispose of the stools	discrete	numeric	The last time (name) passed stools, what was done to dispose of the stools?
V334	IM1	Vaccination card for child	discrete	numeric	Do you have a card where (name)'s vaccinations are written down? (If yes) May I see it please?
V335	IM2	Ever had vaccination card	discrete	numeric	Did you ever have a vaccination card for (name)?
V336	IM3BD	Day of BCG immunization	discrete	numeric	
V337	IM3BM	Month of BCG immunization	discrete	numeric	
V338	IM3BY	Year of BCG immunization	discrete	numeric	
V339	IM3POD	Day of Polio at birth immunization	discrete	numeric	
V340	IM3POM	Month of Polio at birth immunization	discrete	numeric	
V341	IM3POY	Year of Polio at birth immunization	discrete	numeric	
V342	IM3P1D	Day of Polio1 immunization	discrete	numeric	
V343	IM3P1M	Month of Polio1 immunization	discrete	numeric	

ID	Name	Label	Type	Format	Question
V344	IM3P1Y	Year of Polio1 immunization	discrete	numeric	
V345	IM3P2D	Day of Polio2 immunization	discrete	numeric	
V346	IM3P2M	Month of Polio2 immunization	discrete	numeric	
V347	IM3P2Y	Year of Polio2 immunization	discrete	numeric	
V348	IM3P3D	Day of Polio3 immunization	discrete	numeric	
V349	IM3P3M	Month of Polio3 immunization	discrete	numeric	
V350	IM3P3Y	Year of Polio3 immunization	discrete	numeric	
V351	IM3D1D	Day of DPT1 immunization	discrete	numeric	
V352	IM3D1M	Month of DPT1 immunization	discrete	numeric	
V353	IM3D1Y	Year of DPT1 immunization	discrete	numeric	
V354	IM3D2D	Day of DPT2 immunization	discrete	numeric	
V355	IM3D2M	Month of DPT2 immunization	discrete	numeric	
V356	IM3D2Y	Year of DPT2 immunization	discrete	numeric	
V357	IM3D3D	Day of DPT3 immunization	discrete	numeric	
V358	IM3D3M	Month of DPT3 immunization	discrete	numeric	
V359	IM3D3Y	Year of DPT3 immunization	discrete	numeric	
V360	IM3H1D	Day of HepB1 immunization	discrete	numeric	
V361	IM3H1M	Month of HepB1 immunization	discrete	numeric	
V362	IM3H1Y	Year of HepB1 immunization	discrete	numeric	
V363	IM3H2D	Day of HepB2 immunization	discrete	numeric	
V364	IM3H2M	Month of HepB2 immunization	discrete	numeric	
V365	IM3H2Y	Year of HepB2 immunization	discrete	numeric	
V366	IM3H3D	Day of HepB3 immunization	discrete	numeric	
V367	IM3H3M	Month of HepB3 immunization	discrete	numeric	
V368	IM3H3Y	Year of HepB3 immunization	discrete	numeric	
V369	IM3MD	Day measles or MMR immunization	discrete	numeric	
V370	IM3MM	Month Measles or MMR immunization	discrete	numeric	
V371	IM3MY	Year of Measles or MMR immunization	discrete	numeric	
V372	IM3AD	Day of receiving vitamin A	discrete	numeric	
V373	IM3AM	Month of receiving vitamin A	discrete	numeric	
V374	IM3AY	Year of receiving vitamin A	discrete	numeric	
V375	IM5	Child received any other vaccinations	discrete	numeric	In addition to what is recorded on this card, did (name) receive any other vaccinations - including vaccinations received in campaigns or immunization days?
V376	IM6	Child ever received any vaccinations	discrete	numeric	Has (name) ever received any vaccinations to prevent him/her from getting diseases, including vaccinations received in a campaign or immunization day?
V377	IM7	Child ever given BCG vaccination	discrete	numeric	Has (name) ever received a BCG vaccination against tuberculosis - that is, an injection in the arm or shoulder that usually causes a scar?

ID	Name	Label	Type	Format	Question
V378	IM8	Child ever given Polio vaccination	discrete	numeric	Has (name) ever received any "vaccination drops in the mouth" to protect him/her from getting diseases - that is, polio?
V379	IM9	Polio first given just after birth or later	discrete	numeric	Was the first polio vaccine received in the first two weeks after birth or later?
V380	IM10	Times child given Polio vaccination	discrete	numeric	How many times was the polio vaccine received?
V381	IM11	Child ever given DPT vaccination	discrete	numeric	Has (name) ever received a DPT vaccination - that is, an injection in the thigh or buttocks - to prevent him/her from getting tetanus, whooping cough, or diphtheria?
V382	IM12	Times child given DPT vaccination	discrete	numeric	How many times was a DPT vaccine received?
V383	IM13	Child ever given Hepatitis B vaccination	discrete	numeric	Has (name) ever been given a Hepatitis B vaccination - that is, an injection in the thigh or buttocks - to prevent him/her from getting Hepatitis B?
V384	IM14	Hepatitis B first given within 24 h after birth or later	discrete	numeric	Was the first Hepatitis B vaccine received within 24 hours after birth, or later?
V385	IM15	Times child given Hepatitis B vaccination	discrete	numeric	How many times was a Hepatitis B vaccine received?
V386	IM16	Child ever given Measles or MMR vaccination	discrete	numeric	Has (name) ever received a Measles injection - that is, a shot in the arm at the age of 9 months or older - to prevent him/her from getting measles?
V387	IM18	Child given Vitamin A dose within last 6 months	discrete	numeric	Has (name) received a Vitamin A dose like (this/any of these) within the last 6 months?
V388	IM19A	Child participated in campaign A	discrete	numeric	Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Polio NIDs 2008
V389	IM19B	Child participated in campaign B	discrete	numeric	Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Polio NIDs 2009
V390	IM19C	Child participated in campaign C	discrete	numeric	Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Tetanus NIDs 2008
V391	IM19D	Child participated in campaign D	discrete	numeric	Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Tetanus NIDs 2009
V392	IM19E	Child participated in campaign E	discrete	numeric	Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Vit A 2008
V393	IM19F	Child participated in campaign F	discrete	numeric	Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days: Vit A 2009
V394	SCU4	Measurer's ID	contin	numeric	
V395	SCU5	Checked blood	discrete	numeric	May I take blood from the child?
V396	SCU6	Filled in two lines	discrete	numeric	Have you taken sufficient blood?
V397	SCU7	Glomobine result	contin	numeric	
V398	HH6	Area	discrete	numeric	
V399	HH7	Region	discrete	numeric	
V400	HL4	Sex	discrete	numeric	Is (name) male or female?
V401	ED4A	Highest level of education attended	discrete	numeric	What is the highest level of school (name) attended?
V402	ED4B	Highest grade completed at that level	discrete	numeric	What is the highest grade (name) completed at this level?

<b>ID</b>	<b>Name</b>	<b>Label</b>	<b>Type</b>	<b>Format</b>	<b>Question</b>
V403	CDOI	Date of interview child (CMC)	discrete	numeric	
V404	CDOB	Date of birth of child (CMC)	contin	numeric	
V405	CAGE	Age (months)	contin	numeric	
V406	CAGE_6	Age	discrete	numeric	
V407	CAGE_11	Age	discrete	numeric	
V408	CAGED	Age in days	contin	numeric	
V409	melevel	Mother's education	discrete	numeric	
V410	ethnicity	Ethnicity of household head	discrete	numeric	
V411	chweight	Relative children weight	contin	numeric	
V412	wscore	Wealth index score	contin	numeric	
V413	windex5	Wealth index quintiles	discrete	numeric	
V414	province	Province	discrete	character	

**wm**

Content	Data collected at the women's level (MICS Women's questionnaire modules: Woman's information panel, Woman's background, Child mortality, Desire for last birth, Maternal and newborn health, Illness symptoms, Contraception, Attitudes toward domestic violence, Marriage/union, HIV/AIDS, Anthropometry and Women aged 15-49 selected for blood test.)
Cases	22053
Variable(s)	175
Structure	Type: Keys: ()
Version	
Producer	Dataset produced by UNICEF and Central Statistics Organization, Government of the Islamic Republic of Afghanistan
Missing Data	

**Variables**

ID	Name	Label	Type	Format	Question
V415	HH1	Cluster number	contin	numeric	
V416	HH2	Household number	contin	numeric	
V417	LN	Line number	discrete	numeric	
V418	WM1	Cluster number	contin	numeric	
V419	WM2	Household number	contin	numeric	
V420	WM4	Woman's line number	discrete	numeric	
V421	WM5	Interviewer number	contin	numeric	
V422	WM6D	Day of interview	discrete	numeric	
V423	WM6M	Month of interview	discrete	numeric	
V424	WM6Y	Year of interview	discrete	numeric	
V425	WM6A	Selected for nutrition survey	discrete	numeric	
V426	WM7	Result of woman's interview	discrete	numeric	
V427	WM8	Field editor	contin	numeric	
V428	WM9	Data entry clerk	contin	numeric	
V429	WM10H	Start of interview - Hour	discrete	numeric	
V430	WM10M	Start of interview - Minutes	discrete	numeric	
V431	WM11H	End of interview - Hour	discrete	numeric	
V432	WM11M	End of interview - Minutes	discrete	numeric	
V433	WB1M	Month of birth of woman	discrete	numeric	In what month and year were you born?
V434	WB1Y	Year of birth of woman	discrete	numeric	In what month and year were you born?
V435	WB2	Age of woman	discrete	numeric	How old are you?
V436	WB3	Ever attended school	discrete	numeric	Have you ever attended school or preschool?
V437	WB4	Highest level of school you attended	discrete	numeric	What is the highest level of school you attended?
V438	WB5	Highest grade completed at that level	discrete	numeric	What is the highest grade you completed at that level?

ID	Name	Label	Type	Format	Question
V439	WB7	Can read part of the sentence	discrete	numeric	Now I would like you to read this sentence to me. Can you read part of the sentence to me?
V440	CM1	Ever given birth	discrete	numeric	Now I would like to ask you about all the births you have had during your life. Have you ever given birth?
V441	CM2D	Day of first birth	discrete	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V442	CM2M	Month of first birth	discrete	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V443	CM2Y	Year of first birth	discrete	numeric	What was the date of your first birth? I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.
V444	CM3	Years since first birth	discrete	numeric	How many years ago did you have your first birth?
V445	CM4	Any sons or daughters living with you	discrete	numeric	Do you have any sons or daughters to whom you have given birth who are now living with you?
V446	CM5A	Sons living with you	discrete	numeric	How many sons live with you?
V447	CM5B	Daughters living with you	discrete	numeric	How many daughters live with you?
V448	CM6	Any sons or daughters not living with you	discrete	numeric	Do you have any sons or daughters to whom you have given birth who are alive but do not live with you?
V449	CM7A	Sons living elsewhere	discrete	numeric	How many sons are alive but do not live with you?
V450	CM7B	Daughters living elsewhere	discrete	numeric	How many daughters are alive but do not live with you?
V451	CM8	Ever had child who later died	discrete	numeric	Have you ever given birth to a boy or girl who was born alive but later died?
V452	CM9A	Boys dead	discrete	numeric	How many boys have died?
V453	CM9B	Girls dead	discrete	numeric	How many girls have died?
V454	CM10	Children ever born	discrete	numeric	
V455	CM12D	Day of last birth	discrete	numeric	Of these (total number) births you have had, when did you deliver the last one (even if he or she has died)?
V456	CM12M	Month of last birth	discrete	numeric	Of these (total number) births you have had, when did you deliver the last one (even if he or she has died)?
V457	CM12Y	Year of last birth	discrete	numeric	Of these (total number) births you have had, when did you deliver the last one (even if he or she has died)?
V458	CM13	Last birth in last two years	discrete	character	
V459	DB1	Wanted last child then	discrete	numeric	When you got pregnant with (name), did you want to get pregnant at that time?
V460	DB2	Wanted child later or did not want more children	discrete	numeric	Did you want to have a baby later on, or did you not want any (more) children?
V461	DB3U	Desired waiting time (units)	discrete	numeric	How much longer did you want to wait?
V462	DB3N	Desired waiting time (number)	discrete	numeric	How much longer did you want to wait?
V463	MN1	Received antenatal care	discrete	numeric	Did you see anyone for antenatal care during your pregnancy with (name)?
V464	MN2A	Antenatal care: Doctor	discrete	character	Whom did you see?
V465	MN2B	Antenatal care: Nurse / Midwife	discrete	character	Whom did you see?
V466	MN2C	Antenatal care: Auxiliary midwife	discrete	character	Whom did you see?
V467	MN2F	Antenatal care: Traditional birth attendant	discrete	character	Whom did you see?

ID	Name	Label	Type	Format	Question
V468	MN2G	Antenatal care: Community health worker	discrete	character	Whom did you see?
V469	MN2X	Antenatal care: Other	discrete	character	Whom did you see?
V470	MN3	Times received antenatal care	discrete	numeric	How many times did you receive antenatal care during this pregnancy?
V471	MN4A	Blood pressure	discrete	numeric	As part of your antenatal care during this pregnancy, were any of the following done at least once: Was your blood pressure measured?
V472	MN4B	Urine sample	discrete	numeric	As part of your antenatal care during this pregnancy, were any of the following done at least once: Did you give a urine sample?
V473	MN4C	Blood sample	discrete	numeric	As part of your antenatal care during this pregnancy, were any of the following done at least once: Did you give a blood sample?
V474	MN5	Has own immunization card	discrete	numeric	Do you have a card or other document with your own immunizations listed? May I see it please?
V475	MN6	Any tetanus toxoid injection during last pregnancy	discrete	numeric	When you were pregnant with (name), did you receive any injection in the arm or shoulder to prevent the baby from getting tetanus, that is convulsions after birth?
V476	MN7	Doses of tetanus toxoid during last pregnancy	discrete	numeric	How many times did you receive this tetanus injection during your pregnancy with (name)?
V477	MN9	Any tetanus toxoid injection before last pregnancy	discrete	numeric	Did you receive any tetanus injection at any time before your pregnancy with (name), either to protect yourself or another baby?
V478	MN10	Doses of tetanus toxoid before last pregnancy	discrete	numeric	How many times did you receive a tetanus injection before your pregnancy with (name)?
V479	MN11	Years ago last tetanus toxoid received	discrete	numeric	How many years ago did you receive the last tetanus injection before your pregnancy with (name)?
V480	MN17A	Assistance at delivery: Doctor	discrete	character	Who assisted with the delivery of (name)?
V481	MN17B	Assistance at delivery: Nurse / Midwife	discrete	character	Who assisted with the delivery of (name)?
V482	MN17C	Assistance at delivery: Auxiliary midwife	discrete	character	Who assisted with the delivery of (name)?
V483	MN17F	Assistance at delivery: Traditional birth attendant	discrete	character	Who assisted with the delivery of (name)?
V484	MN17G	Assistance at delivery: Community health worker	discrete	character	Who assisted with the delivery of (name)?
V485	MN17H	Assistance at delivery: Relative / Friend	discrete	character	Who assisted with the delivery of (name)?
V486	MN17X	Assistance at delivery: Other	discrete	character	Who assisted with the delivery of (name)?
V487	MN17Y	Assistance at delivery: No one	discrete	character	Who assisted with the delivery of (name)?
V488	MN18	Place of delivery	discrete	numeric	Where did you give birth to (name)?
V489	MN19	Delivery by caesarean section	discrete	numeric	Was (name) delivered by caesarean section? (That is, did they cut your belly open to take the baby out?)
V490	MN23	Menstrual period returned since the birth of child	discrete	numeric	Has your menstrual period returned since the birth of (name)?
V491	MN24	Ever breastfeed	discrete	numeric	Did you ever breastfeed (name)?
V492	MN25U	Time baby put to breast (unit)	discrete	numeric	How long after birth did you first put (name) to the breast?
V493	MN25N	Time baby put to breast (number)	discrete	numeric	How long after birth did you first put (name) to the breast?

ID	Name	Label	Type	Format	Question
V494	MN26	Within first 3 days after delivery, child given anything to	discrete	numeric	In the first three days after delivery, was (name) given anything to drink other than breast milk?
V495	MN27A	Child given to drink - Milk (other than breast milk)	discrete	character	What was (name) given to drink?
V496	MN27B	Child given to drink - Plain water	discrete	character	What was (name) given to drink?
V497	MN27C	Child given to drink - Sugar or glucose water	discrete	character	What was (name) given to drink?
V498	MN27D	Child given to drink - Gripe water	discrete	character	What was (name) given to drink?
V499	MN27E	Child given to drink - Sugar - salt - water solution	discrete	character	What was (name) given to drink?
V500	MN27F	Child given to drink - Fruit juice	discrete	character	What was (name) given to drink?
V501	MN27G	Child given to drink - Infant formula	discrete	character	What was (name) given to drink?
V502	MN27H	Child given to drink - Tea / Infusions	discrete	character	What was (name) given to drink?
V503	MN27I	Child given to drink - Honey	discrete	character	What was (name) given to drink?
V504	MN27X	Child given to drink - Other	discrete	character	What was (name) given to drink?
V505	MN28	Receiving vitamine A	discrete	numeric	In the first two months after the birth of (name), did you receive a vitamin A dose like this?
V506	IS2A	Symptoms: Child not able to drink or breastfeed	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V507	IS2B	Symptoms: Child becomes sicker	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V508	IS2C	Symptoms: Child develops a fever	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V509	IS2D	Symptoms: Child has fast breathing	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V510	IS2E	Symptoms: Child has difficult breathing	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V511	IS2F	Symptoms: Child has blood in stools	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V512	IS2G	Symptoms: Child is drinking poorly	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V513	IS2X	Symptoms: Other	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V514	IS2Y	Symptoms: Other	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

ID	Name	Label	Type	Format	Question
V515	IS2Z	Symptoms: Other	discrete	character	Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?
V516	CP1	Currently pregnant	discrete	numeric	I would like to talk with you about another subject—family planning. Are you pregnant now?
V517	CP2	Currently using a method to avoid pregnancy	discrete	numeric	Couples use various ways or methods to delay or avoid a pregnancy. Are you currently doing something or using any method to delay or avoid getting pregnant?
V518	CP3A	Current method: Female sterilization	discrete	character	What are you doing to delay or avoid pregnancy? Female Sterilization: Women can have an operation to avoid having any more children.
V519	CP3B	Current method: Male sterilization	discrete	character	What are you doing to delay or avoid pregnancy? Male Sterilization: Men can have an operation to avoid having any more children.
V520	CP3C	Current method: IUD	discrete	character	What are you doing to delay or avoid pregnancy? IUD: Women can have a loop or coil placed inside them by a doctor or a nurse.
V521	CP3D	Current method: Injectables	discrete	character	What are you doing to delay or avoid pregnancy? Injectables: Women can have an injection by a health provider, that stops her from becoming pregnant for one or more months.
V522	CP3E	Current method: Implants	discrete	character	What are you doing to delay or avoid pregnancy? Implants: Women can have one or more small implants placed in their upper arm by a doctor or nurse which can prevent pregnancy for one or more years.
V523	CP3F	Current method: Pill	discrete	character	What are you doing to delay or avoid pregnancy? Pill: Women have to take a pill every day to avoid becoming pregnant.
V524	CP3G	Current method: Male condom	discrete	character	What are you doing to delay or avoid pregnancy? Male Condom: Men can put a rubber condom on their penis before or during the sexual intercourse.
V525	CP3H	Current method: Female condom	discrete	character	What are you doing to delay or avoid pregnancy? Female Condom: Women can place a sheath in their vagina before sexual intercourse.
V526	CP3I	Current method: Diaphragm	discrete	character	What are you doing to delay or avoid pregnancy? Diaphragm: Women can place a soft rubber cup in their vagina to block sperm from entering uterus or tubes.
V527	CP3J	Current method: Foam / Jelly	discrete	character	What are you doing to delay or avoid pregnancy? Foam, Jelly: Women may be using spermicides such as foam, jelly, cream that are used to kill sperm or make sperm unable to move to the egg.
V528	CP3K	Current method: Lactational amenorrhoea method	discrete	character	What are you doing to delay or avoid pregnancy? Lactational Amenorrhoea Method (LAM)
V529	CP3L	Current method: Periodic abstinence / Rhythm	discrete	character	What are you doing to delay or avoid pregnancy? Periodic abstinence / Rhythm: Woman can avoid pregnancy by not having sexual intercourse on the days of the month she is most likely to get pregnant.
V530	CP3M	Current method: Withdrawal	discrete	character	What are you doing to delay or avoid pregnancy? Withdrawal: Men can be careful and pull out before climax.
V531	CP3X	Current method: Other	discrete	character	What are you doing to delay or avoid pregnancy? Other
V532	DV1A	If she goes out with out telling husband: wife beating justi	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she goes out without telling him?

ID	Name	Label	Type	Format	Question
V533	DV1B	If she neglects the children: wife beating justified	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she neglects the children?
V534	DV1C	If she argues with husband: wife beating justified	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she argues with him?
V535	DV1D	If she refuses sex with husband: wife beating justified	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she refuses to have sex with him?
V536	DV1E	If she burns the food: wife beating justified	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she burns the food?
V537	DV1F	if she isn't wearing	discrete	numeric	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she isn't wearing clothing he considers appropriate?
V538	MA1	Currently married or living with a man	discrete	numeric	Are you currently married or living together with a man as if married?
V539	MA2	Age of husband/partner	discrete	numeric	How old was your husband/partner?
V540	MA3	Husband/partner has other wives	discrete	numeric	Besides yourself, does your husband/partner have any other wives or partners or does he live with other women as if married?
V541	MA4	Number of other wives	discrete	numeric	How many other wives or partners does he have?
V542	MA5	Ever married or lived with a man	discrete	numeric	Have you ever been married or lived together with a man as if married?
V543	MA6	Marital status	discrete	numeric	What is your marital status now: are you widowed, divorced or separated?
V544	MA7	Married or lived with a man once or more than once	discrete	numeric	Have you been married or lived with a man only once or more than once?
V545	MA8M	Month of first union	discrete	numeric	In what month and year did you first marry or start living with a man as if married?
V546	MA8Y	Year of first union	discrete	numeric	In what month and year did you first marry or start living with a man as if married?
V547	MA9	Age at first union	discrete	numeric	How old were you when you started living with your first husband/partner?
V548	HA1	Ever heard of AIDS	discrete	numeric	Now I would like to talk with you about something else. Have you ever heard of an illness called AIDS?
V549	HA2	Can avoid AIDS virus by having one uninfected partner	discrete	numeric	Can people reduce their chance of getting the HIV/AIDS virus by having just one uninfected sex partner who has no other sex partners?
V550	HA3	Can get AIDS virus through supernatural means	discrete	numeric	Can people get the AIDS virus because of witchcraft or other supernatural means?
V551	HA4	Can avoid AIDS virus by using a condom correctly every time	discrete	numeric	Can people reduce their chance of getting the AIDS virus by using a condom every time they have sex?
V552	HA5	Can get AIDS virus from mosquito bites	discrete	numeric	Can people get the AIDS virus from mosquito bites?
V553	HA6	Can get AIDS virus by sharing food with a person who has AIDS	discrete	numeric	Can people get the AIDS virus by sharing food with a person who has AIDS virus?
V554	HA7	Healthy-looking person may have AIDS virus	discrete	numeric	Is it possible for a healthy-looking person to have the AIDS virus?

ID	Name	Label	Type	Format	Question
V555	HA8A	AIDS virus from mother to child during pregnancy	discrete	numeric	Can the virus that causes AIDS be transmitted from a mother to her baby: During pregnancy?
V556	HA8B	AIDS virus from mother to child during delivery	discrete	numeric	Can the virus that causes AIDS be transmitted from a mother to her baby: During delivery?
V557	HA8C	AIDS virus from mother to child through breastfeeding	discrete	numeric	Can the virus that causes AIDS be transmitted from a mother to her baby: By breastfeeding?
V558	HA9	Should female teacher with AIDS virus be allowed to teach in	discrete	numeric	In your opinion, if a female teacher has the AIDS virus but is not sick, should she be allowed to continue teaching in school?
V559	HA10	Would buy fresh vegetables from shopkeeper with AIDS virus	discrete	numeric	Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had the AIDS virus?
V560	HA11	If HH member became infected with AIDS virus, would want it	discrete	numeric	If a member of your family got infected with the AIDS virus, would you want it to remain a secret?
V561	HA12	Willing to care for person with AIDS in household	discrete	numeric	If a member of your family became sick with AIDS, would you be willing to care for him or her in your household?
V562	ANW2	Measure's ID	contin	numeric	
V563	ANW3	result of height and measurement	discrete	numeric	
V564	ANW4	Woman's weight	discrete	numeric	
V565	ANW5	Woman's height	discrete	numeric	
V566	ANW6	Muac	discrete	numeric	
V567	SCW4	Measurer's ID	contin	numeric	
V568	SCW5	Checked blood	discrete	numeric	May I take blood from the child?
V569	SCW6	filled in two lines	discrete	numeric	Have you taken sufficient blood?
V570	SCW7	Glomobine result	contin	numeric	
V571	HH6	Area	discrete	numeric	
V572	HH7	Region	discrete	numeric	
V573	WDOI	Date of interview women (CMC)	discrete	numeric	
V574	WDOB	Date of birth of woman (CMC)	contin	numeric	
V575	WAGE	Age	discrete	numeric	
V576	WDOM	Date of marriage (CMC)	contin	numeric	
V577	WAGEM	Age at first marriage/union	contin	numeric	
V578	WDOBFC	Date of birth of first child (CMC)	contin	numeric	
V579	WDOBLC	Date of birth of last child (CMC)	contin	numeric	
V580	MSTATUS	Marital/Union status	discrete	numeric	
V581	CEB	Children ever born	discrete	numeric	
V582	CSURV	Children surviving	discrete	numeric	
V583	CDEAD	Children dead	discrete	numeric	
V584	welevel	Education	discrete	numeric	
V585	ethnicity	Ethnicity of household head	discrete	numeric	
V586	wmweight	Relative women weight	contin	numeric	
V587	wscore	Wealth index score	contin	numeric	
V588	windex5	Wealth index quintiles	discrete	numeric	

<b>ID</b>	<b>Name</b>	<b>Label</b>	<b>Type</b>	<b>Format</b>	<b>Question</b>
V589	province	Province	discrete	character	



## Cluster number (HH1)

File: hh

### Overview

Type: Continuous	Valid cases: 13468
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 449
Range: 1-449	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: hh

### Overview

Type: Continuous	Valid cases: 13468
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 34
Range: 1-34	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Interviewer number (HH3)

File: hh

### Overview

Type: Continuous	Valid cases: 13468
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 999
Range: 1-999	

### Source of information

Interview information fields completed by interviewer

### Pre question

Interviewer name and code number:

### Interviewer instructions

Enter your own name and identification number provided to you at the time of training.

## Supervisor number (HH4)

File: hh

### Overview

## Supervisor number (HH4)

File: hh

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 0-951

Valid cases: 13468  
Invalid: 0  
Minimum: 0  
Maximum: 951

### Source of information

Interview information fields completed by interviewer

### Pre question

Supervisor name and code number:

### Interviewer instructions

Leave this space blank. The supervisor will later enter his/her name and number in the space provided.

## Day of interview (HH5D)

File: hh

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-31

Valid cases: 13468  
Invalid: 0  
Minimum: 1  
Maximum: 31

### Source of information

Interview information fields completed by interviewer

### Pre question

Day/ Month/ Year of interview in BS:

### Interviewer instructions

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household again, revise and enter final date of interview. In other words, the date here should be either when you have completed the Household Questionnaire or when the interview has not been conducted but there will be no more attempts to interview the household.

## Month of interview (HH5M)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-12

Valid cases: 13468  
Invalid: 0  
Minimum: 1  
Maximum: 12

### Source of information

Interview information fields completed by interviewer

### Pre question

Day/ Month/ Year of interview in BS:

### Interviewer instructions

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household again, revise and enter final date of interview. In other words, the date here should be either when you have completed the Household Questionnaire or when the interview has not been conducted but there will be no more attempts to interview the household.

## Year of interview (HH5Y)

File: hh

### Overview

Type: Discrete	Valid cases: 13468
Format: numeric	Invalid: 0
Width: 4	Minimum: 2010
Decimals: 0	Maximum: 2011
Range: 2010-2011	

### Source of information

Interview information fields completed by interviewer

### Pre question

Day/ Month/ Year of interview in BS:

### Interviewer instructions

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household again, revise and enter final date of interview. In other words, the date here should be either when you have completed the Household Questionnaire or when the interview has not been conducted but there will be no more attempts to interview the household.

## Area (HH6)

File: hh

### Overview

Type: Discrete	Valid cases: 13468
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

### Source of information

Interview information fields completed by interviewer

### Pre question

Area:

### Interviewer instructions

Circle the code for area of residence as instructed/provided by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or rural area.

## Region (HH7)

File: hh

### Overview

Type: Discrete	Valid cases: 13468
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 8
Range: 1-8	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

## Region (HH7)

### File: hh

Circle the code for region as instructed/provided by your supervisor.

After the HH1-HH7 has been filled out, begin by saying the following to the respondent:

We are from (country-specific affiliation). We are working on a project concerned with family health and education. I would like to talk to you about these subjects. The interview will take about (number) minutes. All the information we obtain will remain strictly confidential and your answers will never be shared with anyone other than our project team. May I start now?

You may change the wording of these introductory sentences as appropriate. However, you must make sure to include the following when you are introducing yourself: the name of the implementing agency; the topic of the survey; approximate duration of the interview; the issue of confidentiality; and with whom you would like to speak. If permission is given, begin the interview. If the respondent does not agree to continue, thank him/her and leave the household to go the next household. Later, discuss the refusal with your supervisor; you or another person from the team may attempt to interview the household for a second time. This will depend on your description of the refusal. However, remember that a household's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

## Selected for nutrition (HH7A)

### File: hh

#### Overview

Type: Discrete	Valid cases: 13468
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Literal question

Is this HH selected for Nutrition Survey sub-sample?

## Result of HH interview (HH9)

### File: hh

#### Overview

Type: Discrete	Valid cases: 13468
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 96
Range: 1-96	

#### Source of information

Interview information fields completed by interviewer

#### Post question

You will complete question HH9 (Result of household interview) as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13, HH13B and HH15 should be filled in once you have concluded all individual interviews for women and men in the household and all interviews for each child under age five have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13, HH13B and HH15 should equal the total number of eligible women (HH12), eligible men (HH13A) and children under five (HH14), respectively. Since the maximum number of women interviewed for the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH13B and HH13A as well as HH15 and HH14.

#### Interviewer instructions

## Result of HH interview (HH9)

### File: hh

'Completed': If the Household Questionnaire is completed, circle '01'.

'No household member or no competent respondent at home at time of visit': If the dwelling is occupied, but no one is at home or if there is only a child at home or an adult member who is ill, deaf, or mentally incompetent and you have not been able to contact a more qualified member of the household after repeated visits, circle '02'.

'Entire household absent for extended period of time': If no one is at home and the neighbours say that no one will return for several days or weeks, circle '03'.

'Refused': If the household refuses to be interviewed, circle '04'.

'Dwelling vacant / Address not a dwelling': If a dwelling assigned to you is unoccupied, that is, it is empty with no furniture and is not being lived in, this is what we call "vacant," and you should circle '05'. Other times, you may find that a dwelling is not a residential unit. It is a shop, church, school, workshop, or some other type of facility that is not used as a living area. After making sure there are no residential units in back of or above the premises, circle '05' as the result for the visit.

'Dwelling destroyed': If the dwelling was burned down or was demolished in some other manner, circle '06'.

'Dwelling not found': If you are unable to find the dwelling even after asking people in the area whether they are familiar with the address or the name of the household head on listing forms, circle '07'.

'Other': If you have not been able to complete the Household Questionnaire for another reason, you should circle '96' and specify the reason in the space provided. Some examples of 'Other' codes might be: the household respondent is incapacitated; the questionnaire is partly completed.

## Respondent to HH questionnaire (HH10)

### File: hh

#### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 2	Minimum: 1
Decimals: 0	Maximum: 24
Range: 1-99	

#### Source of information

Interview information fields completed by interviewer

#### Post question

You will complete question HH9 (Result of household interview) as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13, HH13B and HH15 should be filled in once you have concluded all individual interviews for women and men in the household and all interviews for each child under age five have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13, HH13B and HH15 should equal the total number of eligible women (HH12), eligible men (HH13A) and children under five (HH14), respectively. Since the maximum number of women interviewed for the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH13B and HH13A as well as HH15 and HH14.

#### Interviewer instructions

Enter the name and line number (from the Household Listing, columns HL1 and HL2) of the respondent to the Household Questionnaire.

## Number of HH members (HH11)

### File: hh

#### Overview

## Number of HH members (HH11)

File: hh

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-40

Valid cases: 13116  
Invalid: 352  
Minimum: 1  
Maximum: 40

### Source of information

Interview information fields completed by interviewer

### Post question

You will complete question HH9 (Result of household interview) as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13, HH13B and HH15 should be filled in once you have concluded all individual interviews for women and men in the household and all interviews for each child under age five have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13, HH13B and HH15 should equal the total number of eligible women (HH12), eligible men (HH13A) and children under five (HH14), respectively. Since the maximum number of women interviewed for the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH13B and HH13A as well as HH15 and HH14.

### Interviewer instructions

Count the number of household members recorded in column HL1 of the Household Listing Form and enter the total here. Normally, this is the line number of the last member listed in the Household Listing Form.

## Number of women 15 - 49 years (HH12)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-10

Valid cases: 13116  
Invalid: 352  
Minimum: 0  
Maximum: 10

### Source of information

Interview information fields completed by interviewer

### Post question

You will complete question HH9 (Result of household interview) as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13, HH13B and HH15 should be filled in once you have concluded all individual interviews for women and men in the household and all interviews for each child under age five have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13, HH13B and HH15 should equal the total number of eligible women (HH12), eligible men (HH13A) and children under five (HH14), respectively. Since the maximum number of women interviewed for the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH13B and HH13A as well as HH15 and HH14.

### Interviewer instructions

Enter the total number of women age 15-49; these are women eligible for interview with the Questionnaire for Individual Women.

## Number of woman' questionnaires completed (HH13)

File: hh

### Overview

## Number of woman' questionnaires completed (HH13)

File: hh

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-9

Valid cases: 13116  
Invalid: 352  
Minimum: 0  
Maximum: 9

### Source of information

Interview information fields completed by interviewer

### Post question

You will complete question HH9 (Result of household interview) as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13, HH13B and HH15 should be filled in once you have concluded all individual interviews for women and men in the household and all interviews for each child under age five have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13, HH13B and HH15 should equal the total number of eligible women (HH12), eligible men (HH13A) and children under five (HH14), respectively. Since the maximum number of women interviewed for the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH13B and HH13A as well as HH15 and HH14.

### Interviewer instructions

Once all of the Questionnaires for Individual Women have been completed for a particular household, enter the number completed here.

## Number of children under age 5 (HH14)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-9

Valid cases: 13116  
Invalid: 352  
Minimum: 0  
Maximum: 9

### Source of information

Interview information fields completed by interviewer

### Post question

You will complete question HH9 (Result of household interview) as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13, HH13B and HH15 should be filled in once you have concluded all individual interviews for women and men in the household and all interviews for each child under age five have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13, HH13B and HH15 should equal the total number of eligible women (HH12), eligible men (HH13A) and children under five (HH14), respectively. Since the maximum number of women interviewed for the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH13B and HH13A as well as HH15 and HH14.

### Interviewer instructions

Enter the total number of children under five eligible for interview with the Questionnaire for Children Under Five. This should be calculated as the total number of children for whom a mother or caretaker line number is entered in column HL9. You will be using the Questionnaire for Children Under Five to interview the mothers or primary caretakers of these children.

## Number of under - 5 questionnaires completed (HH15)

File: hh

### Overview

## Number of under - 5 questionnaires completed (HH15)

File: hh

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-8

Valid cases: 13116  
Invalid: 352  
Minimum: 0  
Maximum: 8

### Source of information

Interview information fields completed by interviewer

### Post question

You will complete question HH9 (Result of household interview) as soon as the Household Questionnaire has been completed, or after all attempts have been made to interview the household. Questions HH13, HH13B and HH15 should be filled in once you have concluded all individual interviews for women and men in the household and all interviews for each child under age five have been completed. Assuming that all interviews for the household have been successfully completed, the numbers in HH13, HH13B and HH15 should equal the total number of eligible women (HH12), eligible men (HH13A) and children under five (HH14), respectively. Since the maximum number of women interviewed for the Questionnaire for Individual Women cannot be higher than the number of eligible women in the household, the number in HH13 should never be greater than that in HH12. The same applies in the case of HH13B and HH13A as well as HH15 and HH14.

### Interviewer instructions

Once all of the Questionnaires for Children Under Five have been completed for a particular household, enter the number completed here.

## Field editor (HH16)

File: hh

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 1-999

Valid cases: 13468  
Invalid: 0  
Minimum: 1  
Maximum: 999

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Leave this space blank. The field editor of your team will later enter his/her name and number in the space provided when checking the completed household questionnaires.

## Data entry clerk (HH17)

File: hh

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-30

Valid cases: 13468  
Invalid: 0  
Minimum: 1  
Maximum: 30

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Leave this space blank. The data entry clerk will enter his/her name and number in the space provided.

## Start of interview - Hour (HH18H)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 2	Minimum: 6
Decimals: 0	Maximum: 99
Range: 6-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Record the time of the day you start the household interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. Avoid rounding the minutes and write the exact minutes as you see on your watch.

List the head of the household in line 01. List all household members (HL2), their relationship to the household head (HL3), and their sex (HL4).

If the answer to the second question is yes, complete listing for questions HL2-HL4. Then, ask questions starting with HL5 for each person at a time.

Use an additional questionnaire if all rows in the household listing form have been used.

## Start of interview - Minutes (HH18M)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Record the time of the day you start the household interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. Avoid rounding the minutes and write the exact minutes as you see on your watch.

List the head of the household in line 01. List all household members (HL2), their relationship to the household head (HL3), and their sex (HL4).

If the answer to the second question is yes, complete listing for questions HL2-HL4. Then, ask questions starting with HL5 for each person at a time.

Use an additional questionnaire if all rows in the household listing form have been used.

## End of interview - Hour (HH19H)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 2	Minimum: 7
Decimals: 0	Maximum: 99
Range: 7-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

## End of interview - Hour (HH19H)

File: hh

Record the time of the day you finish the household interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the interview, revise and enter starting (HH18) and ending times (HH19) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the household questionnaire regarding this.

## End of interview - Minutes (HH19M)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Record the time of the day you finish the household interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the interview, revise and enter starting (HH18) and ending times (HH19) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the household questionnaire regarding this.

## Main source of drinking water (WS1)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 2	Minimum: 11
Decimals: 0	Maximum: 99
Range: 11-99	

### Source of information

Head of household or other responsible household member

### Literal question

What is the main source of drinking water for members of your household?

### Interviewer instructions

Circle the code for the most usual source. If several sources are mentioned, probe to determine the most usual source. Note that you can only circle one response code. If the source varies by season, record the source for the season of the interview. If the response is 'Piped into dwelling', 'Piped into compound, yard or plot', or 'Piped to neighbour' circle '11', '12', or '13' respectively, and skip to WS6. If the response is 'Bottled water' circle '91' and continue to the next question. Note that the next question is only asked if the response to this question is 'Bottled water'. For all other responses, skip to WS3.

## Main source of water used for other purposes (if bottled wat (WS2)

File: hh

### Overview

## Main source of water used for other purposes (if bottled wat (WS2)

File: hh

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 11-99

Valid cases: 9  
Invalid: 13459  
Minimum: 11  
Maximum: 99

### Source of information

Head of household or other responsible household member

### Literal question

What is the main source of water used by your household for other purposes such as cooking and handwashing?

### Interviewer instructions

This question should only be asked to households that use 'Bottled water' for drinking. Circle the code for the most usual source. If the source varies by season, record the source for the season of the interview. If the most usual source of non-drinking water is 'Piped into dwelling', 'Piped into compound, yard or plot', or 'Piped into neighbour', circle '11', '12', or 13 respectively, and skip to WS6. Otherwise circle appropriate code and continue to the next question.

Note that you cannot replace "cooking and handwashing" with other uses of non-drinking water.

## Location of the water source (WS3)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 11275  
Invalid: 2193  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

### Literal question

Where is that water source located?

### Interviewer instructions

This question should only be asked to households where the main source of water is not a piped system. Circle the code for the location of water source. If the location is in own dwelling or in own yard/plot then circle '1' or '2' and skip to WS6. Otherwise circle appropriate code and continue to the next question.

## Time (in minutes) to get water and come back (WS4)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 1-999

Valid cases: 7417  
Invalid: 6051  
Minimum: 1  
Maximum: 999

### Source of information

Head of household or other responsible household member

### Literal question

How long does it take to go there, get water, and come back?

### Interviewer instructions

## Time (in minutes) to get water and come back (WS4)

File: hh

This question is used to find out how convenient the location of the source of water is to the dwelling for households using a water source outside their dwelling. Record the time it takes to get water by whatever means of transportation the person generally uses, whether the person walks or rides a bicycle or motor vehicle.

Fill in the estimated time (in minutes, converting from hours, if necessary) it takes by the usual mode of transport to get to the water source, wait to get water, and get back to the dwelling. Use zero(s) preceding the number if less than 100 minutes (for example, '060' or '005'). Then continue to the next question.

If the respondent tells you that the water is delivered to their dwelling (a situation that could arise if the water comes from a tanker truck or a small cart with a tank), record '000'.

If the respondent does not know how long it takes, circle '998' and continue to the next question.

## Person collecting water (WS5)

File: hh

### Overview

Type: Discrete	Valid cases: 7417
Format: numeric	Invalid: 6051
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Who usually goes to this source to collect the water for your household?

### Interviewer instructions

The purpose of this question is to find out the age and gender of the person who usually performs the task of hauling water. This will provide an understanding of whether water hauling responsibilities are given to members of a particular sex or age group.

Probe: "Is this person under age 15? What sex?" Circle the code that corresponds with the response or '8' if the respondent does not know. Adult refers to anyone age 15 or over, regardless of whether he/she is a household member. Child refers to anyone under the age of 15, regardless of whether he/she is a household member.

The purpose of the following two questions, WS6 and WS7, is to determine whether the household drinking water is treated within the household and, if so, what type of treatment is used. This question is intended to gather information on water treatment at the household level and not water treatment at the municipal or vendor level.

## Treat water to make safer for drinking (WS6)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Do you do anything to the water to make it safer to drink?

### Interviewer instructions

## Treat water to make safer for drinking (WS6)

File: hh

Circle '1' if 'Yes', and continue to the next question. If 'No' or 'DK' (Doesn't know), circle '2' or '8', respectively, and skip to WS8.

## Water treatment: Boil (WS7A)

File: hh

### Overview

Type: Discrete

Valid cases: 2040

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to make the water safer to drink?

### Interviewer instructions

Record all items mentioned.

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:

'A' - Boil refers to boiling or heating water with fuel.

'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.

'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.

'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.

'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.

'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Water treatment: Add bleach/chlorine (WS7B)

File: hh

### Overview

Type: Discrete

Valid cases: 705

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to make the water safer to drink?

### Interviewer instructions

## Water treatment: Add bleach/chlorine (WS7B)

File: hh

Record all items mentioned.

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:

'A' - Boil refers to boiling or heating water with fuel.

'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.

'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.

'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.

'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.

'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Water treatment: Strain it through a cloth (WS7C)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 141

Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to make the water safer to drink?

### Interviewer instructions

Record all items mentioned.

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:

'A' - Boil refers to boiling or heating water with fuel.

'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.

'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.

'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.

'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.

'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Water treatment: Use water filter (WS7D)

File: hh

## Water treatment: Use water filter (WS7D)

File: hh

### Overview

Type: Discrete

Valid cases: 39

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to make the water safer to drink?

### Interviewer instructions

Record all items mentioned.

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:

'A' - Boil refers to boiling or heating water with fuel.

'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.

'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.

'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.

'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.

'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Water treatment: Solar disinfection (WS7E)

File: hh

### Overview

Type: Discrete

Valid cases: 167

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to make the water safer to drink?

### Interviewer instructions

## Water treatment: Solar disinfection (WS7E)

File: hh

Record all items mentioned.

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:

'A' - Boil refers to boiling or heating water with fuel.

'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.

'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.

'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.

'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.

'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Water treatment: Let it stand and settle (WS7F)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 327

Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to make the water safer to drink?

### Interviewer instructions

Record all items mentioned.

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:

'A' - Boil refers to boiling or heating water with fuel.

'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.

'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.

'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.

'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.

'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Water treatment: Other (WS7X)

File: hh

## Water treatment: Other (WS7X)

File: hh

### Overview

Type: Discrete

Valid cases: 30

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to make the water safer to drink?

### Interviewer instructions

Record all items mentioned.

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:

'A' - Boil refers to boiling or heating water with fuel.

'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.

'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.

'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.

'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.

'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Water treatment: DK (WS7Z)

File: hh

### Overview

Type: Discrete

Valid cases: 3

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

What do you usually do to make the water safer to drink?

### Interviewer instructions

## Water treatment: DK (WS7Z)

File: hh

Record all items mentioned.

Circle the code corresponding to the response. The household may be using a method that you know does not make water safer to drink. Do not use your own judgement, just record the response. Record all items mentioned (for example, the household may be filtering the water and adding chlorine at the same time).

Probe: "Anything else?" Circle 'X' for 'Other' and specify on the line provided what the household does to the water to make it safer to drink. Circle 'Z' if the respondent 'Doesn't know'. If 'Z' is circled then the other codes should not be circled.

Definitions of various methods of water treatment are as follows:

'A' - Boil refers to boiling or heating water with fuel.

'B' - Add bleach/chlorine refers to using liquid chlorine bleach or bleaching powder to treat drinking water.

'C' - Strain it through a cloth refers to pouring water through a cloth that acts as a filter for collecting particles from the water.

'D' - Use water filter involves water flowing through a filter made of ceramic, sand or a combination of materials to remove particles and at least some microbes from the water.

'E' - Solar disinfection consists of exposing water, stored in buckets, containers or clear vessels, to sunlight.

'F' - Let it stand and settle refers to storing water undisturbed and without mixing long enough for larger particles to settle to the bottom by gravity. The settled water is carefully removed by decanting, ladling or other gentle methods that do not disturb the settled particles.

## Type of toilet facility (WS8)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 11-99

Valid cases: 13116  
Invalid: 352  
Minimum: 11  
Maximum: 99

### Source of information

Head of household or other responsible household member

### Pre question

Questions WS8, WS9, WS10 and WS11 are about the toilet facility household members use.

### Literal question

What kind of toilet facility do members of your household usually use?

### Interviewer instructions

## Type of toilet facility (WS8)

File: hh

If necessary ask permission to observe the facility.

The purpose of this question is to obtain a measure of the hygiene of the sanitary facility used by the household members.

It may be necessary to observe the facility. If so, ask permission to do so. If the respondent answers or it is observed that the household members have no facilities or use the bush or field, enter '95' for 'No facilities or bush or field' and skip to the next module.

If any of the flush or pour flush responses (11-15) are given, probe: "Where does it flush to?" Circle the code corresponding to the response given.

Definitions of various types of toilet facilities are as follows:

A flush toilet uses a cistern or holding tank for flushing water and has a water seal, which is a U-shaped pipe, below the seat or squatting pan that prevents the passage of flies and odours. A pour flush toilet uses a water seal, but unlike a flush toilet, a pour flush toilet uses water poured by hand for flushing (no cistern is used).

'11' - A piped sewer system is a system of sewer pipes, also called sewerage, that is designed to collect human excreta (faeces and urine) and wastewater and remove them from the household environment. Sewerage systems consist of facilities for collection, pumping, treating and disposing of human excreta and wastewater.

'12' - A septic tank is an excreta collection device and is a water-tight settling tank normally located underground, away from the house or toilet.

'13' - A flush/pour flush to pit latrine refers to a system that flushes excreta to a hole in the ground and has a water seal.

'14' - A flush/pour flush to somewhere else refers to excreta being deposited in or nearby the household environment (may have a water seal but deposited not into pit, septic tank or sewer); excreta may be flushed to the street, yard/plot, drainage way or other location.

'15' - Flush to unknown place/Not sure/DK where should be coded in cases when the respondent knows that the toilet facility is a flush toilet, but does not know where it flushes to.

'21' - A ventilated improved pit latrine or VIP is a type of pit latrine that is ventilated by a pipe extending above the latrine roof. The open end of the vent pipe is covered with gauze mesh or fly-proof netting and the inside of the superstructure is kept dark.

'22' - A pit latrine with slab uses a hole in the ground for excreta collection and has a squatting slab, platform or seat (made of concrete, steel, or wood to allow standing with ease) that is firmly supported on all sides, easy to clean and raised above the surrounding ground level to prevent surface water from entering the pit.

'23' - A pit latrine without slab/Open pit uses a hole in the ground for excreta collection and does not have a squatting slab, platform, or seat. An open pit is a rudimentary hole in the ground where excreta is collected.

'31' - A composting toilet is a toilet into which excreta and carbon-rich material are added (vegetable wastes, straw, grass, sawdust, ash) and special conditions maintained to produce inoffensive compost.

'41' - Bucket refers to the use of a bucket or other container for the retention of faeces (and sometimes urine and anal cleaning material), which is periodically removed for treatment or disposal.

'51' - A hanging toilet/hanging latrine is a toilet built over the sea, a river, or other body of water into which excreta drops directly.

'95' - No facilities/bush/field includes excreta wrapped and thrown with garbage, the 'cat' method of burying excreta in dirt, defecation in the bush or field or ditch, and defecation into surface water (drainage channel, beach, river, stream or sea).

Survey Coordinators: Adapt these instructions, adding explanations of any additional categories. Be sure to retain the categories shown on the questionnaire. These will determine the number of households to count in the numerator of the water and sanitation indicators. Any other usual types of facilities that do not fit into these categories should also be listed here.

The purpose of the following two questions is to determine whether the household shares their sanitation facility with other households. The shared status of a sanitation facility is important because shared facilities can be less hygienic than facilities used by only a single household. Unhygienic conditions (faeces on the floor, seat or wall and flies) may discourage use of the facility.

## Toilet facility shared (WS9)

File: hh

### Overview

## Toilet facility shared (WS9)

File: hh

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 10808  
Invalid: 2660  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

### Pre question

Questions WS8, WS9, WS10 and WS11 are about the toilet facility household members use.

### Literal question

Do you share this facility with others who are not members of your household?

### Interviewer instructions

Circle the code corresponding to the response given. If 'No', go to the next module.

## Toilet shared with other household or with general public (WS10)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 1326  
Invalid: 12142  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

### Pre question

Questions WS8, WS9, WS10 and WS11 are about the toilet facility household members use.

### Literal question

Do you share this facility only with members of other households that you know, or is the facility open to the use of the general public?

### Interviewer instructions

The intention of this question is to understand whether the shared facility is only shared with other households (such as a neighbouring household) or whether the facility is open to the public. If it is a public facility, then circle '2' and skip to the next module. If '1' is circled, continue with WS11.

## Households using this toilet facility (WS11)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 1028  
Invalid: 12440  
Minimum: 1  
Maximum: 99

### Source of information

Head of household or other responsible household member

### Pre question

Questions WS8, WS9, WS10 and WS11 are about the toilet facility household members use.

### Literal question

How many households in total use this toilet facility, including your own household?

### Interviewer instructions

## Households using this toilet facility (WS11)

File: hh

The total number of households using this facility should include the household being interviewed. If less than ten households use this toilet facility, enter the number of households on the line provided. Circle '10' if ten or more households use this toilet facility. Note that '01' is not a valid response (since it means that this is the only household that uses the facility; if that is the case, you should go back to WS9 and correct the response there). Circle '98' for 'DK' ('Doesn't know').

## Mother tongue of household head (HC1B)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

What is the mother tongue/native language of the head of this household?

### Interviewer instructions

Circle the code corresponding to the answer given. Make sure to get the religion, ethnicity or mother tongue/native language of the household head.

## Number of rooms used for sleeping (HC2)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

Head of household or other responsible household member

### Literal question

How many rooms in this household are used for sleeping?

### Interviewer instructions

This information provides a measure of how crowded the house is, and reflects the socio-economic condition of the household. A room in this case refers to a special area with a permanent partition that is used for sleeping. It is not necessarily the number of rooms in the household that are called 'bedrooms', but rather how many rooms get used for sleeping on a regular basis. Exclude rooms that are used only for sleeping by visitors to the household, but include those rooms that may not be regular 'bedrooms' but may be regularly used by one or more of the household members for sleeping.

Enter the number of rooms in this household that are used for sleeping.

## Main material of floor (HC3)

File: hh

### Overview

## Main material of floor (HC3)

File: hh

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 11-99

Valid cases: 13116  
Invalid: 352  
Minimum: 11  
Maximum: 99

### Source of information

Interviewer's visual observation

### Interviewer instructions

Record observation.

Circle the correct code for the material of the floor, based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the floor at different parts of the household, record the main flooring material (the material that covers the largest amount of floor space).

## Main material of roof (HC4)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 11-99

Valid cases: 13116  
Invalid: 352  
Minimum: 11  
Maximum: 99

### Source of information

Interviewer's visual observation

### Interviewer instructions

Record observation.

Circle the correct code for the material of the roof, based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the roof, record the main roofing material (the material that covers the largest amount of roof space).

## Main material of exterior wall (HC5)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 11-99

Valid cases: 13116  
Invalid: 352  
Minimum: 11  
Maximum: 99

### Source of information

Interviewer's visual observation

### Interviewer instructions

Record observation.

Circle the correct code for the material of the exterior walls, based on your observation. You will be able to observe the correct answer in most cases, but if in doubt, ask. If there is more than one kind of material making up the walls at different parts of the household, record the main wall material (the material that covers the largest amount of wall space).

## Type of fuel using for cooking (HC6)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

Head of household or other responsible household member

### Literal question

What type of fuel does your household mainly use for cooking?

### Interviewer instructions

Information on the type of fuel used for cooking is collected as another measure of the socio-economic status of the household. The use of some cooking fuels can also have adverse health consequences.

Circle the code corresponding to the answer given. Remember that this question asks about fuel for cooking, not fuel for heating or lighting. If the household uses more than one fuel for cooking, find out which type of fuel is used most often. If electricity, liquid propane gas (LPG), natural gas, biogas or kerosene is mainly used, circle '01', '02', '03', '04', or '05', respectively, and skip to HC8. There might be cases when no cooking is done in the household. In this case, circle '95' and skip to HC8. If any fuel other than the pre-coded ones is reported as being the main fuel used for cooking, circle '96' and specify the type of fuel on the line provided.

Definitions of some of the types of fuel are as follows: 'Biogas' includes gases produced by fermenting manure in an enclosed pit. 'Lignite' is a derivative of coal that produces more smoke when burned but produces less heat than coal.

## Cooking location (HC7)

File: hh

### Overview

Type: Discrete	Valid cases: 10273
Format: numeric	Invalid: 3195
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Is the cooking usually done in the same house, in a separate building, or outdoors?

If "In the house", probe: Is it done in a separate room used as a kitchen?

### Interviewer instructions

Circle the code corresponding to the response given. Circle '1' if the cooking is done in a separate room designated as a kitchen. Circle '2' if the cooking is done in an area used for living, sitting, sleeping, and not in a separate kitchen or building. Circle '3' if the cooking is done in another building and '4' only if the cooking is usually done outdoors.

If a response is given other than the pre-coded ones, circle '6' and specify the cooking place on the line provided.

The answers to the following two questions on ownership of certain items will be used as an approximate measure of the socio-economic status of the household.

## Electricity (HC8A)

File: hh

### Overview

## Electricity (HC8A)

File: hh

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 13116  
Invalid: 352  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Electricity?

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

## Radio (HC8B)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 13116  
Invalid: 352  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A radio?

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

## Television (HC8C)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A television?

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

## Non-mobile phone (HC8D)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A non-mobile telephone?

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

## Refrigerator (HC8E)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A refrigerator?

### Interviewer instructions

Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that a household item such as a radio is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank.

Ask the question for the following items: Electricity, Radio, Television, Non-mobile telephone, Refrigerator?

Survey Coordinators: Each country should add to the list at least five items of furniture (such as a table, a chair, a sofa, a bed, an armoire, or a cupboard or cabinet).

In addition, each country should add at least four additional household appliances so that the list includes at least three items that even a poor household may have, at least three items that a middle income household may have, and at least three items that a high income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, electric generator, washing machine, microwave oven, computer, VCR or DVD player, cassette or CD player, camera, air conditioner or cooler, colour TV, sewing machine.

## Watch (HC9A)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own: A watch?

### Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycle for children (used as a toy) should not be considered.

Ask the question for the following items: Watch, Mobile telephone, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/truck, Boat with Motor.

## Mobile telephone (HC9B)

File: hh

### Overview

## Mobile telephone (HC9B)

File: hh

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 13116  
Invalid: 352  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own: A mobile telephone?

### Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycle for children (used as a toy) should not be considered.

Ask the question for the following items: Watch, Mobile telephone, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/truck, Boat with Motor.

## Bicycle (HC9C)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 13116  
Invalid: 352  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own: A bicycle?

### Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycle for children (used as a toy) should not be considered.

Ask the question for the following items: Watch, Mobile telephone, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/truck, Boat with Motor.

## Motorcycle or scooter (HC9D)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 13116  
Invalid: 352  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

## Motorcycle or scooter (HC9D)

File: hh

### Literal question

Does any member of your household own: A motorcycle or scooter?

### Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycle for children (used as a toy) should not be considered.

Ask the question for the following items: Watch, Mobile telephone, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/truck, Boat with Motor.

## Animal-drawn cart (HC9E)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own: An animal-drawn cart?

### Interviewer instructions

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycle for children (used as a toy) should not be considered.

Ask the question for the following items: Watch, Mobile telephone, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/truck, Boat with Motor.

## Car or truck (HC9F)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of your household own: A car or truck?

### Interviewer instructions

## Car or truck (HC9F)

File: hh

This question collects information on the ownership of various items owned by any of the household members. Read out each item and circle the code corresponding to the answer given after each item. If the respondent reports that an item such as a motorcycle is broken, try to find out how long it has been broken and whether it will be fixed. If the item appears to be out of use only temporarily, circle '1' for 'Yes'. Otherwise, circle '2' for 'No'. Be sure to circle either a '1' or a '2' for each item. Do not leave any blank. Bicycle for children (used as a toy) should not be considered.

Ask the question for the following items: Watch, Mobile telephone, Bicycle, Motorcycle/Scooter, Animal-drawn cart, Car/truck, Boat with Motor.

## Household owns the dwelling (HC10)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Do you or someone living in this household own this dwelling, or is this dwelling rented?

### Interviewer instructions

Note that the question pertains to the situation at the time of interview. If the respondent or anyone else living in the household owns the dwelling, circle 1 and continue with the next question. If not owned, then ask: Do you rent this dwelling from someone not living in this household? If Rented from someone else, circle 2. For other responses, circle 6.

## Any household member own land that can be used for agriculture (HC11)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of this household own any land that can be used for agriculture?

### Interviewer instructions

Agricultural land refers to land that is used for growing crops (the crops may be food for people, food for animals, or other non-food crops), raising animals, and grazing animals. In answering this question, common land used to graze animals but not owned by the household should not be included. Circle the code corresponding to the response given. If 'No', skip to HC13.

Note that the land in question may be far away, even in another country. Accept such answers as "Yes".

## Hectares of agricultural land members of household owns (HC12)

File: hh

### Overview

Type: Discrete	Valid cases: 6968
Format: numeric	Invalid: 6500
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Literal question

How many jirib of agricultural land do members of this household own?

### Interviewer instructions

If less than 1, record 00 .  
If 95 or more, record 95 .  
If unknown, record 98 .

## Household own any animals (HC13)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does this household own any livestock, herds, other farm animals or poultry?

### Interviewer instructions

Circle the code corresponding to the response given. If 'No', skip to HC15.

## Cattle, milk cows, or bulls (HC14A)

File: hh

### Overview

Type: Discrete	Valid cases: 8068
Format: numeric	Invalid: 5400
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Head of household or other responsible household member

### Literal question

How many of the following animals does this household have? [A] Cattle, milk cows, or bulls?

### Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal/animal group. If the household has 95 or more of any one type of animal/animal group, record '95'. If the household owns a particular type of animal/animal group, but the respondent does not know how many, circle '98'. Do not leave any items blank.

Ask the question for the following animals: Cattle; Milk Cows or Bulls; Horses, Donkeys or mules; Goats; Sheep; Chickens; Pigs.

## Horses, donkeys, or mules (HC14B)

File: hh

### Overview

Type: Discrete	Valid cases: 8068
Format: numeric	Invalid: 5400
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Head of household or other responsible household member

### Literal question

How many of the following animals does this household have? [B] Horses, donkeys, or mules?

### Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal/animal group. If the household has 95 or more of any one type of animal/animal group, record '95'. If the household owns a particular type of animal/animal group, but the respondent does not know how many, circle '98'. Do not leave any items blank.

Ask the question for the following animals: Cattle; Milk Cows or Bulls; Horses, Donkeys or mules; Goats; Sheep; Chickens; Pigs.

## Goats (HC14C)

File: hh

### Overview

Type: Discrete	Valid cases: 8068
Format: numeric	Invalid: 5400
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Head of household or other responsible household member

### Literal question

How many of the following animals does this household have? [C] Goats?

### Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal/animal group. If the household has 95 or more of any one type of animal/animal group, record '95'. If the household owns a particular type of animal/animal group, but the respondent does not know how many, circle '98'. Do not leave any items blank.

Ask the question for the following animals: Cattle; Milk Cows or Bulls; Horses, Donkeys or mules; Goats; Sheep; Chickens; Pigs.

## Sheep (HC14D)

File: hh

### Overview

Type: Discrete	Valid cases: 8068
Format: numeric	Invalid: 5400
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

## Sheep (HC14D)

File: hh

Head of household or other responsible household member

### Literal question

How many of the following animals does this household have? [D] Sheep?

### Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal/animal group. If the household has 95 or more of any one type of animal/animal group, record '95'. If the household owns a particular type of animal/animal group, but the respondent does not know how many, circle '98'. Do not leave any items blank.

Ask the question for the following animals: Cattle; Milk Cows or Bulls; Horses, Donkeys or mules; Goats; Sheep; Chickens; Pigs.

## Chickens (HC14E)

File: hh

### Overview

Type: Discrete	Valid cases: 8068
Format: numeric	Invalid: 5400
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Head of household or other responsible household member

### Literal question

How many of the following animals does this household have? [E] Poultry?

### Interviewer instructions

Read out each item and enter the number corresponding to the answer given. Add numbers of milk cows and bulls together, even if the respondent gives separate numbers for each. Similarly, count horses, donkeys and mules together. If the answer is 'none', record '00' for that animal/animal group. If the household has 95 or more of any one type of animal/animal group, record '95'. If the household owns a particular type of animal/animal group, but the respondent does not know how many, circle '98'. Do not leave any items blank.

Ask the question for the following animals: Cattle; Milk Cows or Bulls; Horses, Donkeys or mules; Goats; Sheep; Chickens; Pigs.

## Does any member of this household have bank account (HC15)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Does any member of this household have a bank account?

### Interviewer instructions

Ask if any member in the household has an account with a bank, credit association or other similar organization in which they can deposit and withdraw funds. Circle the code corresponding to the response given.

## Total children aged 2-14 years (CD6)

File: hh

### Overview

Type: Discrete	Valid cases: 12129
Format: numeric	Invalid: 1339
Width: 2	Minimum: 0
Decimals: 0	Maximum: 23
Range: 0-99	

### Source of information

Interview information fields completed by interviewer

### Literal question

Total number of children age 2-14 years

### Interviewer instructions

Count the number of children and record the total number of children aged 2-14 years in the box provided.

If there is only one child aged 2-14 years in the household, then skip Table 2 and go to CD8; write down '1' and continue with CD9 to administer the questions on child discipline to the mother or the primary caretaker of this child.

If there is more than one eligible child on the list, go on to fill in Table 2.

## Rank number of the selected child (CD8)

File: hh

### Overview

Type: Discrete	Valid cases: 11720
Format: numeric	Invalid: 1748
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Record the rank number of selected child from Table 1 (CD1). This is the rank number of the child selected for the child discipline questions.

## Child line number (CD9)

File: hh

### Overview

Type: Discrete	Valid cases: 11720
Format: numeric	Invalid: 1748
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Write the name and line number of the child selected for the module from CD3 and CD2, based on the rank number in CD8.

Now go back to Table 1 and find this rank number (CD8) in the list in column CD1. Record the line number and name of this selected child from Table 1 in CD9 on the next page.

## Flag for correct child line number (CD\_FLAG)

File: hh

### Overview

Type: Discrete	Valid cases: 11720
Format: numeric	Invalid: 1748
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

## Took away privileges (CD11)

File: hh

### Overview

Type: Discrete	Valid cases: 11720
Format: numeric	Invalid: 1748
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Took away privileges, forbade something (name) liked or did not allow him/her to leave house.

### Interviewer instructions

'Privileges' means a right or a benefit that is not available to everyone. As children get older, parents/caretakers often extend privileges not available to a very young child. If you must explain what this question means, first try by asking each prompting question separately. If you need to give examples, try to phrase these questions appropriately for the child's age. "Did you (or someone else in the household) forbid (name) from leaving the house or from going outside for a time? Did you (or someone else in the household) prohibit (name) from doing something he/she usually does, such as playing with friends or watching TV?" For a young child, you might include such things as 'forbidding him/her to have sweets', etc.

## Explained why behaviour was wrong (CD12)

File: hh

### Overview

Type: Discrete	Valid cases: 11720
Format: numeric	Invalid: 1748
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Explained why (name)'s behavior was wrong.

### Interviewer instructions

When a child does something wrong, some parents/caretakers try to teach the child not to repeat the behaviour by explaining why they consider the behaviour to be wrong. For example, a young child playing with matches may be told not to do so, because he or she could accidentally start a fire.

## Shook child (CD13)

File: hh

### Overview

## Shook child (CD13)

File: hh

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 11720  
Invalid: 1748  
Minimum: 1  
Maximum: 9

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Shook him/her.

### Interviewer instructions

Some parents/caretakers may shake (pick the child up or take him/her by the shoulders or other part of the body) and shake the child back and forth more than once. This is a method some parents may use to punish a child for bad behaviour. They may use this method alone, or combine this form of punishment together with other actions or methods to teach the child.

## Shouted, yelled or screamed at child (CD14)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 11720  
Invalid: 1748  
Minimum: 1  
Maximum: 9

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Shouted, yelled at or screamed at him/her.

### Interviewer instructions

Parents/caretakers may raise their voice when a child does something they consider wrong.

## Gave child something else to do (CD15)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 11720  
Invalid: 1748  
Minimum: 1  
Maximum: 9

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Gave him/her something else to do.

### Interviewer instructions

This question is designed to capture another non-violent discipline technique, diverting the child's attention from the incorrect behaviour. A parent/caretaker may try to distract the child from doing the unsuitable behaviour by giving the child something else to do in its place. If the respondent does not understand, you may add a probe: "This means distracting the child or helping the child pay attention to something else."

## Spanked, hit or slapped child on bottom with bare hand (CD16)

File: hh

### Overview

Type: Discrete	Valid cases: 11720
Format: numeric	Invalid: 1748
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Spanked, hit or slapped him/her on the bottom with bare hand.

### Interviewer instructions

Spanking a child on the bottom with a bare hand is a form of physical punishment used by some parents/caretakers.

## Hit child on the bottom or elsewhere with belt, brush, stick (CD17)

File: hh

### Overview

Type: Discrete	Valid cases: 11720
Format: numeric	Invalid: 1748
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.

### Interviewer instructions

Hitting a child with a hard object (this includes a belt) is a more severe form of physical punishment used by some parents/caretakers. It is considered more severe than spanking because more force can be exerted with a hard object than a bare hand. Some parents/caretakers use this form of punishment to teach a child not to engage in a bad behaviour. Remember, you are asking if the method of punishment was used with this child during the previous 30 days.

## Called child dumb, lazy or another name (CD18)

File: hh

### Overview

Type: Discrete	Valid cases: 11720
Format: numeric	Invalid: 1748
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Called him/her dumb, lazy or another name like that.

### Interviewer instructions

Some parents/caretakers use verbal abuse to teach a child not to engage in a bad behaviour.

## Hit or slapped child on the face, head or ears (CD19)

File: hh

### Overview

Type: Discrete	Valid cases: 11720
Format: numeric	Invalid: 1748
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Hit or slapped him/her on the face, head or ears.

### Interviewer instructions

This asks if the parent/caretaker (or someone else in the household) slapped the child on the head or in the face, or on one or both ears. As before, slapping or hitting refers to an action carried out with a bare hand. (All questions using these terms refer to use of a bare hand, unless another object is explicitly mentioned.) Repeat this question slowly, and be sure to wait for an answer before going on to CD20.

## Hit or slapped child on the hand, arm or leg (CD20)

File: hh

### Overview

Type: Discrete	Valid cases: 11720
Format: numeric	Invalid: 1748
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Hit or slapped him/her on the hand, arm or leg.

### Interviewer instructions

This question is different from the previous question (CD19) because it asks whether the child was slapped or hit with a bare hand on the extremities - hand(s), arm(s) or leg(s).

## Beat child up with an implement (CD21)

File: hh

### Overview

Type: Discrete	Valid cases: 11720
Format: numeric	Invalid: 1748
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Beat him/her up with an implement.  
Probe if necessary: Hit over and over as hard as one could.

### Interviewer instructions

Circle the code corresponding to the response given.

## Child needs to be physically punished to be brought up properly (CD22)

File: hh

### Overview

Type: Discrete	Valid cases: 11720
Format: numeric	Invalid: 1748
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?

### Interviewer instructions

This question is designed to capture attitudes toward discipline and should be asked last, after asking about parental/caretaker disciplinary behaviour. The question asks the respondent for her/his own opinion of whether it is necessary to use physical punishment when teaching a child to behave properly. Do not be surprised if a respondent who has indicated that she/he has used physical punishment says that she/he does not believe in such punishment.

If the respondent states that she/he has no opinion on this or that she/he does not know, circle '8'.

## Place where household members most often wash their hands (HW1)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Please show me where members of your household most often wash their hands.

### Interviewer instructions

You will begin by asking whether you may see the place where household members most often wash their hands. If the respondent agrees and you observe the facility, circle '1'. If there is no specific place in dwelling, plot, or yard, circle '2' and skip to HW4. If there is a place but permission is not granted to see it, circle '3' and skip to HW4. If the place used for handwashing is not observed for any other reason, circle '6' and skip to HW4.

In many cultures and crowded slum areas there may not be a designated place for hand-washing. Rather a movable object is used, like a bucket, basin, container or kettle, for people to wash or rinse their hands. Recording where such movable object is usually used for hand washing is important.

## Water available at the place for handwashing (HW2)

File: hh

### Overview

Type: Discrete	Valid cases: 7834
Format: numeric	Invalid: 5634
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

## Water available at the place for handwashing (HW2)

File: hh

### Source of information

Interviewer's visual observation

### Interviewer instructions

In HW2, you will observe whether there is water available at the place used for handwashing. If there is a tap or pump at the specific place for handwashing, open the tap or operate the pump to see if water is coming out. If there is a bucket, basin or other type of water container, examine to see whether water is present in the container. If you learn that the water is temporarily not available at the specific place for handwashing, code it as water not available ('2') but take a note of this at the end of the questionnaire.

## Bar soap (HW3A)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 5933

Invalid: 0

### Source of information

Interviewer's visual observation

### Interviewer instructions

Record whether there is soap or detergent at the place used for handwashing. Circle all available at the place for handwashing. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing. If there is no soap or detergent at the place used for handwashing, continue with the next question, otherwise skip to HH19. If "None" (Y) is circled, continue with HW4.

## Detergent (Powder / Liquid / Paste) (HW3B)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1442

Invalid: 0

### Source of information

Interviewer's visual observation

### Interviewer instructions

Record whether there is soap or detergent at the place used for handwashing. Circle all available at the place for handwashing. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing. If there is no soap or detergent at the place used for handwashing, continue with the next question, otherwise skip to HH19. If "None" (Y) is circled, continue with HW4.

## Liquid soap (HW3C)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1653

Invalid: 0

### Source of information

Interviewer's visual observation

### Interviewer instructions

## Liquid soap (HW3C)

File: hh

Record whether there is soap or detergent at the place used for handwashing. Circle all available at the place for handwashing. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing. If there is no soap or detergent at the place used for handwashing, continue with the next question, otherwise skip to HH19. If "None" (Y) is circled, continue with HW4.

## Ash / Mud / Sand (HW3D)

File: hh

### Overview

Type: Discrete	Valid cases: 488
Format: character	Invalid: 0
Width: 1	

### Source of information

Interviewer's visual observation

### Interviewer instructions

Record whether there is soap or detergent at the place used for handwashing. Circle all available at the place for handwashing. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing. If there is no soap or detergent at the place used for handwashing, continue with the next question, otherwise skip to HH19. If "None" (Y) is circled, continue with HW4.

## None (HW3Y)

File: hh

### Overview

Type: Discrete	Valid cases: 1461
Format: character	Invalid: 0
Width: 1	

### Source of information

Interviewer's visual observation

### Interviewer instructions

Record whether there is soap or detergent at the place used for handwashing. Circle all available at the place for handwashing. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing. If there is no soap or detergent at the place used for handwashing, continue with the next question, otherwise skip to HH19. If "None" (Y) is circled, continue with HW4.

## Soap/other material available for washing hands (HW4)

File: hh

### Overview

Type: Discrete	Valid cases: 6737
Format: numeric	Invalid: 6731
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Do you have any soap or detergent in your household for washing hands?

## Bar soap (HW5A)

File: hh

### Overview

Type: Discrete

Valid cases: 3266

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

Can you please show it to me?

### Interviewer instructions

Record observation. Circle all that apply.

If there is no specific place for handwashing in the household, or permission is not granted to see the place, you will need to ask questions HW4 and HW5. HW4 asks whether soap or detergent (or other locally used cleansing agent) is available in the household, and if so, HW5 is used to ask the respondent whether it is possible to show the soap or detergent. Record your observation if the respondent shows you the soap, detergent, or other cleansing agent. Circle all that apply. If the respondent is unable to show or does not want to show, circle 'Y'. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing.

## Detergent (Powder / Liquid / Paste) (HW5B)

File: hh

### Overview

Type: Discrete

Valid cases: 593

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

Can you please show it to me?

### Interviewer instructions

Record observation. Circle all that apply.

If there is no specific place for handwashing in the household, or permission is not granted to see the place, you will need to ask questions HW4 and HW5. HW4 asks whether soap or detergent (or other locally used cleansing agent) is available in the household, and if so, HW5 is used to ask the respondent whether it is possible to show the soap or detergent. Record your observation if the respondent shows you the soap, detergent, or other cleansing agent. Circle all that apply. If the respondent is unable to show or does not want to show, circle 'Y'. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing.

## Liquid soap (HW5C)

File: hh

### Overview

Type: Discrete

Valid cases: 516

Format: character

Invalid: 0

Width: 1

### Source of information

Head of household or other responsible household member

### Literal question

Can you please show it to me?

### Interviewer instructions

## Liquid soap (HW5C)

File: hh

Record observation. Circle all that apply.

If there is no specific place for handwashing in the household, or permission is not granted to see the place, you will need to ask questions HW4 and HW5. HW4 asks whether soap or detergent (or other locally used cleansing agent) is available in the household, and if so, HW5 is used to ask the respondent whether it is possible to show the soap or detergent. Record your observation if the respondent shows you the soap, detergent, or other cleansing agent. Circle all that apply. If the respondent is unable to show or does not want to show, circle 'Y'. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing.

## Ash / Mud / Sand (HW5D)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 380

Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

Can you please show it to me?

### Interviewer instructions

Record observation. Circle all that apply.

If there is no specific place for handwashing in the household, or permission is not granted to see the place, you will need to ask questions HW4 and HW5. HW4 asks whether soap or detergent (or other locally used cleansing agent) is available in the household, and if so, HW5 is used to ask the respondent whether it is possible to show the soap or detergent. Record your observation if the respondent shows you the soap, detergent, or other cleansing agent. Circle all that apply. If the respondent is unable to show or does not want to show, circle 'Y'. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing.

## Not able / Does not want to show (HW5Y)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 109

Invalid: 0

### Source of information

Head of household or other responsible household member

### Literal question

Can you please show it to me?

### Interviewer instructions

Record observation. Circle all that apply.

If there is no specific place for handwashing in the household, or permission is not granted to see the place, you will need to ask questions HW4 and HW5. HW4 asks whether soap or detergent (or other locally used cleansing agent) is available in the household, and if so, HW5 is used to ask the respondent whether it is possible to show the soap or detergent. Record your observation if the respondent shows you the soap, detergent, or other cleansing agent. Circle all that apply. If the respondent is unable to show or does not want to show, circle 'Y'. Hand sanitizers are not accepted as a cleansing agent that can be used for handwashing.

## Salt iodization test outcome (SI1)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

We would like to check whether the salt used in your household is iodized. May I have a sample of the salt used to cook meals in your household?

### Interviewer instructions

Ask for a sample of the salt usually used for cooking in the household, and perform the test on this sample of salt. Once you have a sample of salt, perform the test as described below and circle the code that corresponds to the test outcome. Circle '1' if the test is negative (0 parts per million/no colour - not iodized). Circle '2' if the test shows more than 0 but less than 15 parts per million iodine (weak colour). Circle '3' if the test is positive (15 parts per million or more, strong colour). Circle '6' if there is 'No salt in home'. Circle '7' if the salt was present, but not tested for any reason.

Use the provided salt test kit to test the iodine content in the salt sample. The salt testing kits contain small 10 ml bottles with a stabilized starch-based solution. Each kit is sufficient for testing at least 100 samples of salt. One to two drops of the solution dripped on a small amount of salt containing iodine produces a blue/purple colour change. Coloration indicates that iodine is present. Below follows a brief description of the basic steps to test for iodate content in salt, the most common fortificant. The same basic principles also apply when testing for iodide content in salt, with the main difference being that no re-check solution will be needed with that type of salt.

1. Put a small amount of salt (about a teaspoon or less) on a white piece of paper. Make a small pile and flatten the top.
2. Add 1-2 drops of test solution and check the result immediately in good light, using the colour chart supplied with the test kit.
3. When no colour appears (suspected alkalinity in the salt sample); on a fresh sample of salt, add up to 5 drops of the re-check solution supplied with the kit and then add 2 drops of test solution on the same spot and compare to the colour chart.
4. When you have compared to the colour chart, circle on the questionnaire the code that corresponds to the test outcome.

## Sex of household head (HHSEX)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

### Source of information

Head of household or other responsible household member

## Ethnicity of household head (ethnicity)

File: hh

### Overview

Type: Discrete	Valid cases: 12690
Format: numeric	Invalid: 778
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

## Ethnicity of household head (ethnicity)

File: hh

### Source of information

Head of household or other responsible household member

## Education of household head (helevel)

File: hh

### Overview

Type: Discrete	Valid cases: 13116
Format: numeric	Invalid: 352
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

## Relative household weight (hhweight)

File: hh

### Overview

Type: Continuous	Valid cases: 13468
Format: numeric	Invalid: 0
Width: 8	Minimum: 0
Decimals: 6	Maximum: 5.3
Range: 0-5.259302	

## Wealth index score (wscore)

File: hh

### Overview

Type: Continuous	Valid cases: 13468
Format: numeric	Invalid: 0
Width: 8	Minimum: -1.8
Decimals: 5	Maximum: 3.5
Range: -1.79508206900197-3.47007966067416	

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: hh

### Overview

Type: Discrete	Valid cases: 13468
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-5	

### Source of information

Constructed variables used for analysis

## Province (province)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 2

Valid cases: 13468  
Invalid: 0

## Primary sampling unit (PSU)

File: hh

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 1-449

Valid cases: 13468  
Invalid: 0  
Minimum: 1  
Maximum: 449

## Strata (stratum)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-16

Valid cases: 13468  
Invalid: 0  
Minimum: 1  
Maximum: 16

## Cluster number (HH1)

File: hl

### Overview

Type: Continuous	Valid cases: 101671
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 449
Range: 1-449	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: hl

### Overview

Type: Continuous	Valid cases: 101671
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 34
Range: 1-34	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Line number (HL1)

File: hl

### Overview

Type: Discrete	Valid cases: 101671
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 40
Range: 1-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

This is the number used to identify each person listed. You must obtain a complete list of all persons who usually live in the household, but you do not need to fill in or do anything in this column since the numbers are already provided. This is a very important number since, once household members are assigned these line numbers after the Household Listing Form is completed, all members are identified with these line numbers throughout the questionnaires administered in this household.

Probe for additional household members.

Probe especially for any infants or small children not listed, and others who may not be members of the family (such as servants, friends) but who usually live in the household.

Insert names of additional members in the household list and complete form accordingly.

## Relationship to the head (HL3)

File: hl

## Relationship to the head (HL3)

File: hl

### Overview

Type: Discrete	Valid cases: 101671
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

Head of household or other responsible household member

### Literal question

What is the relationship of (name) to the head of household?

### Interviewer instructions

You should begin by saying:

First, please tell me the name of each person who usually lives here, starting with the head of the household.

List the head of the household in line 01. List all household members (HL2), their relationship to the household head (HL3), and their sex (HL4). Then ask:

Are there any others who live here, even if they are not at home now? If yes, complete the listing for questions HL2-HL4.

Then, ask questions starting with HL5 for each person at a time.

Enter the code corresponding to how the person listed is related to the head of the household. Use the codes at the bottom of the Household Listing Form. Be particularly careful in doing this if the respondent is not the head of the household. Make sure that you record the relationship of each person to the household head, not the relationship to the respondent. For example, if the respondent is the wife of the head of the household and she says that Sola is her brother, then Sola should be coded as '09' ('Brother-in-law / Sister-in-law'), not as '08' ('Brother / Sister'), because Sola is a brother-in-law of the head of the household. Be very careful in obtaining this information correctly, since respondents tend to provide the relationship of the person to themselves, rather than to the head of the household.

If the head of the household is married to a woman who has a child from a previous marriage, that child's relationship to the head of the household should be coded as '13' ('Adopted/foster/stepchild'). If a household member is not related to the head of household, such as a friend who lives with the household, enter '14' ('Not related'). Enter '98' if the respondent doesn't know the relationship of a household member to the head of household.

## Sex (HL4)

File: hl

### Overview

Type: Discrete	Valid cases: 101671
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Is (name) male or female?

### Interviewer instructions

## Sex (HL4)

### File: hl

You should begin by saying:

First, please tell me the name of each person who usually lives here, starting with the head of the household.

List the head of the household in line 01. List all household members (HL2), their relationship to the household head (HL3), and their sex (HL4). Then ask:

Are there any others who live here, even if they are not at home now? If yes, complete the listing for questions HL2-HL4.

Then, ask questions starting with HL5 for each person at a time.

Circle '1' for 'Male' and '2' for 'Female'. Do not guess the sex of the household member from the name provided to you. When the respondent is listing everyone in the household, he/she may indicate the sex of the person at the same time, by saying "My sister Mary," for instance. In this case, you do not need to ask the sex of the household member again, since it is already obvious that the person is a female. However, when a name is mentioned that can be used for both males and females, never use your judgement. Even in cases when you think that the name would most likely be a male's (or a female's) name, have the respondent confirm the sex. This column should never be left blank.

Once you have a complete list of names, relationship codes and sex, move across this page to ask and record answers to questions about individual persons starting from HL5. Start with the household head on line 01. When you have finished asking all questions HL5 to HL14 for the person on line 01, continue to the person listed on line 02, etc.

## Age (HL6)

### File: hl

#### Overview

Type: Discrete	Valid cases: 101671
Format: numeric	Invalid: 0
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

#### Source of information

Head of household or other responsible household member

#### Literal question

How old is (name)?

#### Interviewer instructions

Probe: HOW OLD WAS (name) ON HIS/HER LAST BIRTHDAY?

Enter each person's age in completed years, that is, his/her age at his/her last birthday. Completed age is also defined as 'the number of completed years since birth'. With this definition, since a 6-month-old baby has not completed a full year, his/her age will be entered as '00'. Note that you will be obtaining more accurate estimates of children's ages later.

This column should never be left blank.

Even after you have probed and asked all the necessary information from the respondent and you still have difficulty obtaining the ages of elderly members of the household, you may enter the code '98', meaning 'Doesn't know/over age 50'. For household members younger than 50, completed ages must be entered. However, you should still indicate, with a note, what age range the person in question might be, so that your editor or supervisor can have an idea of the eligibility of the person to administer the individual questionnaires.

If the age of the member of the household is 95 or higher enter the code '95' for all such cases.

## Line number of woman age 15 - 49 (HL7)

### File: hl

#### Overview

## Line number of woman age 15 - 49 (HL7)

File: hl

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 101671  
Invalid: 0  
Minimum: 0  
Maximum: 40

### Source of information

Interview information fields completed by interviewer

### Pre question

Eligibility for individual modules: Questions HL7, HL7A and HL9 concern eligibility information.

### Interviewer instructions

Circle the line number in this column if the household member is a woman 15-49 years of age (this includes those age 15 and age 49). You will not ask this question to the respondent.

## Line number of mother/caretaker for children age 5 - 14 (HL8)

File: hl

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 101671  
Invalid: 0  
Minimum: 0  
Maximum: 33

### Source of information

Interview information fields completed by interviewer

### Pre question

For children age 5-14:

### Literal question

Who is the mother or primary caretaker of this child?

### Interviewer instructions

If the household member is a child between 5 and 14 years of age (this includes those age 5 and age 14), record the line number of his/her mother or primary caretaker in this column. Ask this question to the respondent if necessary.

## Line number of mother/caretaker for children under age 5 (HL9)

File: hl

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 101671  
Invalid: 0  
Minimum: 0  
Maximum: 38

### Source of information

Interview information fields completed by interviewer

### Pre question

For children under age 5:

### Literal question

Who is the mother or primary caretaker of this child?

### Interviewer instructions

## Line number of mother/caretaker for children under age 5 (HL9)

File: hl

If the household member is a child under the age of five (this includes those just born and those age 4, but not children who have completed 5 years of age), record the line number of his/her mother or primary caretaker in this column. Ask this question to the respondent if necessary. Later, you will be interviewing the person you are recording her/his line number here about the child you are collecting information.

## Member stayed in the house last night (HL10)

File: hl

### Overview

Type: Discrete	Valid cases: 101671
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Did (name) stay here last night?

### Interviewer instructions

Record whether or not the household member stayed in the household last night.

## Is natural mother alive (HL11)

File: hl

### Overview

Type: Discrete	Valid cases: 54214
Format: numeric	Invalid: 47457
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Is (name)'s natural mother alive?

### Interviewer instructions

For children age 0-17 years ask HL11-HL14:

For all children under age 18, we want to know whether their own (natural) parents are listed in the Household Listing Form, and their survival status. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 and older, HL11-HL14 will be left blank.

By 'natural' we mean the biological mother. In many cultures, people consider other people's children whom they are raising as their own, especially children of their husband or sisters, etc. You should be certain that the respondent understands that you are asking about the woman who gave birth to the child.

Record whether or not the child's natural mother is still alive by circling the code corresponding to the response given. If the child's natural mother is not alive or if the respondent does not know, skip to HL13. Otherwise, continue to the question in the next column.

## Natural mother's line number in HH (HL12)

File: hl

## Natural mother's line number in HH (HL12)

File: hl

### Overview

Type: Discrete	Valid cases: 52962
Format: numeric	Invalid: 48709
Width: 2	Minimum: 0
Decimals: 0	Maximum: 38
Range: 0-99	

### Source of information

Interview information fields completed by interviewer

### Literal question

Does (name's) natural mother live in this household?

### Interviewer instructions

For children age 0-17 years ask HL11-HL14:

For all children under age 18, we want to know whether their own (natural) parents are listed in the Household Listing Form, and their survival status. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 and older, HL11-HL14 will be left blank.

If the natural mother is still alive, we want to know whether she lives in the household. If the mother does live in the household, ask who she is (she should be listed in the Household Listing Form if she lives in the household) and record her line number in the space provided. If the mother is not a member of the household (not listed in the Household Listing Form), record '00'.

## Is natural father alive (HL13)

File: hl

### Overview

Type: Discrete	Valid cases: 54214
Format: numeric	Invalid: 47457
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Is (name)'s natural father alive?

### Interviewer instructions

For children age 0-17 years ask HL11-HL14:

For all children under age 18, we want to know whether their own (natural) parents are listed in the Household Listing Form, and their survival status. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 and older, HL11-HL14 will be left blank.

Fill in these questions in exactly the same way as HL11 and HL12. This time, make sure to record the survival status and the line number of the natural (biological) fathers. If the father of the household member is not alive or his survival status is not known by the respondent in HL13, move to the next person on the list.

## Natural father's line number in HH (HL14)

File: hl

### Overview

Type: Discrete	Valid cases: 52053
Format: numeric	Invalid: 49618
Width: 2	Minimum: 0
Decimals: 0	Maximum: 32
Range: 0-99	

### Source of information

## Natural father's line number in HH (HL14)

File: hl

Interview information fields completed by interviewer

### Literal question

Does (name)'s natural father live in this household?

### Interviewer instructions

For children age 0-17 years ask HL11-HL14:

For all children under age 18, we want to know whether their own (natural) parents are listed in the Household Listing Form, and their survival status. This information can be used to measure the prevalence of orphanhood and child fostering in the population. For everyone age 18 and older, HL11-HL14 will be left blank.

Fill in these questions in exactly the same way as HL11 and HL12. This time, make sure to record the survival status and the line number of the natural (biological) fathers. If the father of the household member is not alive or his survival status is not known by the respondent in HL13, move to the next person on the list.

## Line number (ED1)

File: hl

### Overview

Type: Discrete	Valid cases: 101671
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 40
Range: 1-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

This is the number assigned to each person on the Household Listing Form. You do not need to fill in or do anything in this column since the numbers are already provided.

## Ever attended school or pre-school (ED3)

File: hl

### Overview

Type: Discrete	Valid cases: 86267
Format: numeric	Invalid: 15404
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

Has (name) ever attended school or pre-school?

### Interviewer instructions

## Ever attended school or pre-school (ED3)

### File: hl

For household members age 5 and above, ask ED1-ED8:

Circle '1' if the answer is 'Yes' and continue with question ED4A. If the answer is 'No', circle '2' and go to the household member on the next line.

The term 'school' includes primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the formal school system. It also includes technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work.

Schools that carry out non-standard curriculum (non-formal education) are not included here. A non-standard curriculum includes religious schools, such as Koranic schools, that do not teach a full, standard school curriculum. If a school teaches religious courses but also includes the standard curriculum - such as many Catholic schools - it would be coded as a standard (formal) school.

'Preschool' is listed for children who do not attend grade 1, but do attend some form of organized learning or early childhood education programme, whether or not such a programme is considered part of the school system. The definition of organized early learning programme does not refer to programmes offering only babysitting or child-minding.

## Highest level of education attended (ED4A)

### File: hl

#### Overview

Type: Discrete	Valid cases: 33685
Format: numeric	Invalid: 67986
Width: 1	Minimum: 0
Decimals: 0	Maximum: 9
Range: 0-9	

#### Source of information

Head of household or other responsible household member

#### Literal question

What is the highest level of school (name) has attended?

#### Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

If the person has been to school, record the highest level of schooling attended by circling the code for the response. You may need to probe for the type of school attended. Circle '8' if the respondent 'Doesn't know'. If the highest level of school the child has attended is preschool (Level=0), skip to ED5.

## Highest grade completed at that level (ED4B)

### File: hl

#### Overview

Type: Discrete	Valid cases: 33337
Format: numeric	Invalid: 68334
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

#### Source of information

Head of household or other responsible household member

#### Literal question

What is the highest grade (name) completed at this level?

#### Interviewer instructions

## Highest grade completed at that level (ED4B)

### File: hl

For household members age 5 and above, ask ED1-ED8:

Enter the highest grade completed or '98' for 'DK' ('Doesn't know'). If less than one grade, enter '00'. For instance, if a person has attended primary school but did not complete the first grade, then the level for this person will be circled as '1' in ED4A, and the grade will be entered as '00' in ED4B.

Similarly, for a child who is attending grade 5 in primary school at the time of the interview, the level will be coded as '1' and the grade as '04', since this person has not yet completed grade 5.

Note that if the level of schooling is given as preschool in ED4A, the grade should be left blank.

For someone not at school anymore, the highest level attended is the one he/she went to before leaving the education system, even if it was for a few weeks. For someone still at school, the highest level is the one he/she is currently attending (or was attending if we are conducting the interview during a long school break period).

## Attended school during current school year (2009-2010) (ED5)

### File: hl

#### Overview

Type: Discrete	Valid cases: 25771
Format: numeric	Invalid: 75900
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

Head of household or other responsible household member

#### Literal question

During the school year, did (name) attend school or preschool at any time?

#### Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

Circle the code corresponding to the answer given. If 'Yes', continue to the next question. If 'No', skip to ED7.

If the interview is carried out during the school year, then the question should be worded to refer to the current school year. If the interview is carried out between school years, then the question should refer to the last school year that has ended.

Take the example of a country where the school year ends in June and the new school year begins in September: If the interview is carried out in July 2012 (between school years), then the question should refer to the 2011-2012 school year; if the interview is carried out in October 2012 (during the new school year), then the question should refer to the 2012-2013 school year.

## Level of education attended current school year (ED6A)

### File: hl

#### Overview

Type: Discrete	Valid cases: 20938
Format: numeric	Invalid: 80733
Width: 1	Minimum: 0
Decimals: 0	Maximum: 9
Range: 0-9	

#### Source of information

Head of household or other responsible household member

#### Literal question

During this/that school year, which level and grade is/was (name) attending? Level:

## Level of education attended current school year (ED6A)

File: hl

### Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

Circle the code for the level of school, and enter the household member's current grade. If it applies, circle '8' for 'DK' ('Doesn't know'). Enter the highest grade number completed using '01', '02', etc. If a child is in preschool or kindergarten, and grades are not used, leave grade blank, and skip to ED7.

If the interview is conducted during the time between two school years, the question should refer to the school year that has ended, and you should use 'that' and 'was' in the question. If the interview is conducted during the school year, the question should refer to the current school year. Note that these questions should capture children who may have been attending at the beginning of the school year, but have dropped out since then. If necessary, past tense could be used to make sure that you obtain information on the level and grade of children who may have dropped out from school during the course of the school year.

## Grade of education attended current school year (ED6B)

File: hl

### Overview

Type: Discrete	Valid cases: 20874
Format: numeric	Invalid: 80797
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Head of household or other responsible household member

### Literal question

During this/that school year, which level and grade is/was (name) attending? Grade:

### Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

Circle the code for the level of school, and enter the household member's current grade. If it applies, circle '8' for 'DK' ('Doesn't know'). Enter the highest grade number completed using '01', '02', etc. If a child is in preschool or kindergarten, and grades are not used, leave grade blank, and skip to ED7.

If the interview is conducted during the time between two school years, the question should refer to the school year that has ended, and you should use 'that' and 'was' in the question. If the interview is conducted during the school year, the question should refer to the current school year. Note that these questions should capture children who may have been attending at the beginning of the school year, but have dropped out since then. If necessary, past tense could be used to make sure that you obtain information on the level and grade of children who may have dropped out from school during the course of the school year.

## Attended school previous school year (2008-2009) (ED7)

File: hl

### Overview

Type: Discrete	Valid cases: 25771
Format: numeric	Invalid: 75900
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

During the previous school year, did (name) attend school or preschool at any time?

## Attended school previous school year (2008-2009) (ED7)

File: hl

### Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

If the child attended school at any time during the last school year, circle '1'. If the answer is 'No' or 'DK', circle the appropriate code and go to the household member on the next line.

## Level of education attended previous school year (ED8A)

File: hl

### Overview

Type: Discrete	Valid cases: 20323
Format: numeric	Invalid: 81348
Width: 1	Minimum: 0
Decimals: 0	Maximum: 9
Range: 0-9	

### Source of information

Head of household or other responsible household member

### Literal question

During that previous school year, which level and grade did (name) attend? Level:

### Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

Circle the code for the level of school attended and fill in the child's grade or circle '8' if the respondent doesn't know the level and/or '98' if the respondent doesn't know the grade. If the child was in preschool or kindergarten, and grades are not used, leave grade blank, and skip to the next person.

## Grade of education attended previous school year (ED8B)

File: hl

### Overview

Type: Discrete	Valid cases: 20098
Format: numeric	Invalid: 81573
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Head of household or other responsible household member

### Literal question

During that previous school year, which level and grade did (name) attend? Grade:

### Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

Circle the code for the level of school attended and fill in the child's grade or circle '8' if the respondent doesn't know the level and/or '98' if the respondent doesn't know the grade. If the child was in preschool or kindergarten, and grades are not used, leave grade blank, and skip to the next person.

## Line number (CL1)

File: hl

### Overview

## Line number (CL1)

File: hl

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 101671  
Invalid: 0  
Minimum: 1  
Maximum: 40

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

This is the number assigned to each person on the Household Listing Form. You do not need to fill in or do anything in this column since the numbers are already provided.

## Worked in past week for someone who is not a HH member (CL3)

File: hl

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 31611  
Invalid: 70060  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

### Literal question

During the past week, did (name) do any kind of work for someone who is not a member of this household?

### Interviewer instructions

'Pay' refers to any compensation for work, including cash or goods or services provided to the child or his family. 'The past week' refers to the 7 days preceding the interview day (not counting the interview day). Note that the person indicated - someone who is not a member of this household - may be a relative or a family member who lives in a different household.

If the answer is 'Yes', ask if the work was done for pay in cash or kind. Circle '1' if work was done for pay in cash or kind. Circle '2' if work was not done for any form of pay. If '1' or '2' is circled, continue to the next question. If no work was done by that child in the past week, circle '3' and skip to CL5.

## Hours worked in past week for someone who is not a HH member (CL4)

File: hl

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 1455  
Invalid: 100216  
Minimum: 0  
Maximum: 80

### Source of information

Head of household or other responsible household member

### Literal question

Since last (day of the week), about how many hours did he/she do this work for someone who is not a member of this household?

### Interviewer instructions

## Hours worked in past week for someone who is not a HH member (CL4)

File: hl

Record the estimated number of hours the child spent doing work in the past 7 days and continue with CL5. If less than 1 hour, record 00. Make sure the respondent understands what you mean by "since last (day of the week)" - specify the name of today's weekday, as you did in the Education Module. If the child works more than one such job, include the total hours spent doing such work in all jobs.

## Worked in past week to fetch water or collect firewood for h (CL5)

File: hl

### Overview

Type: Discrete	Valid cases: 31611
Format: numeric	Invalid: 70060
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

### Literal question

During the past week, did (name) fetch water or collect firewood for household use?

### Interviewer instructions

As in CL3, 'the past week' refers to the 7 days preceding the interview day (not counting the interview day). CL5 is intended to capture typical work children usually get involved with. Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to CL7.

## Hours to fetch water or collect firewood (CL6)

File: hl

### Overview

Type: Discrete	Valid cases: 9356
Format: numeric	Invalid: 92315
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Head of household or other responsible household member

### Literal question

Since last (day of the week), about how many hours did he/she fetch water or collect firewood for household use?

### Interviewer instructions

Insert the estimated number of hours worked.

## Other paid or unpaid family work in past week (CL7)

File: hl

### Overview

Type: Discrete	Valid cases: 31611
Format: numeric	Invalid: 70060
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

## Other paid or unpaid family work in past week (CL7)

File: hl

### Source of information

Head of household or other responsible household member

### Literal question

During the past week, did (name) do any paid or unpaid work on a family farm or in a family business or selling goods in the street?

### Interviewer instructions

This question is intended to capture whether the child has done any paid or unpaid work for the family. Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to CL9.

## Hours worked on other family work (CL8)

File: hl

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 1394  
Invalid: 100277  
Minimum: 1  
Maximum: 77

### Source of information

Head of household or other responsible household member

### Literal question

Since last (day of the week), about how many hours did he/she do this work for his/her family or himself/herself?

### Interviewer instructions

As in CL4 and CL6, 'the past week' refers to the 7 days preceding the interview day (not counting the interview day). Insert the estimated number of hours worked.

## Helped with household chores in past week (CL9)

File: hl

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 31611  
Invalid: 70060  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

### Literal question

During the past week, did (name) help with household chores such as shopping, cleaning, washing clothes, cooking; or caring for children, old or sick people?

### Interviewer instructions

This question intends to capture whether the child has done any paid or unpaid work for the family. Circle '1' if 'Yes', and continue to the next question. If 'No', circle '2' and skip to next child. If there are no more children left in this module, skip to next module.

## Hours spent on chores in past week (CL10)

File: hl

### Overview

## Hours spent on chores in past week (CL10)

File: hl

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 13658  
Invalid: 88013  
Minimum: 0  
Maximum: 72

### Source of information

Head of household or other responsible household member

### Literal question

Since last (day of the week), about how many hours did he/she spend doing these chores?

### Interviewer instructions

As in CL3, CL6 and CL8, 'the past week' refers to the 7 days preceding the interview day (not counting the interview day). Insert the estimated number of hours worked.

## Day of interview (HH5D)

File: hl

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-31

Valid cases: 101671  
Invalid: 0  
Minimum: 1  
Maximum: 31

### Source of information

Interview information fields completed by interviewer

### Literal question

Day/month/year of interview:

### Interviewer instructions

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household again, revise and enter final date of interview. In other words, the date here should be either when you have completed the Household Questionnaire or when the interview has not been conducted but there will be no more attempts to interview the household.

## Month of interview (HH5M)

File: hl

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-12

Valid cases: 101671  
Invalid: 0  
Minimum: 1  
Maximum: 12

### Source of information

Interview information fields completed by interviewer

### Literal question

Day/month/year of interview:

### Interviewer instructions

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household again, revise and enter final date of interview. In other words, the date here should be either when you have completed the Household Questionnaire or when the interview has not been conducted but there will be no more attempts to interview the household.

## Year of interview (HH5Y)

File: hl

### Overview

Type: Discrete	Valid cases: 101671
Format: numeric	Invalid: 0
Width: 4	Minimum: 2010
Decimals: 0	Maximum: 2011
Range: 2010-2011	

### Source of information

Interview information fields completed by interviewer

### Literal question

Day/month/year of interview:

### Interviewer instructions

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household again, revise and enter final date of interview. In other words, the date here should be either when you have completed the Household Questionnaire or when the interview has not been conducted but there will be no more attempts to interview the household.

## Area (HH6)

File: hl

### Overview

Type: Discrete	Valid cases: 101671
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

### Pre question

Area:

### Interviewer instructions

Circle the code for area of residence as instructed/provided by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or rural area.

## Region (HH7)

File: hl

### Overview

Type: Discrete	Valid cases: 101671
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 8
Range: 1-8	

### Interviewer instructions

## Region (HH7)

### File: hl

Circle the code for region as instructed/provided by your supervisor.

After the HH1-HH7 has been filled out, begin by saying the following to the respondent:

We are from (country-specific affiliation). We are working on a project concerned with family health and education. I would like to talk to you about these subjects. The interview will take about (number) minutes. All the information we obtain will remain strictly confidential and your answers will never be shared with anyone other than our project team. May I start now?

You may change the wording of these introductory sentences as appropriate. However, you must make sure to include the following when you are introducing yourself: the name of the implementing agency; the topic of the survey; approximate duration of the interview; the issue of confidentiality; and with whom you would like to speak. If permission is given, begin the interview. If the respondent does not agree to continue, thank him/her and leave the household to go the next household. Later, discuss the refusal with your supervisor; you or another person from the team may attempt to interview the household for a second time. This will depend on your description of the refusal. However, remember that a household's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

## Mother's line number (MLINE)

### File: hl

#### Overview

Type: Discrete	Valid cases: 54214
Format: numeric	Invalid: 47457
Width: 2	Minimum: 0
Decimals: 0	Maximum: 38
Range: 0-38	

#### Source of information

Interview information fields completed by interviewer

## Father's line number (FLINE)

### File: hl

#### Overview

Type: Discrete	Valid cases: 54214
Format: numeric	Invalid: 47457
Width: 2	Minimum: 0
Decimals: 0	Maximum: 32
Range: 0-32	

#### Source of information

Interview information fields completed by interviewer

## Age at beginning of school year (schage)

### File: hl

#### Overview

Type: Discrete	Valid cases: 101671
Format: numeric	Invalid: 0
Width: 5	Minimum: 0
Decimals: 2	Maximum: 98
Range: 0-98	

#### Source of information

Head of household or other responsible household member

## Ethnicity of household head (ethnicity)

File: hl

### Overview

Type: Discrete	Valid cases: 98481
Format: numeric	Invalid: 3190
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

## Mother's education (melevel)

File: hl

### Overview

Type: Discrete	Valid cases: 54214
Format: numeric	Invalid: 47457
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

## Father's education (felevel)

File: hl

### Overview

Type: Discrete	Valid cases: 54214
Format: numeric	Invalid: 47457
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

## Education of household head (helevel)

File: hl

### Overview

Type: Discrete	Valid cases: 101671
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

## Relative household weight (hhweight)

File: hl

## Relative household weight (hhweight)

File: hl

### Overview

Type: Continuous	Valid cases: 101671
Format: numeric	Invalid: 0
Width: 8	Minimum: 0.1
Decimals: 6	Maximum: 5.3
Range: 0.11115-5.259302	

## Wealth index score (wscore)

File: hl

### Overview

Type: Continuous	Valid cases: 101671
Format: numeric	Invalid: 0
Width: 8	Minimum: -1.8
Decimals: 5	Maximum: 3.5
Range: -1.79508206900197-3.47007966067416	

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: hl

### Overview

Type: Discrete	Valid cases: 101671
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-5	

### Source of information

Constructed variables used for analysis

## Province code (province)

File: hl

### Overview

Type: Discrete	Valid cases: 101671
Format: character	Invalid: 0
Width: 2	

## Cluster number (HH1)

File: ch

### Overview

Type: Continuous	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 449
Range: 1-449	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: ch

### Overview

Type: Continuous	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 34
Range: 1-34	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Line number (LN)

File: ch

### Overview

Type: Discrete	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 2	Minimum: 2
Decimals: 0	Maximum: 39
Range: 2-99	

### Source of information

Interview information fields completed by interviewer

## Cluster number (UF1)

File: ch

### Overview

Type: Continuous	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 449
Range: 1-449	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

## Cluster number (UF1)

File: ch

UF1-UF8 should be filled in before you start the interview.  
Enter the cluster number from the Household Questionnaire, question HH1.

## Household number (UF2)

File: ch

### Overview

Type: Continuous	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 34
Range: 1-34	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

UF1-UF8 should be filled in before you start the interview.  
Enter the household number from the Household Questionnaire, question HH2.

## Child's line number (UF4)

File: ch

### Overview

Type: Discrete	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 2	Minimum: 2
Decimals: 0	Maximum: 39
Range: 2-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

UF1-UF8 should be filled in before you start the interview.  
Enter the child's line number from the Household Questionnaire, column HL1 of the Household Listing.

## Mother / Caretaker's line number (UF6)

File: ch

### Overview

Type: Discrete	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 38
Range: 1-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

UF1-UF8 should be filled in before you start the interview.  
Enter the mother's/primary caretaker's line number from the Household Questionnaire, column HL1 of the Household Listing.

## Interviewer number (UF7)

File: ch

### Overview

Type: Continuous	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 999
Range: 1-999	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

UF1-UF8 should be filled in before you start the interview.

Enter your own name and identifying number. You will be provided with these identification numbers during training.

## Day of interview (UF8D)

File: ch

### Overview

Type: Discrete	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

UF1-UF8 should be filled in before you start the interview.

Enter the date of the interview: day/month/year. If the interview is not completed on your first visit and you visit the household to interview the mother/caretaker again, revise and enter the final date of the interview. In other words, the date here should be the date when you have either completed the Questionnaire for Children Under Five, or when the interview was not conducted but when it was decided that there will be no more attempts to interview the mother or primary caretaker of the under-five child.

## Month of interview (UF8M)

File: ch

### Overview

Type: Discrete	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 12
Range: 1-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

UF1-UF8 should be filled in before you start the interview.

Enter the date of the interview: day/month/year. If the interview is not completed on your first visit and you visit the household to interview the mother/caretaker again, revise and enter the final date of the interview. In other words, the date here should be the date when you have either completed the Questionnaire for Children Under Five, or when the interview was not conducted but when it was decided that there will be no more attempts to interview the mother or primary caretaker of the under-five child.

## Year of interview (UF8Y)

File: ch

### Overview

Type: Discrete	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 4	Minimum: 2010
Decimals: 0	Maximum: 2011
Range: 2010-9999	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

UF1-UF8 should be filled in before you start the interview.

Enter the date of the interview: day/month/year. If the interview is not completed on your first visit and you visit the household to interview the mother/caretaker again, revise and enter the final date of the interview. In other words, the date here should be the date when you have either completed the Questionnaire for Children Under Five, or when the interview was not conducted but when it was decided that there will be no more attempts to interview the mother or primary caretaker of the under-five child.

## Selected for nutrition survey (UF8A)

File: ch

### Overview

Type: Discrete	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

## Result of interview for children under 5 (UF9)

File: ch

### Overview

Type: Discrete	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 6
Range: 1-9	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Complete this question once you have concluded the interview. Remember that the code refers to the mother or primary caretaker of the under-five child. Circle the code corresponding to the results of the interview. If the questionnaire is completed, circle '01' for 'Completed'. If you have not been able to contact the mother/primary caretaker after repeated visits, circle '02' for 'Not at home'. If the mother/primary caretaker refuses to be interviewed, circle '03' for 'Refused'. If you were able to only partly complete the questionnaire, circle '04' for 'Partly completed'. If the mother/primary caretaker is incapacitated, circle '05'. If you have not been able to complete this questionnaire for another reason, you should circle '96' for 'Other' and specify the reason in the space provided.

## Field editor (UF10)

File: ch

### Overview

## Field editor (UF10)

File: ch

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 0-999

Valid cases: 15320  
Invalid: 0  
Minimum: 0  
Maximum: 999

### Source of information

Interview information fields completed by interviewer

### Pre question

Field edited by:

### Interviewer instructions

Leave this space blank. The field editor will later enter his/her name and number in the space provided when checking the completed questionnaires.

## Data entry clerk (UF11)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 15320  
Invalid: 0  
Minimum: 1  
Maximum: 99

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Leave this space blank. The data clerk will enter his/her name and number in the space provided.

## Start of interview - Hour (UF12H)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 6-99

Valid cases: 14872  
Invalid: 448  
Minimum: 6  
Maximum: 99

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Record the time of the day you start the under-five interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

## Start of interview - Minutes (UF12M)

File: ch

### Overview

## Start of interview - Minutes (UF12M)

File: ch

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 14872  
Invalid: 448  
Minimum: 0  
Maximum: 99

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Record the time of the day you start the under-five interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

## End of interview - Hour (UF13H)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 7-99

Valid cases: 14872  
Invalid: 448  
Minimum: 7  
Maximum: 99

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Record the time of the day you finish the under-five interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the questionnaire for children under five, revise and enter starting (UF12) and ending times (UF13) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the questionnaire regarding this.

## End of interview - Minutes (UF13M)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 14872  
Invalid: 448  
Minimum: 0  
Maximum: 99

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Record the time of the day you finish the under-five interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the questionnaire for children under five, revise and enter starting (UF12) and ending times (UF13) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the questionnaire regarding this.

## Day of birth of child (AG1D)

File: ch

### Overview

## Day of birth of child (AG1D)

File: ch

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 14872  
Invalid: 448  
Minimum: 1  
Maximum: 99

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you some questions about the health of (name).  
In what day, month and year was (name) born?

### Interviewer instructions

Ask the mother or primary caretaker for the child's date of birth. Probe: "What is his/her birthday?" It is important to record the child's month and year of birth accurately.

If the mother/primary caretaker knows the exact birth date, including the day, enter the day of birth. Otherwise, circle '98' for 'DK day'. You do not need to probe further for day of birth.

Convert the month to a number as you have done before. Enter the number in the space provided. If the month or day contains only one digit, use a leading zero. For example, the month of March is coded as '03'. Note that you are not allowed to enter 'DK' for month or year of birth. You have to obtain month and year of birth of the child.

If the survey is conducted in 2012, the year of birth of the child cannot be earlier than 2007 and if the survey is conducted in 2013, the year of birth of the child cannot be earlier than 2008.

If the mother/primary caretaker is unable to provide the date of birth information, ask whether she/he has any documentation such as an identification card, health card, horoscope, or a birth or baptismal certificate that might give the date of birth of the child. However, confirm with the respondent that the date of birth recorded on such documents is indeed correct.

Ask AG1 and AG2 independently. Then, check for consistency between the date of birth and completed age.

## Month of birth of child (AG1M)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 14872  
Invalid: 448  
Minimum: 1  
Maximum: 99

### Source of information

The mother or caretaker of the child under five.

### Literal question

Now I would like to ask you some questions about the health of (name).  
In what day, month and year was (name) born?

### Interviewer instructions

## Month of birth of child (AG1M)

### File: ch

Ask the mother or primary caretaker for the child's date of birth. Probe: "What is his/her birthday?" It is important to record the child's month and year of birth accurately.

If the mother/primary caretaker knows the exact birth date, including the day, enter the day of birth. Otherwise, circle '98' for 'DK day'. You do not need to probe further for day of birth.

Convert the month to a number as you have done before. Enter the number in the space provided. If the month or day contains only one digit, use a leading zero. For example, the month of March is coded as '03'. Note that you are not allowed to enter 'DK' for month or year of birth. You have to obtain month and year of birth of the child.

If the survey is conducted in 2012, the year of birth of the child cannot be earlier than 2007 and if the survey is conducted in 2013, the year of birth of the child cannot be earlier than 2008.

If the mother/primary caretaker is unable to provide the date of birth information, ask whether she/he has any documentation such as an identification card, health card, horoscope, or a birth or baptismal certificate that might give the date of birth of the child. However, confirm with the respondent that the date of birth recorded on such documents is indeed correct.

Ask AG1 and AG2 independently. Then, check for consistency between the date of birth and completed age.

## Year of birth of child (AG1Y)

### File: ch

#### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 4	Minimum: 2005
Decimals: 0	Maximum: 2011
Range: 2005-9999	

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Now I would like to ask you some questions about the health of (name).

In what day, month and year was (name) born?

#### Interviewer instructions

Ask the mother or primary caretaker for the child's date of birth. Probe: "What is his/her birthday?" It is important to record the child's month and year of birth accurately.

If the mother/primary caretaker knows the exact birth date, including the day, enter the day of birth. Otherwise, circle '98' for 'DK day'. You do not need to probe further for day of birth.

Convert the month to a number as you have done before. Enter the number in the space provided. If the month or day contains only one digit, use a leading zero. For example, the month of March is coded as '03'. Note that you are not allowed to enter 'DK' for month or year of birth. You have to obtain month and year of birth of the child.

If the survey is conducted in 2012, the year of birth of the child cannot be earlier than 2007 and if the survey is conducted in 2013, the year of birth of the child cannot be earlier than 2008.

If the mother/primary caretaker is unable to provide the date of birth information, ask whether she/he has any documentation such as an identification card, health card, horoscope, or a birth or baptismal certificate that might give the date of birth of the child. However, confirm with the respondent that the date of birth recorded on such documents is indeed correct.

Ask AG1 and AG2 independently. Then, check for consistency between the date of birth and completed age.

## Age of child (AG2)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 0
Decimals: 0	Maximum: 4
Range: 0-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

How old is (name)?

### Interviewer instructions

After having obtained the child's date of birth, ask the child's age in completed years, and record in the space provided. Remember, ages must refer to the last birthday. Probe if necessary by asking "How old was (name) at his/her last birthday?"

If the mother/primary caretaker does not know the current age of the child, try asking "How many years ago was (name) born?" You may help the respondent by relating the child's age to that of other children or to some important event or to the season of birth, by asking, for example, "How many wet seasons ago was (name) born?"

Record age in completed years. Record '0' if the child is less than 1 year old.

Ask AG1 and AG2 independently. Then, check for consistency between the date of birth and completed age.

## Birth certificate (BR1)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) have a birth certificate?

### Interviewer instructions

This question aims to provide an estimate of the extent of birth registration in your country. Respondents must be assured that the information about individual families will never be given to authorities, and that they cannot be identified in any way.

If the answer is yes, ask "May I see it?" and circle the appropriate corresponding code, noting whether or not the certificate was seen. If the child has a birth certificate and it was seen, circle '1' and go to next module. If the child has a birth certificate but the mother/primary caretaker is unable to show you the certificate, circle '2' and go to next module. If the child does not have a birth certificate '3' or the respondent does not know '8' continue to the next question.

## Birth registered (BR2)

File: ch

### Overview

## Birth registered (BR2)

File: ch

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 9353  
Invalid: 5967  
Minimum: 1  
Maximum: 9

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name)'s birth been registered with the civil authorities?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'Yes', go to next module. If the child's birth has not been registered with civil authorities or the respondent does not know, continue to the next question.

## Know how to register birth (BR3)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 8916  
Invalid: 6404  
Minimum: 1  
Maximum: 9

### Source of information

The mother or caretaker of the child under five.

### Literal question

Do you know how to register your child's birth?

### Interviewer instructions

The purpose of this question is to assess how important lack of knowledge (of the process of registering or, if applicable, the place to go to register) may be among the reasons for non-registration. This information can inform advocacy efforts and help in the formulation of education campaigns.

Circle the code corresponding to the response.

## Reason birth not registered (BR4)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 453  
Invalid: 14867  
Minimum: 1  
Maximum: 8

### Literal question

Why is (name)'s birth not registered?

## Number of children's books or picture books for child (EC1)

File: ch

### Overview

## Number of children's books or picture books for child (EC1)

File: ch

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 14872  
Invalid: 448  
Minimum: 0  
Maximum: 99

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many children's books or picture books do you have for (name)?

### Interviewer instructions

This question asks specifically about children's books or picture books for the child. This excludes schoolbooks (appropriate for or belonging to older children), as well as other books for adults that are present in the household.

Record the number of books in the space provided. There is no need to make an actual count of books yourself. Rely on the respondent's answer, and avoid asking to see and count the books yourself, since this is likely to require extra time. If the respondent is unsure about the number of children's books or picture books and is not able to provide an answer the first time you ask the question, ask her/him if there are more than 10 such books. If yes, circle '10'. If she/he says that there are less than 10 such books, probe further to get an exact number. If there are no such books in the household, record '00'.

## Homemade toys (EC2A)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 14872  
Invalid: 448  
Minimum: 1  
Maximum: 9

### Source of information

The mother or caretaker of the child under five.

### Literal question

I am interested in learning about the things that (name) plays with when he/she is at home.  
Does he/she play with: homemade toys (such as dolls, cars or other toys made at home)?

### Interviewer instructions

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials.

Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer.

Do not pause after reading the first sentence and continue by saying "Does he/she play with" and start asking whether the child plays with playthings from each of the categories listed. For example, ask: "Does he/she play with homemade toys (such as dolls, cars, or other toys made at home)?" and so on.

If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying "What does he/she specifically play with?" or "Can you please give an example?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle '1'. If the child doesn't play with items mentioned in a specific category, or the respondent doesn't know circle '2' or '8', for that specific category. Read each category aloud and circle the code corresponding to the response before proceeding to the next category.

## Toys from shops (EC2B)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

I am interested in learning about the things that (name) plays with when he/she is at home.  
Does he/she play with: toys from a shop or manufactured toys?

### Interviewer instructions

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials.

Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer.

Do not pause after reading the first sentence and continue by saying "Does he/she play with" and start asking whether the child plays with playthings from each of the categories listed. For example, ask: "Does he/she play with homemade toys (such as dolls, cars, or other toys made at home)?" and so on.

If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying "What does he/she specifically play with?" or "Can you please give an example?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle '1'. If the child doesn't play with items mentioned in a specific category, or the respondent doesn't know circle '2' or '8', for that specific category. Read each category aloud and circle the code corresponding to the response before proceeding to the next category.

## Household objects or outside objects (EC2C)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

I am interested in learning about the things that (name) plays with when he/she is at home.  
Does he/she play with: household objects (such as bowls or pots) or objects found outside (such as sticks, rocks, animal shells or leaves)?

### Interviewer instructions

## Household objects or outside objects (EC2C)

### File: ch

This question is used to learn about different types of playthings used by the child. We want to know if the child has objects to play with, and what these are, even if they do not include store-bought toys. We are interested in learning about other objects that are used as playthings, such as ordinary household objects and natural materials.

Extra care should be taken to ask this question and record the responses. Experience has shown that respondents find it very easy to give the same answer to a list of different playthings. Often they will answer 'Yes' to all items, whether or not it is true, perhaps because they think this is the 'correct' response or one that will please the interviewer.

Do not pause after reading the first sentence and continue by saying "Does he/she play with" and start asking whether the child plays with playthings from each of the categories listed. For example, ask: "Does he/she play with homemade toys (such as dolls, cars, or other toys made at home)?" and so on.

If the respondent answers 'Yes' to any of these prompted categories, then probe to learn specifically what the child plays with to ascertain the response. For example, probe by saying "What does he/she specifically play with?" or "Can you please give an example?" If you ascertain that the child uses playthings that would fall into each of the prompted categories, circle '1'. If the child doesn't play with items mentioned in a specific category, or the respondent doesn't know circle '2' or '8', for that specific category. Read each category aloud and circle the code corresponding to the response before proceeding to the next category.

## In past week, days left alone for more than 1 hour (EC3A)

### File: ch

#### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Sometimes adults taking care of children have to leave the house to go shopping, wash clothes, or for other reasons and have to leave young children.

On how many days in the past week was (name):  
Left alone for more than an hour?

#### Interviewer instructions

This question is used to assess whether children are at increased risk, either because they are left alone or are left with a child as caregiver. These situations have been shown to be associated with higher risk for children.

The question sets up a hypothetical situation, one in which the mother/primary caretaker would be gone for more than just a moment - situations in which the child could be left alone for an hour or more. The question specifies that we want to know about situations in which the respondent actually leaves the premises, not simply going out of sight of the child, such as to another part or another room of the house.

Enter the response in the spaces provided. If the child was not left in the care of another child during this period, enter '0' for 'None'. If the answer is "don't know", enter "8". Note that 'another child' is defined as a child less than 10 years old.

## In past week, days left with other child for more than 1 hou (EC3B)

### File: ch

#### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

## In past week, days left with other child for more than 1 hou (EC3B)

File: ch

### Source of information

The mother or caretaker of the child under five.

### Literal question

Sometimes adults taking care of children have to leave the house to go shopping, wash clothes, or for other reasons and have to leave young children.

On how many days in the past week was (name):

Left in the care of another child, that is, someone less than 10 years old, for more than an hour?

### Interviewer instructions

This question is used to assess whether children are at increased risk, either because they are left alone or are left with a child as caregiver. These situations have been shown to be associated with higher risk for children.

The question sets up a hypothetical situation, one in which the mother/primary caretaker would be gone for more than just a moment - situations in which the child could be left alone for an hour or more. The question specifies that we want to know about situations in which the respondent actually leaves the premises, not simply going out of sight of the child, such as to another part or another room of the house.

Enter the response in the spaces provided. If the child was not left in the care of another child during this period, enter '0' for 'None'. If the answer is "don't know", enter "8". Note that 'another child' is defined as a child less than 10 years old.

## Attends early childhood education programme (EC5)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 6792  
Invalid: 8528  
Minimum: 1  
Maximum: 9

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) attend any organized learning or early childhood education programme, such as a private or government facility, including kindergarten or community child care?

### Interviewer instructions

This question aims to find out if the child is participating in early learning activities. Baby-sitting or child-minding, even if done in a special place such as a day-care centre, does not qualify as such a programme unless it includes organized learning activities. You must ensure that the mother or primary caretaker understands the meaning of 'Early Childhood Education Programme', explaining it as instructed.

Circle the appropriate code. Skip to EC7 if the answer to this question is 'No' or 'DK'.

## Type of early childhood education programm (EC5A)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 158  
Invalid: 15162  
Minimum: 1  
Maximum: 9

### Literal question

What type of early childhood education programme does (name) attend?

## Within last 7 days, hours attended education (EC6)

File: ch

### Overview

Type: Discrete	Valid cases: 94
Format: numeric	Invalid: 15226
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Within the last seven days, about how many hours did (name) attend?

### Interviewer instructions

This question is asked if the child is attending an early childhood education programme. Record the estimated number of hours the child attended any organized learning or early childhood education programme in the last 7 days (excluding the day of interview). Use a leading zero if necessary.

## Books-Mother (EC7AA)

File: ch

### Overview

Type: Discrete	Valid cases: 654
Format: character	Invalid: 0
Width: 1	

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Read books to or looked at picture books with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Books-Father (EC7AB)

File: ch

### Overview

Type: Discrete	Valid cases: 983
Format: character	Invalid: 0
Width: 1	

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Read books to or looked at picture books with (name)?

### Interviewer instructions

## Books-Father (EC7AB)

### File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Books-Other (EC7AX)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1246

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Read books to or looked at picture books with (name)?

#### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Books-No one (EC7AY)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 4142

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Read books to or looked at picture books with (name)?

#### Interviewer instructions

## Books-No one (EC7AY)

### File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Tell stories-Mother (EC7BA)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 3236

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Told stories to (name)?

#### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Tell stories-Father (EC7BB)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1047

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Told stories to (name)?

#### Interviewer instructions

## Tell stories-Father (EC7BB)

### File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Tell stories-Other (EC7BX)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1683

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Told stories to (name)?

#### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Tell stories-No one (EC7BY)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1329

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Told stories to (name)?

#### Interviewer instructions

## Tell stories-No one (EC7BY)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Sang songs-Mother (EC7CA)

File: ch

### Overview

Type: Discrete

Valid cases: 3141

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Sang songs to (name) or with (name), including lullabys?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Sang songs-Father (EC7CB)

File: ch

### Overview

Type: Discrete

Valid cases: 508

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Sang songs to (name) or with (name), including lullabys?

### Interviewer instructions

## Sang songs-Father (EC7CB)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Sang songs-Other (EC7CX)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1721

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Sang songs to (name) or with (name), including lullabys?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Sang songs-No one (EC7CY)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1829

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Sang songs to (name) or with (name), including lullabys?

### Interviewer instructions

## Sang songs-No one (EC7CY)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Took outside-Mother (EC7DA)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 959

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Took (name) outside the home, compound, yard or enclosure?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Took outside-Father (EC7DB)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2789

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Took (name) outside the home, compound, yard or enclosure?

### Interviewer instructions

## Took outside-Father (EC7DB)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Took outside-Other (EC7DX)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 3062

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Took (name) outside the home, compound, yard or enclosure?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Took outside-No one (EC7DY)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 617

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Took (name) outside the home, compound, yard or enclosure?

### Interviewer instructions

## Took outside-No one (EC7DY)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Played with-Mother (EC7EA)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 642

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Played with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Played with-Father (EC7EB)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 785

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Played with (name)?

### Interviewer instructions

## Played with-Father (EC7EB)

### File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Played with-Other (EC7EX)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 5208

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Played with (name)?

#### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Played with-No one (EC7EY)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 642

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Played with (name)?

#### Interviewer instructions

## Played with-No one (EC7EY)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Named/counted-Mother (EC7FA)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1106

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Named, counted, or drew things to or with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Named/counted-Father (EC7FB)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1573

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Named, counted, or drew things to or with (name)?

### Interviewer instructions

## Named/counted-Father (EC7FB)

File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Named/counted-Other (EC7FX)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1678

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Named, counted, or drew things to or with (name)?

### Interviewer instructions

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Named/counted-No one (EC7FY)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2892

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

In the past 3 days, did you or any household member over 15 years of age engage in any of the following activities with (name): Named, counted, or drew things to or with (name)?

### Interviewer instructions

## Named/counted-No one (EC7FY)

### File: ch

Read each items shown below aloud. If 'No', circle 'Y' and move to the next item on the list. If 'Yes', ask: "Who engaged in this activity with (name)?"

For each activity, circle the code for every person who engaged in the activity with the child before proceeding to the next item. If someone other than the mother or father engaged in the activity with the child, circle 'X'. If the respondent is the primary caretaker of the child and has engaged in any of these activities, code 'X' should be circled.

Note that in a household where there are no adults other than the child's mother and father, 'X' should not be circled. Adults who are not members of the household but who may have engaged in the listed activities with the child should not be coded here.

## Child ever been breastfed (BF1)

### File: ch

#### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Has (name) ever been breastfed?

#### Interviewer instructions

This question asks if the child has ever been breastfed. It includes any breastfeeding experience of the child - not necessarily by the mother/primary caretaker.

Circle the code corresponding to the response. Continue to the next question if the child was ever breastfed ('1'). If the child was never breastfed, circle 'No' and skip to BF3. Skip to BF3 in the case of a 'DK' response as well.

## Child still being breastfed (BF2)

### File: ch

#### Overview

Type: Discrete	Valid cases: 14394
Format: numeric	Invalid: 926
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Is he/she still being breastfed?

#### Interviewer instructions

## Child still being breastfed (BF2)

File: ch

'Being breastfed' is defined as putting the child to the breast at least once a day.

Circle the code corresponding to the response.

The questions BF3-BF18 asks about what the child was fed in the preceding 24 hours. The purpose of these questions is to determine what liquids or foods the child was given. Make sure that the respondent understands the question, particularly what is meant by 'yesterday, during the day or night'.

Circle the code corresponding to the response. If the mother/primary caretaker does not know the answer, repeat the question using other local words for the fluid or food. If the answer is still not known, circle '8' for 'DK'.

Note that for infant formula, milk, yogurt, and solid/semi-solid mushy food, the number of times the child had the food is also asked.

## Child drank plain water yesterday (BF3)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

I would like to ask you about liquids that (name) may have had yesterday during the day or the night. I am interested in whether (name) had the item even if it was combined with other foods.

Did (name) drink plain water yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response.

## Child drank infant formula yesterday (BF4)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink infant formula yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'No' or 'DK,' skip to BF6.

## Times child drank infant formula (BF5)

File: ch

## Times child drank infant formula (BF5)

File: ch

### Overview

Type: Discrete	Valid cases: 2267
Format: numeric	Invalid: 13053
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times did (name) drink infant formula?

### Interviewer instructions

Record the number of times the child had infant formula.

## Child drank milk yesterday (BF6)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink milk, such as tinned, powdered or fresh animal milk yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to BF8.

## Times child drank milk (BF7)

File: ch

### Overview

Type: Discrete	Valid cases: 5077
Format: numeric	Invalid: 10243
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times did (name) drink tinned, powdered or fresh animal milk?

### Interviewer instructions

Record the number of times the child had tinned, powdered or fresh animal milk.

## Child drank juice or juice drinks yesterday (BF8)

File: ch

## Child drank juice or juice drinks yesterday (BF8)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink juice or juice drinks yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response.

## Child drank soup yesterday (BF9)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink soup yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response.

## Child drank or ate vitamin or mineral supplements yesterday (BF10)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink or eat vitamin or mineral supplements or any medicines yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response.

## Child drank ORS yesterday (BF11)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink ORS (oral rehydration solution) yesterday, during the day or night?

### Interviewer instructions

Oral Rehydration Solution is a simple and inexpensive solution that can be prepared at home, consisting of sugar, salt, and water and can decrease fluid loss in children with diarrhoea.

Circle the code corresponding to the response.

## Child drank any other liquid yesterday (BF12)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink any other liquids yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response.

## Child drank or ate yogurt yesterday (BF13)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink or eat yogurt yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to BF15.

## Times drank or ate yogurt (BF14)

File: ch

### Overview

Type: Discrete	Valid cases: 5247
Format: numeric	Invalid: 10073
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times did (name) drink or eat yogurt yesterday, during the day or night?

### Interviewer instructions

Record the number of times the child had yogurt.

## Child ate thin porridge yesterday (BF15)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) eat thin porridge yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response.

## Child ate solid or semi-solid food yesterday (BF16)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) eat solid or semi-solid (soft, mushy) food yesterday, during the day or night?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to BF18.

## Times child ate solid or semi-solid food (BF17)

File: ch

## Times child ate solid or semi-solid food (BF17)

File: ch

### Overview

Type: Discrete	Valid cases: 8616
Format: numeric	Invalid: 6704
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times did (name) eat solid or semi-solid (soft, mushy) food yesterday, during the day or night?

### Interviewer instructions

Record the number of times the child had solid or semi-solid food.

## Child drank anything else from the bottle with a nipple yest (BF18)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Yesterday, during the day or night, did (name) drink anything from a bottle with a nipple?

### Interviewer instructions

Circle the code corresponding to the response.

## Child was pasifier (BF19)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Literal question

Yesterday, during the day or night, was (name) given a pacifier?

## Child had diarrhoea in last 2 weeks (CA1)

File: ch

### Overview

## Child had diarrhoea in last 2 weeks (CA1)

### File: ch

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 14872  
Invalid: 448  
Minimum: 1  
Maximum: 9

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In the last two weeks, has (name) had diarrhoea?

#### Interviewer instructions

Diarrhoea is determined by the perception of the mother or caretaker, or by three or more loose or watery stools per day, or by blood in stool.

Record the mother's/primary caretaker's answer by circling the corresponding code. If a respondent is not sure what is meant by diarrhoea, tell her/him it means "three or more loose or watery stools per day, or blood in the stool." Make sure the respondent understands what is meant by 'in the last 2 weeks'. If the child has not had diarrhoea in the last 2 weeks or the caretaker doesn't know, skip to CA7.

## Child drank less or more during illness (CA2)

### File: ch

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 3440  
Invalid: 11880  
Minimum: 1  
Maximum: 9

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

I would like to know how much (name) was given to drink during the diarrhoea (including breastmilk).

During the time (name) had diarrhoea, was he/she given less than usual to drink, about the same amount, or more than usual?

#### Interviewer instructions

If dehydrated, a child may take more fluids than usual. We want to know if the pattern of fluid consumption changed during diarrhoea. The focus in this question is on how much fluid was actually consumed by the child.

Ask the question just as it is worded here. Read out the entire question and circle the appropriate code for the caretaker's response. Get the respondent's best judgement of the relative amount of total fluids actually consumed by the child. All fluids are included, not just special ones given during diarrhoea. For example, water, tea, fruit juice, breastmilk and formula are included as well as special fluids such as ORS.

If the child was given less drink than usual during the diarrhoea, probe: "Was he/she given much less than usual to drink, or somewhat less?"

Try to find out what actually happened, not what the respondent thinks ought to have happened. An answer such as, "A child with diarrhoea (or 'a child who is ill') needs more fluids" is not satisfactory. You would need to ask, "But how much did your child actually drink during this diarrhoea?"

It may be difficult to estimate the relative amount of breastmilk taken by the child. The respondent may make an estimate based on whether the child nursed longer or more frequently.

## Child ate less or more during illness (CA3)

### File: ch

## Child ate less or more during illness (CA3)

File: ch

### Overview

Type: Discrete	Valid cases: 3440
Format: numeric	Invalid: 11880
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

During the time (name) had diarrhoea, was he/she given less than usual to eat, about the same amount, more than usual, or nothing to eat?

### Interviewer instructions

During an episode of diarrhoea or other illness, a child may change the amount usually eaten. The focus in this question is on how much food was actually consumed by the child.

Ask the question just as it is worded here. Read out the entire question and circle the code corresponding to the caretaker's response. Get the caretaker's best judgement of the relative amount of total food actually consumed by the child.

Try to find out what actually happened, not what the caretaker thinks ought to have happened. An answer such as, "A child with diarrhoea (or 'a child who is ill') needs more food" is not satisfactory. You would need to ask, "But how much did your child actually eat during this diarrhoea?"

If the caretaker replies that the child took only fluids (that is, the child did not 'eat'), circle '5' for 'Stopped food'. If the child was given less than usual to eat during the diarrhoea, probe: "Was he/she given much less than usual to eat, or somewhat less?". Then circle the appropriate code. If the mother/primary caretaker offered more food than usual, but the child ate much less, the answer is 'much less'; circle '1'.

Make sure that the respondent understands that this includes breastmilk, if the child is still being breastfed. If the child is very young and the caretaker replies that he/she takes only fluids or breastmilk (that is, has not started 'eating' yet), there is no need to probe, since 'drinking' and 'eating' count as the same for this child. Circle the answer for this question (eating) that comes closest to the answer you circle for CA4 (drinking).

## Drank fluid made from special packet (ORS) (CA4A)

File: ch

### Overview

Type: Discrete	Valid cases: 3440
Format: numeric	Invalid: 11880
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

During the episode of diarrhoea, was (name) given to drink any of the following:  
A fluid made from a special packet called Oral Rehydration Solution (ORS)?

### Interviewer instructions

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea.

Ask each question separately: "Was (name) given a fluid made from a special packet called (local name for ORS packet solution)?, Was (name) given a pre-packaged ORS fluid for diarrhoea?" and so forth. Read each item aloud and circle the code corresponding to the response before proceeding to the next item.

## Pre-packaged ORS fluid for diarrhoea (CA4B)

File: ch

### Overview

Type: Discrete	Valid cases: 3440
Format: numeric	Invalid: 11880
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

During the episode of diarrhoea, was (name) given to drink any of the following:  
A pre-packaged ORS fluid for diarrhoea?

### Interviewer instructions

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea.

Ask each question separately: "Was (name) given a fluid made from a special packet called (local name for ORS packet solution)?, Was (name) given a pre-packaged ORS fluid for diarrhoea?" and so forth. Read each item aloud and circle the code corresponding to the response before proceeding to the next item.

## Govt. recommended homemade fluid X (CA4C)

File: ch

### Overview

Type: Discrete	Valid cases: 3440
Format: numeric	Invalid: 11880
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

During the episode of diarrhoea, was (name) given to drink any of the following:  
Government-recommended homemade fluid (Wheat Salt Solution WSS)?

### Interviewer instructions

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea.

Ask each question separately: "Was (name) given a fluid made from a special packet called (local name for ORS packet solution)?, Was (name) given a pre-packaged ORS fluid for diarrhoea?" and so forth. Read each item aloud and circle the code corresponding to the response before proceeding to the next item.

## Govt. recommended homemade fluid Y (CA4D)

File: ch

### Overview

Type: Discrete	Valid cases: 3440
Format: numeric	Invalid: 11880
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

## Govt. recommended homemade fluid Y (CA4D)

### File: ch

During the episode of diarrhoea, was (name) given to drink any of the following:  
Government-recommended homemade fluid (Salt & Sugar Solution SSS)?

#### Interviewer instructions

We want to know if and what type of oral rehydration solution (ORS) the child took during the last episode of diarrhoea.

Ask each question separately: "Was (name) given a fluid made from a special packet called (local name for ORS packet solution)?, Was (name) given a pre-packaged ORS fluid for diarrhoea?" and so forth. Read each item aloud and circle the code corresponding to the response before proceeding to the next item.

## Anything else given to treat the diarrhoea (CA5)

### File: ch

#### Overview

Type: Discrete	Valid cases: 3440
Format: numeric	Invalid: 11880
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Was anything (else) given to treat diarrhoea?

#### Interviewer instructions

This question asks the mother or caretaker whether the child received any (other) treatment for diarrhoea other than those mentioned in CA4 for this episode of diarrhoea. If in CA4 you learned that the child was given fluid from an ORS packet, sugar and salt solution, or pre-packaged ORS fluid, then phrase CA5 by saying, "Was anything else given to treat the diarrhoea?" If none of the liquids was given, ask CA5 by saying, "Was anything given to treat the diarrhoea?"

Circle the code corresponding to the answer given. If the response is 'Yes', continue to CA6 to learn the type of treatment given. If the child was not given anything (else) for the diarrhoea or the respondent doesn't know, skip to CA7.

## Other treatment (pill or syrup): Antibiotic (CA6A)

### File: ch

#### Overview

Type: Discrete	Valid cases: 625
Format: character	Invalid: 0
Width: 1	

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What (else) was given to treat diarrhoea?

#### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment (pill or syrup): Antimotility (CA6B)

File: ch

### Overview

Type: Discrete

Valid cases: 811

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat diarrhoea?

### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment (pill or syrup): Zinc (CA6C)

File: ch

### Overview

Type: Discrete

Valid cases: 165

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat diarrhoea?

### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment (pill or syrup): Other (not antibiotic, anti (CA6G)

File: ch

### Overview

Type: Discrete

Valid cases: 60

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat diarrhoea?

### Interviewer instructions

## Other treatment (pill or syrup): Other (not antibiotic, anti (CA6G)

### File: ch

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment (pill or syrup): Unknown (CA6H)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 611

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What (else) was given to treat diarrhoea?

#### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment (injection): Antibiotic (CA6L)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 171

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What (else) was given to treat diarrhoea?

#### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment (injection): Non-antibiotic (CA6M)

### File: ch

## Other treatment (injection): Non-antibiotic (CA6M)

File: ch

### Overview

Type: Discrete

Valid cases: 36

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat diarrhoea?

### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment (injection): Unknown (CA6N)

File: ch

### Overview

Type: Discrete

Valid cases: 115

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat diarrhoea?

### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment: Intravenous (CA6O)

File: ch

### Overview

Type: Discrete

Valid cases: 63

Format: character

Invalid: 0

Width: 1

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat diarrhoea?

### Interviewer instructions

## Other treatment: Intravenous (CA6O)

File: ch

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment: Home remedy/Herbal medicine (CA6Q)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 464

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat diarrhoea?

### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Other treatment: Other (CA6X)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 152

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What (else) was given to treat diarrhoea?

### Interviewer instructions

If you learn in CA5 that the child was given something to treat the episode of diarrhoea, ask CA6 to identify what the mother or anyone else may have given the child. After recording a treatment, ask the respondent whether "Anything else" was given, but do so without implying that something else should have been given. Record all treatments given. Write brand name(s) of all medicines mentioned.

Antimotility means anti-diarrhoea. Make the difference between antibiotic and non antibiotic treatment. If the mother/care taker doesn't know ask to see the package of the medicine.

## Child ill with cough in last 2 weeks (CA7)

File: ch

## Child ill with cough in last 2 weeks (CA7)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

At any time in the last two weeks, has (name) had an illness with a cough?

### Interviewer instructions

Illness with a cough means a cold or other acute respiratory illness with a cough.

Circle the code corresponding to the response given. If the respondent says "He coughs all the time," or "She's been coughing for months," do not count this as an 'illness with a cough' since it is a chronic problem. If the answer is 'No' or 'DK', circle the appropriate code and go to CA14. If the symptoms started before but continued into the 2-week period, this counts as 'Yes'.

## Difficulty breathing during illness with cough (CA8)

File: ch

### Overview

Type: Discrete	Valid cases: 5237
Format: numeric	Invalid: 10083
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

When (name) had an illness with a cough, did he/she breathe faster than usual, with short, rapid breaths or have difficulty breathing?

### Interviewer instructions

The question aims to find out if the child has or had an illness requiring assessment by a health professional.

If the respondent asks "What do you mean by 'fast breathing'?" you may say "noticeably faster than normal when the child is rested." If the respondent asks "What do you mean by 'difficulty breathing'?" you may say "The child sounded/looked as if he/she was having trouble breathing." You may give other explanations that were developed and tested during the adaptation and pre-testing of the questionnaire. Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. Otherwise, skip to CA14.

## Symptoms due to problem in chest or blocked nose (CA9)

File: ch

### Overview

Type: Discrete	Valid cases: 4193
Format: numeric	Invalid: 11127
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

## Symptoms due to problem in chest or blocked nose (CA9)

File: ch

### Literal question

Was the fast or difficult breathing due to a problem in the chest or a blocked or runny nose?

### Interviewer instructions

This question aims to find out if the problem needs assessment by a health professional, which does not include a simple cold.

Circle the code corresponding to the caretaker's response. If the symptoms were from a 'Blocked or runny nose only', skip to CA14. If the symptoms were due to 'Other' reasons, write the respondent's description in the line provided, circle '6' and skip to CA14. Otherwise, continue to the next question.

## Sought advice or treatment for illness (CA10)

File: ch

### Overview

Type: Discrete	Valid cases: 2974
Format: numeric	Invalid: 12346
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did you seek any advice or treatment for the illness from any source?

### Interviewer instructions

'Seeking care outside the home' means going outside the family or household for advice or treatment. Seeking care could include anything from asking a neighbour for advice, to holding a religious ceremony on the child's behalf, to going to a hospital. If a physician or other provider visits the household to give care, this counts as seeking care outside the home. The child may or may not have accompanied the respondent when he/she sought care. For example, going to buy medicine without the child counts as seeking care.

Circle the code corresponding to the response given. If the answer is 'Yes', continue to the next question. Otherwise, skip to CA12.

## Place sought care: (public sector) Government hospital (CA11A)

File: ch

### Overview

Type: Discrete	Valid cases: 587
Format: character	Invalid: 0
Width: 1	

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

## Place sought care: (public sector) Government hospital (CA11A)

### File: ch

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: (public sector) Government health center (CA11B)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 246

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

From where did you seek advice or treatment?

#### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: (public sector) Government health post (CA11C)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 104

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

## Place sought care: (public sector) Government health post (CA11C)

File: ch

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: (public sector) Village health worker (CA11D)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 168

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: (public sector) Mobile / Outreach clinic (CA11E)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 82

Invalid: 0

### Source of information

## Place sought care: (public sector) Mobile / Outreach clinic (CA11E)

File: ch

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Other public (CA11H)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 16

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Private hospital / clinic (CA11I)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 101

Invalid: 0

## Place sought care: Private hospital / clinic (CA11I)

File: ch

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Private physician (CA11J)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 700

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Private pharmacy (CA11K)

File: ch

### Overview

## Place sought care: Private pharmacy (CA11K)

File: ch

Type: Discrete  
Format: character  
Width: 1

Valid cases: 239  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Mobile clinic (CA11L)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 18  
Invalid: 0

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Other private medical (CA11O)

File: ch

### Overview

## Place sought care: Other private medical (CA11O)

File: ch

Type: Discrete  
Format: character  
Width: 1

Valid cases: 3  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Relative / Friend (CA11P)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 96  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Shop (CA11Q)

File: ch

## Place sought care: Shop (CA11Q)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 47

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Traditional practitioner (CA11R)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 94

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Place sought care: Other (CA11X)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 10  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

From where did you seek advice or treatment?

### Interviewer instructions

After the first reply, probe by asking: "Anywhere else?" until all providers are mentioned. However, do not suggest or prompt any answers. Circle the code for every provider mentioned.

The intent of this question is to identify the source of care. If the source of care is a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the source is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle 'H'. Similarly, if the source is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle 'O'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that he/she sought care from another place not listed, write the description of the place in the space provided for 'Other' and circle 'X'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Given medicine to treat this illness (CA12)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 2974  
Invalid: 12346  
Minimum: 1  
Maximum: 9

### Source of information

The mother or caretaker of the child under five.

### Literal question

Was (name) given any medicine to treat this illness?

### Interviewer instructions

Circle the appropriate code. If the answer is 'Yes', continue to the next question. Otherwise, go to CA14.

## Medicine: Antibiotic pill / syrup (CA13A)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1707  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

## Medicine: Antibiotic pill / syrup (CA13A)

File: ch

### Interviewer instructions

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

## Medicine: Antibiotic injection (CA13B)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 613

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

## Medicine: Anti-malarials (CA13M)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 34

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

## Medicine: Anti-malarials (CA13M)

### File: ch

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

## Medicine: Paracetamol / Panadol / Acetaminophen (CA13P)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 607

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What medicine was (name) given?

#### Interviewer instructions

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

## Medicine: Aspirin (CA13Q)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 261

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What medicine was (name) given?

#### Interviewer instructions

## Medicine: Aspirin (CA13Q)

### File: ch

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

## Medicine: Ibuprofen (CA13R)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 115

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What medicine was (name) given?

#### Interviewer instructions

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

## Medicine: Other (CA13X)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 126

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What medicine was (name) given?

#### Interviewer instructions

## Medicine: Other (CA13X)

### File: ch

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

## Medicine: DK (CA13Z)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 41

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What medicine was (name) given?

#### Interviewer instructions

This question aims to determine whether the child was given an antibiotic for the illness. More than one medicine may have been administered to the child. After the first reply, probe by asking: "Any other medicine?" until all medicines are mentioned. Circle the codes corresponding to all medicines given.

If the respondent does not know the name of the medicine, ask him/her to show you the medicines. If he/she cannot show the packaged medicine, follow the guidelines provided to you during training.

If the respondent names a medicine that is not listed, circle 'X' for 'Other' medicine and fill in the name of the medicine in the space provided.

If you cannot determine the type of medicine given to the child with a cough, circle 'Z' for 'DK'.

## What was done to dispose of the stools (CA15)

### File: ch

#### Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: 1-99

Valid cases: 8080

Invalid: 7240

Minimum: 1

Maximum: 99

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

The last time (name) passed stools, what was done to dispose of the stools?

#### Interviewer instructions

## What was done to dispose of the stools (CA15)

### File: ch

The purpose of this question is to know what was done with the most recent stools passed by the child in the household. The safe disposal of children's stools is of particular importance because children's stools are the most likely cause of faecal contamination to the immediate household environment. Correct disposal of stools is linked with lower risks of diarrhoea.

Respondents are asked where they usually dispose of their children's stools if the child did not use the toilet facility. Circle the most appropriate code.

If the respondent states that diapers are used, then probe to establish how the diapers are disposed of.

## Vaccination card for child (IM1)

### File: ch

#### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Do you have a card where (name)'s vaccinations are written down?  
(If yes) May I see it please?

#### Interviewer instructions

If the respondent reports that there is a vaccination card for the child, ask to see it. You should have obtained vaccination cards at the beginning of the interview. If you did not already obtain the card for the child, now is the time to ask for it again.

In some cases, the respondent may not be willing to take time to look for the vaccination card, thinking that you are in a hurry. Encourage the respondent to look for the vaccination card for the child. It is critical to obtain written documentation of the child's immunization history. Therefore, be patient if the respondent needs to search for the card.

If the respondent does not have a vaccination card but the vaccine doses are registered in another document (for example, a booklet with records of clinic visits), ask to see it. If the card or other document is seen, circle '1' and skip to IM3. If the child has a vaccination card or other document but the respondent is unable to show you, circle '2' and skip to IM6 - you will be asking the respondent to recall the child's vaccinations. If the respondent does not have a vaccination card or any other document where the vaccine doses are registered for the child, circle '3' and continue to next question.

## Ever had vaccination card (IM2)

### File: ch

#### Overview

Type: Discrete	Valid cases: 5619
Format: numeric	Invalid: 9701
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Did you ever have a vaccination card for (name)?

#### Interviewer instructions

Circle the code corresponding to the answer given and skip to IM6.

## Day of BCG immunization (IM3BD)

File: ch

### Overview

Type: Discrete	Valid cases: 3242
Format: numeric	Invalid: 12078
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of BCG immunization (IM3BM)

File: ch

### Overview

Type: Discrete	Valid cases: 3151
Format: numeric	Invalid: 12169
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of BCG immunization (IM3BM)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of BCG immunization (IM3BY)

### File: ch

#### Overview

Type: Discrete	Valid cases: 3151
Format: numeric	Invalid: 12169
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 9999
Range: 2006-9999	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of Polio at birth immunization (IM3P0D)

File: ch

### Overview

Type: Discrete	Valid cases: 3242
Format: numeric	Invalid: 12078
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of Polio at birth immunization (IM3P0M)

File: ch

### Overview

Type: Discrete	Valid cases: 3033
Format: numeric	Invalid: 12287
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Interviewer instructions

## Month of Polio at birth immunization (IM3P0M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of Polio at birth immunization (IM3P0Y)

### File: ch

#### Overview

Type: Discrete	Valid cases: 3033
Format: numeric	Invalid: 12287
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 9999
Range: 2006-9999	

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of Polio1 immunization (IM3P1D)

File: ch

### Overview

Type: Discrete	Valid cases: 3242
Format: numeric	Invalid: 12078
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of Polio1 immunization (IM3P1M)

File: ch

### Overview

Type: Discrete	Valid cases: 3094
Format: numeric	Invalid: 12226
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of Polio1 immunization (IM3P1M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of Polio1 immunization (IM3P1Y)

### File: ch

#### Overview

Type: Discrete	Valid cases: 3094
Format: numeric	Invalid: 12226
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 9999
Range: 2006-9999	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of Polio2 immunization (IM3P2D)

File: ch

### Overview

Type: Discrete	Valid cases: 3242
Format: numeric	Invalid: 12078
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of Polio2 immunization (IM3P2M)

File: ch

### Overview

Type: Discrete	Valid cases: 3052
Format: numeric	Invalid: 12268
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of Polio2 immunization (IM3P2M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of Polio2 immunization (IM3P2Y)

### File: ch

#### Overview

Type: Discrete	Valid cases: 3052
Format: numeric	Invalid: 12268
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 9999
Range: 2006-9999	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of Polio3 immunization (IM3P3D)

File: ch

### Overview

Type: Discrete	Valid cases: 3242
Format: numeric	Invalid: 12078
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of Polio3 immunization (IM3P3M)

File: ch

### Overview

Type: Discrete	Valid cases: 3001
Format: numeric	Invalid: 12319
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of Polio3 immunization (IM3P3M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of Polio3 immunization (IM3P3Y)

### File: ch

#### Overview

Type: Discrete	Valid cases: 3001
Format: numeric	Invalid: 12319
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 9999
Range: 2006-9999	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of DPT1 immunization (IM3D1D)

File: ch

### Overview

Type: Discrete	Valid cases: 3242
Format: numeric	Invalid: 12078
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of DPT1 immunization (IM3D1M)

File: ch

### Overview

Type: Discrete	Valid cases: 3094
Format: numeric	Invalid: 12226
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of DPT1 immunization (IM3D1M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of DPT1 immunization (IM3D1Y)

### File: ch

#### Overview

Type: Discrete	Valid cases: 3094
Format: numeric	Invalid: 12226
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 9999
Range: 2006-9999	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of DPT2 immunization (IM3D2D)

File: ch

### Overview

Type: Discrete	Valid cases: 3242
Format: numeric	Invalid: 12078
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of DPT2 immunization (IM3D2M)

File: ch

### Overview

Type: Discrete	Valid cases: 3052
Format: numeric	Invalid: 12268
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of DPT2 immunization (IM3D2M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of DPT2 immunization (IM3D2Y)

### File: ch

#### Overview

Type: Discrete	Valid cases: 3052
Format: numeric	Invalid: 12268
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 9999
Range: 2006-9999	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of DPT3 immunization (IM3D3D)

File: ch

### Overview

Type: Discrete	Valid cases: 3242
Format: numeric	Invalid: 12078
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of DPT3 immunization (IM3D3M)

File: ch

### Overview

Type: Discrete	Valid cases: 3001
Format: numeric	Invalid: 12319
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of DPT3 immunization (IM3D3M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of DPT3 immunization (IM3D3Y)

### File: ch

#### Overview

Type: Discrete	Valid cases: 3001
Format: numeric	Invalid: 12319
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 9999
Range: 2006-9999	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of HepB1 immunization (IM3H1D)

File: ch

### Overview

Type: Discrete	Valid cases: 3242
Format: numeric	Invalid: 12078
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of HepB1 immunization (IM3H1M)

File: ch

### Overview

Type: Discrete	Valid cases: 3094
Format: numeric	Invalid: 12226
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of HepB1 immunization (IM3H1M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of HepB1 immunization (IM3H1Y)

### File: ch

#### Overview

Type: Discrete	Valid cases: 3094
Format: numeric	Invalid: 12226
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 9999
Range: 2006-9999	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of HepB2 immunization (IM3H2D)

File: ch

### Overview

Type: Discrete	Valid cases: 3242
Format: numeric	Invalid: 12078
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of HepB2 immunization (IM3H2M)

File: ch

### Overview

Type: Discrete	Valid cases: 3052
Format: numeric	Invalid: 12268
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of HepB2 immunization (IM3H2M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of HepB2 immunization (IM3H2Y)

### File: ch

#### Overview

Type: Discrete	Valid cases: 3052
Format: numeric	Invalid: 12268
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 9999
Range: 2006-9999	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of HepB3 immunization (IM3H3D)

File: ch

### Overview

Type: Discrete	Valid cases: 3242
Format: numeric	Invalid: 12078
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of HepB3 immunization (IM3H3M)

File: ch

### Overview

Type: Discrete	Valid cases: 3001
Format: numeric	Invalid: 12319
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of HepB3 immunization (IM3H3M)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of HepB3 immunization (IM3H3Y)

### File: ch

#### Overview

Type: Discrete	Valid cases: 3001
Format: numeric	Invalid: 12319
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 9999
Range: 2006-9999	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day measles or MMR immunization (IM3MD)

File: ch

### Overview

Type: Discrete	Valid cases: 3242
Format: numeric	Invalid: 12078
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month Measles or MMR immunization (IM3MM)

File: ch

### Overview

Type: Discrete	Valid cases: 2910
Format: numeric	Invalid: 12410
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month Measles or MMR immunization (IM3MM)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of Measles or MMR immunization (IM3MY)

### File: ch

#### Overview

Type: Discrete	Valid cases: 2910
Format: numeric	Invalid: 12410
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 9999
Range: 2006-9999	

#### Source of information

The mother or caretaker of the child under five.

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Day of receiving vitamin A (IM3AD)

File: ch

### Overview

Type: Discrete	Valid cases: 3242
Format: numeric	Invalid: 12078
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Month of receiving vitamin A (IM3AM)

File: ch

### Overview

Type: Discrete	Valid cases: 2778
Format: numeric	Invalid: 12542
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Interviewer instructions

## Month of receiving vitamin A (IM3AM)

### File: ch

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Year of receiving vitamin A (IM3AY)

### File: ch

#### Overview

Type: Discrete	Valid cases: 2778
Format: numeric	Invalid: 12542
Width: 4	Minimum: 2006
Decimals: 0	Maximum: 9999
Range: 2006-9999	

#### Interviewer instructions

You will complete question IM3 when respondents show you the vaccination card for the child:

Copy the dates in the spaces provided for IM3 for each type of immunization dose recorded on the card or document.

If the card shows only part of the date, record '98' for 'DK' in the column for which the information is not given. For example, if the date given was July 2008, you would record '98' for 'Day', '07' for 'Month', and '2008' for 'Year'.

If the card shows that a vaccination was administered but the date is not specified, write '44' in the day column, and leave the month and year columns blank.

However, if a date is given for a DPT vaccination and there is simply a check to show that a polio vaccine was also given, record the date of the DPT injection on the polio line since this probably indicates that the vaccinations were given on the same day.

For any vaccine listed in the module, if there is no information on the vaccination card showing that the vaccine was administered, leave the rows for this vaccine blank.

Remember that vaccines may be listed on the card in a different order than the one that appears on the questionnaire. Be sure to check the card carefully because sometimes the month may be listed first, sometimes the day. Be careful to record the dates correctly.

Besides recording vaccination dates on the card, some health facilities may also record the dates (appointments) that children should be brought in for their next immunizations. Be very careful not to record a scheduled appointment date as a vaccination date. It is possible that an appointment date was given, but the child never received the vaccination. Only record dates that vaccinations were actually given, and not date of appointments. Be patient and read the card thoroughly. It is very important that you copy the information on administered vaccinations on the card to the questionnaire accurately.

After you have completed transferring the information from the card to the questionnaire, proceed with question IM4.

## Child received any other vaccinations (IM5)

File: ch

### Overview

Type: Discrete	Valid cases: 186
Format: numeric	Invalid: 15134
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

In addition to what is recorded on this card, did (name) receive any other vaccinations - including vaccinations received in campaigns or immunization days?

### Interviewer instructions

It is possible that some of the vaccinations received by the child were not recorded. For example, the respondent may have forgotten to bring the card to the health facility or the respondent may have taken the child to a National Immunization Day.

If the answer is 'Yes', circle '1' only if the respondent mentions vaccines included in the questionnaire. You can refer to the information already obtained from the vaccination card to make sure that the mother/primary caretaker is referring only to these vaccines. Write '66' in the corresponding 'Day' column for IM3, and leave the month and year columns blank. For example, if two doses of DPT were recorded on the card, and another dose was given but not recorded, there should be '66' in the 'Day' column.

Do not ask the respondent to supply dates from memory. Enter a date only if the card or other document is available and lists a date for the immunization dose.

Once you have probed for any other vaccination, skip to IM18.

## Child ever received any vaccinations (IM6)

File: ch

### Overview

Type: Discrete	Valid cases: 11641
Format: numeric	Invalid: 3679
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever received any vaccinations to prevent him/her from getting diseases, including vaccinations received in a campaign or immunization day?

### Interviewer instructions

Only ask IM6-IM17 to obtain the child's vaccination status if a vaccination card or other document is not available (that is, if the answer to IM1 was '2' for 'Yes, not seen' or '3' for 'No card'). Describe the vaccination techniques in detail to the caretaker and provide further explanations if needed. When mentioning the vaccines or the specific diseases, use local synonyms if needed. We are not interested in injections for treating a disease - antibiotics, anti-malarials, etc. - but only in vaccines.

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question, to start asking about each of the vaccines. If the answer is 'No' or 'DK', skip to IM18.

## Child ever given BCG vaccination (IM7)

File: ch

### Overview

## Child ever given BCG vaccination (IM7)

File: ch

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 8307  
Invalid: 7013  
Minimum: 1  
Maximum: 9

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever received a BCG vaccination against tuberculosis – that is, an injection in the arm or shoulder that usually causes a scar?

### Interviewer instructions

Circle the code corresponding to the response.

## Child ever given Polio vaccination (IM8)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 8307  
Invalid: 7013  
Minimum: 1  
Maximum: 9

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever received any “vaccination drops in the mouth” to protect him/her from getting diseases – that is, polio?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If the answer is 'No' or 'DK', skip to IM11.

## Polio first given just after birth or later (IM9)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 7840  
Invalid: 7480  
Minimum: 1  
Maximum: 9

### Literal question

Was the first polio vaccine received in the first two weeks after birth or later?

## Times child given Polio vaccination (IM10)

File: ch

### Overview

## Times child given Polio vaccination (IM10)

File: ch

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 7840  
Invalid: 7480  
Minimum: 1  
Maximum: 9

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times was the polio vaccine received?

### Interviewer instructions

Fill in the number in the space provided.

## Child ever given DPT vaccination (IM11)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 8307  
Invalid: 7013  
Minimum: 1  
Maximum: 9

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever received a DPT vaccination - that is, an injection in the thigh or buttocks - to prevent him/her from getting tetanus, whooping cough, or diphtheria?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If 'No' or 'DK', skip to IM13.

## Times child given DPT vaccination (IM12)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 4844  
Invalid: 10476  
Minimum: 1  
Maximum: 9

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times was a DPT vaccine received?

### Interviewer instructions

Fill in the number in the space provided.

## Child ever given Hepatitis B vaccination (IM13)

File: ch

## Child ever given Hepatitis B vaccination (IM13)

File: ch

### Overview

Type: Discrete	Valid cases: 8307
Format: numeric	Invalid: 7013
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever been given a Hepatitis B vaccination – that is, an injection in the thigh or buttocks – to prevent him/her from getting Hepatitis B?

### Interviewer instructions

Circle the code corresponding to the response. If the answer is 'Yes', continue to the next question. If 'No' or 'DK', skip to IM16.

## Hepatitis B first given within 24 h after birth or later (IM14)

File: ch

### Overview

Type: Discrete	Valid cases: 3174
Format: numeric	Invalid: 12146
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Was the first Hepatitis B vaccine received within 24 hours after birth, or later?

### Interviewer instructions

Ask if the first hepatitis B vaccine was received within 24 hours after birth or later. Circle the code corresponding to the response.

## Times child given Hepatitis B vaccination (IM15)

File: ch

### Overview

Type: Discrete	Valid cases: 3174
Format: numeric	Invalid: 12146
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

How many times was a Hepatitis B vaccine received?

### Interviewer instructions

Fill in the number in the space provided.

## Child ever given Measles or MMR vaccination (IM16)

File: ch

### Overview

Type: Discrete	Valid cases: 8307
Format: numeric	Invalid: 7013
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever received a Measles injection - that is, a shot in the arm at the age of 9 months or older - to prevent him/her from getting measles?

### Interviewer instructions

Circle the code corresponding to the response. If the caretaker specifically mentions measles vaccine but refers to an injection in the thigh, accept the answer as valid and circle '1' for 'Yes'.

## Child given Vitamin A dose within last 6 months (IM18)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) received a Vitamin A dose like (this/any of these) within the last 6 months?

### Interviewer instructions

This question asks if the child has received a vitamin A supplement.

Show the capsule or dispenser you were given to help the caretaker remember. You may be instructed to show different capsules, 100,000 IU for children 6-11 months old and 200,000 IU for children 12-59 months old, asking the caretaker to identify the correct one. Circle the code corresponding to the response. If the child has never received a vitamin A supplement or the mother/caretaker does not know if he/she has ever received one, continue with the next question.

## Child participated in campaign A (IM19A)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The mother or caretaker of the child under five.

### Literal question

Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days:  
Polio NIDs 2008

### Interviewer instructions

## Child participated in campaign A (IM19A)

### File: ch

This question is asked to provide information about immunization programmes. It also provides a check on IM4 for children with a vaccination card, since doses given in National Immunization Days are usually not recorded on the card.

Circle the code corresponding to the response. If the respondent answers 'Yes' here to at least one of the dates, check back to IM5. If the answer given there (to IM5) was 'No', ask again.

## Child participated in campaign B (IM19B)

### File: ch

#### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days:

Polio NIDs 2009

#### Interviewer instructions

This question is asked to provide information about immunization programmes. It also provides a check on IM4 for children with a vaccination card, since doses given in National Immunization Days are usually not recorded on the card.

Circle the code corresponding to the response. If the respondent answers 'Yes' here to at least one of the dates, check back to IM5. If the answer given there (to IM5) was 'No', ask again.

## Child participated in campaign C (IM19C)

### File: ch

#### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days:

Tetanus NIDs 2008

#### Interviewer instructions

This question is asked to provide information about immunization programmes. It also provides a check on IM4 for children with a vaccination card, since doses given in National Immunization Days are usually not recorded on the card.

Circle the code corresponding to the response. If the respondent answers 'Yes' here to at least one of the dates, check back to IM5. If the answer given there (to IM5) was 'No', ask again.

## Child participated in campaign D (IM19D)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Literal question

Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days:

Tetanus NIDs 2009

### Interviewer instructions

This question is asked to provide information about immunization programmes. It also provides a check on IM4 for children with a vaccination card, since doses given in National Immunization Days are usually not recorded on the card.

Circle the code corresponding to the response. If the respondent answers 'Yes' here to at least one of the dates, check back to IM5. If the answer given there (to IM5) was 'No', ask again.

## Child participated in campaign E (IM19E)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Literal question

Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days:

Vit A 2008

### Interviewer instructions

This question is asked to provide information about immunization programmes. It also provides a check on IM4 for children with a vaccination card, since doses given in National Immunization Days are usually not recorded on the card.

Circle the code corresponding to the response. If the respondent answers 'Yes' here to at least one of the dates, check back to IM5. If the answer given there (to IM5) was 'No', ask again.

## Child participated in campaign F (IM19F)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Literal question

Please tell me if (name) has participated in any of the following campaigns, national immunization days and/or vitamin A or child health days:

Vit a 2009

### Interviewer instructions

## Child participated in campaign F (IM19F)

File: ch

This question is asked to provide information about immunization programmes. It also provides a check on IM4 for children with a vaccination card, since doses given in National Immunization Days are usually not recorded on the card.

Circle the code corresponding to the response. If the respondent answers 'Yes' here to at least one of the dates, check back to IM5. If the answer given there (to IM5) was 'No', ask again.

## Measurer's ID (SCU4)

File: ch

### Overview

Type: Continuous	Valid cases: 6981
Format: numeric	Invalid: 8339
Width: 3	Minimum: 2
Decimals: 0	Maximum: 999
Range: 2-999	

### Pre question

Interviewer name and number:

## Checked blood (SCU5)

File: ch

### Overview

Type: Discrete	Valid cases: 6981
Format: numeric	Invalid: 8339
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Literal question

May I take blood from the child?

## Filled in two lines (SCU6)

File: ch

### Overview

Type: Discrete	Valid cases: 5770
Format: numeric	Invalid: 9550
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Literal question

Have you taken sufficient blood?

## Glomobine result (SCU7)

File: ch

### Overview

## Glomobine result (SCU7)

File: ch

Type: Continuous  
Format: numeric  
Width: 4  
Decimals: 1  
Range: 0.1-99.9

Valid cases: 5770  
Invalid: 9550  
Minimum: 0.1  
Maximum: 99.9

### Pre question

Results of the haemoglobin level

## Area (HH6)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 15320  
Invalid: 0  
Minimum: 1  
Maximum: 2

### Pre question

Type of settlement:

### Interviewer instructions

Circle the code for area of residence as instructed/provided by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or rural area.

## Region (HH7)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-8

Valid cases: 15320  
Invalid: 0  
Minimum: 1  
Maximum: 8

### Interviewer instructions

Circle the code for region as instructed/provided by your supervisor.

## Sex (HL4)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 15320  
Invalid: 0  
Minimum: 1  
Maximum: 2

### Source of information

Head of household or other responsible household member

### Literal question

Is (name) male or female?

### Interviewer instructions

## Sex (HL4)

### File: ch

Circle '1' for 'Male' and '2' for 'Female'. Do not guess the sex of the household member from the name provided to you. When the respondent is listing everyone in the household, he/she may indicate the sex of the person at the same time, by saying "My sister Mary," for instance. In this case, you do not need to ask the sex of the household member again, since it is already obvious that the person is a female. However, when a name is mentioned that can be used for both males and females, never use your judgement. Even in cases when you think that the name would most likely be a male's (or a female's) name, have the respondent confirm the sex. This column should never be left blank.

## Highest level of education attended (ED4A)

### File: ch

#### Overview

Type: Discrete	Valid cases: 1746
Format: numeric	Invalid: 13574
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 0-9	

#### Source of information

Head of household or other responsible household member

#### Literal question

What is the highest level of school (name) attended?

#### Interviewer instructions

For household members age 5 and above, ask ED1-ED8:

If the person has been to school, record the highest level of schooling attended by circling the code for the response. You may need to probe for the type of school attended. Circle '8' if the respondent 'Doesn't know'. If the highest level of school the child has attended is preschool (Level=0), skip to ED5.

## Highest grade completed at that level (ED4B)

### File: ch

#### Overview

Type: Discrete	Valid cases: 1746
Format: numeric	Invalid: 13574
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

#### Source of information

Head of household or other responsible household member

#### Literal question

What is the highest grade (name) completed at this level?

#### Interviewer instructions

## Highest grade completed at that level (ED4B)

### File: ch

For household members age 5 and above, ask ED1-ED8:

Enter the highest grade completed or '98' for 'DK' ('Doesn't know'). If less than one grade, enter '00'. For instance, if a person has attended primary school but did not complete the first grade, then the level for this person will be circled as '1' in ED4A, and the grade will be entered as '00' in ED4B.

Similarly, for a child who is attending grade 5 in primary school at the time of the interview, the level will be coded as '1' and the grade as '04', since this person has not yet completed grade 5.

Note that if the level of schooling is given as preschool in ED4A, the grade should be left blank.

For someone not at school anymore, the highest level attended is the one he/she went to before leaving the education system, even if it was for a few weeks. For someone still at school, the highest level is the one he/she is currently attending (or was attending if we are conducting the interview during a long school break period).

## Date of interview child (CMC) (CDOI)

### File: ch

#### Overview

Type: Discrete	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 4	Minimum: 1330
Decimals: 0	Maximum: 1339
Range: 1330-1339	

#### Source of information

Interview information fields completed by interviewer

## Date of birth of child (CMC) (CDOB)

### File: ch

#### Overview

Type: Continuous	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 4	Minimum: 1271
Decimals: 0	Maximum: 1337
Range: 1271-1337	

#### Source of information

The mother or caretaker of the child under five.

## Age (months) (CAGE)

### File: ch

#### Overview

Type: Continuous	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 2	Minimum: 0
Decimals: 0	Maximum: 59
Range: 0-59	

#### Source of information

The mother or caretaker of the child under five.

## Age (CAGE\_6)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 6
Range: 1-6	

## Age (CAGE\_11)

File: ch

### Overview

Type: Discrete	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 1	Minimum: 1
Decimals: 0	Maximum: 5
Range: 1-5	

## Age in days (CAGED)

File: ch

### Overview

Type: Continuous	Valid cases: 14872
Format: numeric	Invalid: 448
Width: 4	Minimum: 0
Decimals: 0	Maximum: 1890
Range: 0-1890	

## Mother's education (melevel)

File: ch

### Overview

Type: Discrete	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

## Ethnicity of household head (ethnicity)

File: ch

### Overview

Type: Discrete	Valid cases: 14801
Format: numeric	Invalid: 519
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

## Ethnicity of household head (ethnicity)

File: ch

Head of household or other responsible household member

## Relative children weight (chweight)

File: ch

### Overview

Type: Continuous	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 8	Minimum: 0
Decimals: 6	Maximum: 5.3
Range: 0-5.272315	

## Wealth index score (wscore)

File: ch

### Overview

Type: Continuous	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 8	Minimum: -1.8
Decimals: 5	Maximum: 3.5
Range: -1.79508206900197-3.47007966067416	

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: ch

### Overview

Type: Discrete	Valid cases: 15320
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-5	

### Source of information

Constructed variables used for analysis

## Province (province)

File: ch

### Overview

Type: Discrete	Valid cases: 15320
Format: character	Invalid: 0
Width: 2	

## Cluster number (HH1)

File: wm

### Overview

Type: Continuous	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 449
Range: 1-449	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: wm

### Overview

Type: Continuous	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 34
Range: 1-34	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Line number (LN)

File: wm

### Overview

Type: Discrete	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 40
Range: 1-99	

### Source of information

Interview information fields completed by interviewer

## Cluster number (WM1)

File: wm

### Overview

Type: Continuous	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 449
Range: 1-449	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

## Cluster number (WM1)

### File: wm

WM1-WM6 should be filled in before you start the interview.  
Enter the cluster number from the Household Questionnaire, question HH1.

## Household number (WM2)

### File: wm

#### Overview

Type: Continuous	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 34
Range: 1-34	

#### Source of information

Interview information fields completed by interviewer

#### Interviewer instructions

WM1-WM6 should be filled in before you start the interview.  
Enter the household number from the Household Questionnaire, question HH2.

## Woman's line number (WM4)

### File: wm

#### Overview

Type: Discrete	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 40
Range: 1-99	

#### Source of information

Interview information fields completed by interviewer

#### Interviewer instructions

WM1-WM6 should be filled in before you start the interview.  
Enter the woman's line number from the Household Questionnaire, column HL1 of the Household Listing.

## Interviewer number (WM5)

### File: wm

#### Overview

Type: Continuous	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 3	Minimum: 0
Decimals: 0	Maximum: 999
Range: 0-999	

#### Source of information

Interview information fields completed by interviewer

#### Pre question

Interviewer's name and number:

#### Interviewer instructions

WM1-WM6 should be filled in before you start the interview.  
Enter your own name and identifying number. You will be provided with these identification numbers at the time of training.

## Day of interview (WM6D)

File: wm

### Overview

Type: Discrete	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 31
Range: 1-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

WM1-WM6 should be filled in before you start the interview.

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household to interview the woman again, revise and enter the final date of interview. In other words, the date here should be the date when you have either completed the woman's questionnaire, or when the interview has not been conducted but it has been decided that there will be no more attempts to interview the eligible woman.

## Month of interview (WM6M)

File: wm

### Overview

Type: Discrete	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 12
Range: 1-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

WM1-WM6 should be filled in before you start the interview.

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household to interview the woman again, revise and enter the final date of interview. In other words, the date here should be the date when you have either completed the woman's questionnaire, or when the interview has not been conducted but it has been decided that there will be no more attempts to interview the eligible woman.

## Year of interview (WM6Y)

File: wm

### Overview

Type: Discrete	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 4	Minimum: 2010
Decimals: 0	Maximum: 2011
Range: 2010-9999	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

WM1-WM6 should be filled in before you start the interview.

Enter the date of the interview as day, month and year. If the interview is not completed on your first visit and you visit the household to interview the woman again, revise and enter the final date of interview. In other words, the date here should be the date when you have either completed the woman's questionnaire, or when the interview has not been conducted but it has been decided that there will be no more attempts to interview the eligible woman.

## Selected for nutrition survey (WM6A)

File: wm

### Overview

Type: Discrete	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

## Result of woman's interview (WM7)

File: wm

### Overview

Type: Discrete	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 8
Range: 1-9	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Complete this question once you have concluded the interview with the woman. Circle the code corresponding to the result of the interview. If the questionnaire is completed, circle '01' for 'Completed'. If you have not been able to contact the woman after repeated visits, circle '02' for 'Not at home'. If the woman refuses to be interviewed, circle '03' for 'Refused'. If you were able to only partly complete the questionnaire, circle '04' for 'Partly completed'. If the woman is incapacitated (mentally or physically incapacitated), circle '05'. If you have not been able to complete this interview for another reason, you should circle '96' for 'Other' and specify the reason in the space provided.

## Field editor (WM8)

File: wm

### Overview

Type: Continuous	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 3	Minimum: 1
Decimals: 0	Maximum: 999
Range: 1-999	

### Source of information

Interview information fields completed by interviewer

### Pre question

Field edited by:

### Interviewer instructions

Leave this space blank. The field editor will later enter his/her name and number in the space provided when checking the completed questionnaires.

## Data entry clerk (WM9)

File: wm

### Overview

## Data entry clerk (WM9)

### File: wm

Type: Continuous  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-98

Valid cases: 22053  
 Invalid: 0  
 Minimum: 0  
 Maximum: 98

#### Source of information

Interview information fields completed by interviewer

#### Interviewer instructions

Leave this space blank. The data clerk will enter his/her name and number in the space provided.

## Start of interview - Hour (WM10H)

### File: wm

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 6-99

Valid cases: 21290  
 Invalid: 763  
 Minimum: 6  
 Maximum: 99

#### Source of information

Interview information fields completed by interviewer

#### Interviewer instructions

Record the time of the day you start the interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

## Start of interview - Minutes (WM10M)

### File: wm

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 0-99

Valid cases: 21290  
 Invalid: 763  
 Minimum: 0  
 Maximum: 99

#### Source of information

Interview information fields completed by interviewer

#### Interviewer instructions

Record the time of the day you start the interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute.

## End of interview - Hour (WM11H)

### File: wm

#### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 7-99

Valid cases: 21290  
 Invalid: 763  
 Minimum: 7  
 Maximum: 99

#### Source of information

## End of interview - Hour (WM11H)

File: wm

Interview information fields completed by interviewer

### Interviewer instructions

Record the time of the day you finish the woman's interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the individual interview, revise and enter starting (WM10) and ending times (WM11) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the individual questionnaire regarding this.

## End of interview - Minutes (WM11M)

File: wm

### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Record the time of the day you finish the woman's interview using the 24-hour system. If the hour or minutes are less than 10, put a zero in front of the hour or minute. If the interview is not completed on your first visit and you visit the household again to continue the individual interview, revise and enter starting (WM10) and ending times (WM11) of interview to reflect the actual amount of time spent for the whole duration of this interview in both/all visits. Also provide a note at the end of the individual questionnaire regarding this.

## Month of birth of woman (WB1M)

File: wm

### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The eligible woman selected for interview

### Literal question

In what month and year were you born?

### Interviewer instructions

If the respondent knows her date of birth, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', etc. If the month or day contains only one digit, use a leading zero to fill in the first space. For example, the month of March is coded as '03'. If she does not know her month of birth, circle '98' for 'DK month' and ask her for the year of her birth. If she knows the year, write it in the spaces for 'Year'. Try under all circumstances to obtain at least the year of birth. If the respondent is unable to provide this information, ask whether she has any documentation such as an identification card, horoscope, or a birth or baptismal certificate that might give her date of birth. If such documentation is available, ask the woman if the information on the document(s) is correct. Only when it is absolutely impossible to even estimate the year of birth should you circle '9998' for 'DK year'.

## Year of birth of woman (WB1Y)

File: wm

### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 4	Minimum: 1961
Decimals: 0	Maximum: 9999
Range: 1961-9999	

### Source of information

The eligible woman selected for interview

### Literal question

In what month and year were you born?

### Interviewer instructions

If the respondent knows her date of birth, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', etc. If the month or day contains only one digit, use a leading zero to fill in the first space. For example, the month of March is coded as '03'. If she does not know her month of birth, circle '98' for 'DK month' and ask her for the year of her birth. If she knows the year, write it in the spaces for 'Year'. Try under all circumstances to obtain at least the year of birth. If the respondent is unable to provide this information, ask whether she has any documentation such as an identification card, horoscope, or a birth or baptismal certificate that might give her date of birth. If such documentation is available, ask the woman if the information on the document(s) is correct. Only when it is absolutely impossible to even estimate the year of birth should you circle '9998' for 'DK year'.

## Age of woman (WB2)

File: wm

### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 2	Minimum: 15
Decimals: 0	Maximum: 49
Range: 15-99	

### Source of information

The eligible woman selected for interview

### Literal question

How old are you?

### Interviewer instructions

Enter her age in completed years, that is, her age at her last birthday. If she knows her age, write it in the space provided.

Probe: "How old were you at your last birthday?"

Compare and correct WB1 and/or WB2 if inconsistent.

If she does not know the answer to either of these two questions, probe for clues that might indicate her age. Ask how old she was when she was first married or first gave birth. Try to find out how long ago she got married or had her first child. (You may be able to find out the age of her oldest child if the child is still living. You may be able to relate her age to someone else in the household whose age is known. You may be able to determine her age based on how old she was when an important event occurred, and the number of years that have elapsed since.) You MUST fill in this information. Do not leave this blank. Compare and correct WB1 and WB2 if inconsistent.

Finally, before moving on to the next question, verify that the respondent is indeed eligible. If the woman is younger than 15 or older than 49, you have to terminate the interview. Do this tactfully by asking two or three more questions and then thank the respondent for her cooperation; write 'INELIGIBLE' on the cover page of the questionnaire, and correct the age and eligibility information for this woman on the cover page and in Columns HL6 and HL7 of the Household Questionnaire.

## Ever attended school (WB3)

File: wm

### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Have you ever attended school or preschool?

### Interviewer instructions

Questions WB3-WB7 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.

Circle the code corresponding to the response given. If 'No', skip to WB7. Otherwise, continue on to the next question.

The term 'school' includes primary, secondary and post-secondary schooling, as well as any other intermediate levels of schooling in the formal school system. It also includes technical or vocational training beyond the primary-school level, such as long-term courses in mechanics or secretarial work.

Schools that carry out non-standard curriculum (non-formal education) are not included here. A non-standard curriculum includes religious schools, such as Koranic schools, that do not teach a full, standard school curriculum. If a school teaches religious courses but also includes the standard curriculum - such as many Catholic schools - it would be coded as a standard (formal) school.

## Highest level of school you attended (WB4)

File: wm

### Overview

Type: Discrete	Valid cases: 4669
Format: numeric	Invalid: 17384
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 0-9	

### Source of information

The eligible woman selected for interview

### Literal question

What is the highest level of school you attended?

### Interviewer instructions

Questions WB3-WB7 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.

Circle the code corresponding to the highest level ever attended, regardless of whether or not the year was completed. For example, if she attended Form/Year 1 of secondary school for only 2 weeks, record 'Secondary'.

## Highest grade completed at that level (WB5)

File: wm

### Overview

## Highest grade completed at that level (WB5)

File: wm

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 4669  
Invalid: 17384  
Minimum: 0  
Maximum: 99

### Source of information

The eligible woman selected for interview

### Literal question

What is the highest grade you completed at that level?

### Interviewer instructions

Questions WB3-WB7 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.

For this question, record the number of years that the respondent successfully completed at that level recorded in WB4. For example, if a woman was attending grade 3 of secondary school and left school before completing that year, record '02'. Although grade 3 was the highest year she attended, she completed 2 years of secondary school. If less than 1 year, record '00' for completed years. For example, if she attended only 2 weeks of grade 1 of secondary school, record '00' for completed years.

## Can read part of the sentence (WB7)

File: wm

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 18391  
Invalid: 3662  
Minimum: 1  
Maximum: 9

### Source of information

The eligible woman selected for interview

### Literal question

Now I would like you to read this sentence to me.  
Can you read part of the sentence to me?

### Interviewer instructions

## Can read part of the sentence (WB7)

### File: wm

Questions WB3-WB7 are about the educational attainment and literacy of the woman. Note that you will have collected some of this information on the woman in the Education module of the Household Questionnaire, either from another household member or from the woman herself. You should still ask these questions. You will be collecting slightly different information with these questions.

To ascertain whether women are literate or not, you will be showing women you interview cards with pre-printed sentences on them, and asking women to read them. Note that this question will be asked only to women who have not attended school, or did not attend school beyond the primary level. We assume that women who have attended secondary school or higher are literate. However, it is also known that some women who have attended or even completed primary school may be functionally illiterate. Therefore, we need to ask this question to such women.

Based on your knowledge of the respondent, choose the card with the language in which the respondent is likely to be able to read if she is literate. Show the first sentence on the card to the respondent. Give the respondent enough time to read the sentence; do not rush her. If the respondent cannot read the whole sentence, probe: "Can you read part of the sentence to me?"

Record whether the respondent was not able to read the sentence at all, was able to read only parts of the sentence, or was able to read the whole sentence. If the respondent asks for the sentences in another language and you were provided a card with sentences in that language, show the respondent the appropriate card. If there is no card with sentences in the language required, circle '4', and specify the language. If the respondent is blind or visually impaired, circle '5'.

It is important to avoid the problem of having other respondents in the household overhear the sentence being read. Subsequent respondents in the household might be able to repeat the sentence when they are interviewed, even if they are unable to read. If there is a second eligible woman in the household, show her the second sentence on the card. Show the third respondent the third sentence on the card, and the fourth respondent the fourth sentence. If there are more than five respondents, start again with the first sentence on the card.

## Ever given birth (CM1)

### File: wm

#### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

Now I would like to ask you about all the births you have had during your life. Have you ever given birth?

#### Interviewer instructions

The first question of the module is used to determine if the rest of the module and several subsequent modules should be administered to this woman. If the answer is 'Yes', circle '1', and continue with the next question. If the woman says she has never given birth, circle '2' and skip to CM8.

## Day of first birth (CM2D)

### File: wm

#### Overview

Type: Discrete	Valid cases: 13468
Format: numeric	Invalid: 8585
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

#### Source of information

## Day of first birth (CM2D)

File: wm

The eligible woman selected for interview

### Literal question

What was the date of your first birth?

I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.

### Interviewer instructions

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information.

Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and continue to CM3. You will have to convert the month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'.

If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'.

If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth.

If she can give a year of birth, write it in the space provided and go to CM4. If she cannot give the year of the birth, circle '9998' and continue with CM3.

Skip to CM4 only if year of first birth is given. Otherwise continue with CM3.

## Month of first birth (CM2M)

File: wm

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 13468  
Invalid: 8585  
Minimum: 1  
Maximum: 99

### Source of information

The eligible woman selected for interview

### Literal question

What was the date of your first birth?

I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.

### Interviewer instructions

## Month of first birth (CM2M)

### File: wm

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information.

Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and continue to CM3. You will have to convert the month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'.

If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'.

If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth.

If she can give a year of birth, write it in the space provided and go to CM4. If she cannot give the year of the birth, circle '9998' and continue with CM3.

Skip to CM4 only if year of first birth is given. Otherwise continue with CM3.

## Year of first birth (CM2Y)

### File: wm

#### Overview

Type: Discrete	Valid cases: 13468
Format: numeric	Invalid: 8585
Width: 4	Minimum: 1974
Decimals: 0	Maximum: 9999
Range: 1974-9999	

#### Source of information

The eligible woman selected for interview

#### Literal question

What was the date of your first birth?

I mean the very first time you gave birth, even if the child is no longer living, or whose father is not your current partner.

#### Interviewer instructions

You need to obtain the year of the woman's first birth, which means the very first time she gave birth, even if the child is no longer living, or is the child of a partner other than her current one. As with all questions about dates and ages, you may need to probe to obtain the best information.

Ask for the child's date of birth. If she knows the exact birth date, enter the day, month and year of birth on the lines provided and continue to CM3. You will have to convert the month to a number, as you have been instructed. If the month or day contains only one digit, use a zero to fill in the first space. For example, the month of March is coded as '03'.

If she does not know the exact birth date, ask her the day, month and year separately. Enter the information as provided. If she does not know the day, circle '98'.

If she can give the month of birth, convert it to a number and enter it on the line provided. If she cannot give the month, probe to try to estimate the month. If you cannot estimate the child's month of birth from this information, you may need to find out in which season he/she was born. If it is still not possible to estimate the child's month of birth, circle '98' in the space for month of birth.

If she can give a year of birth, write it in the space provided and go to CM4. If she cannot give the year of the birth, circle '9998' and continue with CM3.

Skip to CM4 only if year of first birth is given. Otherwise continue with CM3.

## Years since first birth (CM3)

File: wm

### Overview

Type: Discrete	Valid cases: 1234
Format: numeric	Invalid: 20819
Width: 2	Minimum: 0
Decimals: 0	Maximum: 34
Range: 0-99	

### Source of information

The eligible woman selected for interview

### Literal question

How many years ago did you have your first birth?

### Interviewer instructions

This question is asked only to women who are not able to give the year of their first birth in CM2.

It may be easier to obtain this information, especially if the first child is still alive. In this case, the answer is the first child's current age in completed years. Record the response in the space provided.

## Any sons or daughters living with you (CM4)

File: wm

### Overview

Type: Discrete	Valid cases: 13468
Format: numeric	Invalid: 8585
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Do you have any sons or daughters to whom you have given birth who are now living with you?

### Interviewer instructions

Read the question slowly. The sons and daughters being considered are those who live with her in her household (these children should have been listed in the Household Listing). Circle the code corresponding to the response. If she answers 'No', skip to CM6.

## Sons living with you (CM5A)

File: wm

### Overview

Type: Discrete	Valid cases: 13323
Format: numeric	Invalid: 8730
Width: 2	Minimum: 0
Decimals: 0	Maximum: 10
Range: 0-99	

### Source of information

The eligible woman selected for interview

### Literal question

How many sons live with you?

### Interviewer instructions

## Sons living with you (CM5A)

### File: wm

If the answer to CM4 is 'Yes', record the number of sons and daughters living with the woman in the space provided. If the answer is 'None' for sons (or if she does not have any sons), record '00' in the space provided for sons. Similarly, if she has no daughters now living with her (or if she does not have any daughters), record '00' in the space for daughters. Do not leave either of the spaces blank. Since the question is asked only to women who have children living with them in the same household, at least one of the spaces should have a value higher than 00.

Remember, we are interested only in the respondent's OWN children - not foster children, children of her husband by another woman, children of another relative, or children for whom she is the caretaker.

## Daughters living with you (CM5B)

### File: wm

#### Overview

Type: Discrete	Valid cases: 13323
Format: numeric	Invalid: 8730
Width: 2	Minimum: 0
Decimals: 0	Maximum: 9
Range: 0-99	

#### Source of information

The eligible woman selected for interview

#### Literal question

How many daughters live with you?

#### Interviewer instructions

If the answer to CM4 is 'Yes', record the number of sons and daughters living with the woman in the space provided. If the answer is 'None' for sons (or if she does not have any sons), record '00' in the space provided for sons. Similarly, if she has no daughters now living with her (or if she does not have any daughters), record '00' in the space for daughters. Do not leave either of the spaces blank. Since the question is asked only to women who have children living with them in the same household, at least one of the spaces should have a value higher than 00.

Remember, we are interested only in the respondent's OWN children - not foster children, children of her husband by another woman, children of another relative, or children for whom she is the caretaker.

## Any sons or daughters not living with you (CM6)

### File: wm

#### Overview

Type: Discrete	Valid cases: 13468
Format: numeric	Invalid: 8585
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

Do you have any sons or daughters to whom you have given birth who are alive but do not live with you?

#### Interviewer instructions

This refers to sons and daughters who are alive but not living with the woman. For example, one or more of her children may be living with a relative, staying in a boarding school, been given up for adoption, or may be grown-up children who have left home.

Make sure the respondent is not reporting dead children in this question. Circle the code corresponding to the response. If she answers 'No', skip to CM8.

## Sons living elsewhere (CM7A)

File: wm

### Overview

Type: Discrete	Valid cases: 1644
Format: numeric	Invalid: 20409
Width: 2	Minimum: 0
Decimals: 0	Maximum: 6
Range: 0-99	

### Source of information

The eligible woman selected for interview

### Literal question

How many sons are alive but do not live with you?

### Interviewer instructions

If the answer to CM6 is 'Yes', record the number of sons and daughters who are alive but not living with the respondent in the space provided. If the answer is 'None' for sons (or if she does not have any sons who are alive), record '00' in the space provided for sons. If the answer is 'None' for daughters (or if she does not have any daughters who are alive), record '00' in the space provided for daughters.

Since this question is asked only to women who have children alive who are not living with them, at least one of the spaces should have a value higher than 00. For women who have been asked this question, the spaces should not be left blank.

## Daughters living elsewhere (CM7B)

File: wm

### Overview

Type: Discrete	Valid cases: 1644
Format: numeric	Invalid: 20409
Width: 2	Minimum: 0
Decimals: 0	Maximum: 8
Range: 0-99	

### Source of information

The eligible woman selected for interview

### Literal question

How many daughters are alive but do not live with you?

### Interviewer instructions

If the answer to CM6 is 'Yes', record the number of sons and daughters who are alive but not living with the respondent in the space provided. If the answer is 'None' for sons (or if she does not have any sons who are alive), record '00' in the space provided for sons. If the answer is 'None' for daughters (or if she does not have any daughters who are alive), record '00' in the space provided for daughters.

Since this question is asked only to women who have children alive who are not living with them, at least one of the spaces should have a value higher than 00. For women who have been asked this question, the spaces should not be left blank.

## Ever had child who later died (CM8)

File: wm

### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Have you ever given birth to a boy or girl who was born alive but later died?

## Ever had child who later died (CM8)

File: wm

### Interviewer instructions

This question is extremely important.

Circle the code corresponding to the response. Some respondents may fail to mention children who died very young, so if she answers 'No', it is important to probe by asking "I mean, to a child who ever breathed, cried or showed signs of life - even if he or she lived only a few minutes or hours?" If the answer is still 'No', skip to CM10.

Some respondents may be reluctant to talk about this subject and may become sad or upset that you are asking such questions. Be sympathetic and tactful in such situations. Say that you know the subject is painful, but the information is important.

## Boys dead (CM9A)

File: wm

### Overview

Type: Discrete	Valid cases: 3832
Format: numeric	Invalid: 18221
Width: 2	Minimum: 0
Decimals: 0	Maximum: 9
Range: 0-99	

### Source of information

The eligible woman selected for interview

### Literal question

How many boys have died?

### Interviewer instructions

If the answer to CM8 is 'Yes', record the number of sons and daughters who were born alive but later died in the spaces provided. Do not leave either of the spaces blank. For women who have been asked this question, at least one of the spaces should have a value higher than 00.

## Girls dead (CM9B)

File: wm

### Overview

Type: Discrete	Valid cases: 3832
Format: numeric	Invalid: 18221
Width: 2	Minimum: 0
Decimals: 0	Maximum: 8
Range: 0-99	

### Source of information

The eligible woman selected for interview

### Literal question

How many girls have died?

### Interviewer instructions

If the answer to CM8 is 'Yes', record the number of sons and daughters who were born alive but later died in the spaces provided. Do not leave either of the spaces blank. For women who have been asked this question, at least one of the spaces should have a value higher than 00.

## Children ever born (CM10)

File: wm

### Overview

## Children ever born (CM10)

### File: wm

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 21290  
Invalid: 763  
Minimum: 0  
Maximum: 19

#### Source of information

The eligible woman selected for interview

#### Interviewer instructions

Add the numbers of births reported in CM5, CM7 and CM9 and write the sum here, then continue with CM11.

## Day of last birth (CM12D)

### File: wm

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 13468  
Invalid: 8585  
Minimum: 1  
Maximum: 99

#### Source of information

The eligible woman selected for interview

#### Literal question

Of these (total number) births you have had, when did you deliver the last one (even if he or she has died)?

#### Interviewer instructions

This question is used to ascertain the woman's eligibility for the subsequent two modules.

Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules.

If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year.

## Month of last birth (CM12M)

### File: wm

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 13468  
Invalid: 8585  
Minimum: 1  
Maximum: 99

#### Source of information

The eligible woman selected for interview

#### Literal question

Of these (total number) births you have had, when did you deliver the last one (even if he or she has died)?

#### Interviewer instructions

This question is used to ascertain the woman's eligibility for the subsequent two modules.

Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules.

If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year.

## Year of last birth (CM12Y)

File: wm

### Overview

Type: Discrete	Valid cases: 13468
Format: numeric	Invalid: 8585
Width: 4	Minimum: 1975
Decimals: 0	Maximum: 9999
Range: 1975-9999	

### Source of information

The eligible woman selected for interview

### Literal question

Of these (total number) births you have had, when did you deliver the last one (even if he or she has died)?

### Interviewer instructions

This question is used to ascertain the woman's eligibility for the subsequent two modules.

Enter the date of the woman's most recent birth, even if the child is no longer alive, in the space provided. If the child has died, take special care when referring to this child by name in the following modules.

If the woman does not remember the day of birth, you may enter '98' to the space provided for 'Day'. Note that you MUST obtain exact information on the month and year of the last birth; '98' is not allowed for month and year.

## Last birth in last two years (CM13)

File: wm

### Overview

Type: Discrete	Valid cases: 13468
Format: character	Invalid: 0
Width: 1	

### Source of information

The eligible woman selected for interview

### Interviewer instructions

If the respondent's last birth occurred in the last 2 years, check the relevant box and enter the name of the child on the line provided. Then continue with DESIRE FOR LAST BIRTH, MATERNAL AND NEWBORN HEALTH, and then POST-NATAL HEALTH CHECKS Modules. If the respondent's last birth did not occur in the last 2 years, check the relevant box and go to the ILLNESS SYMPTOMS Module.

## Wanted last child then (DB1)

File: wm

### Overview

Type: Discrete	Valid cases: 4962
Format: numeric	Invalid: 17091
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

When you got pregnant with (name), did you want to get pregnant at that time?

### Interviewer instructions

## Wanted last child then (DB1)

### File: wm

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview. Check CM13 in Child Mortality module and record name of last born child on the space provided at the top of this module. Use this child's name while asking the questions, where indicated.

Circle the code corresponding to the response given. If the response is 'Yes' (wanted to get pregnant), circle '1' and go to next module.

## Wanted child later or did not want more children (DB2)

### File: wm

#### Overview

Type: Discrete	Valid cases: 924
Format: numeric	Invalid: 21129
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

Did you want to have a baby later on, or did you not want any (more) children?

#### Interviewer instructions

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview. Check CM13 in Child Mortality module and record name of last born child on the space provided at the top of this module. Use this child's name while asking the questions, where indicated.

Circle the code corresponding to the response given. If the respondent says she wanted no more, circle '2' and go to next module.

## Desired waiting time (units) (DB3U)

### File: wm

#### Overview

Type: Discrete	Valid cases: 494
Format: numeric	Invalid: 21559
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

How much longer did you want to wait?

#### Interviewer instructions

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview. Check CM13 in Child Mortality module and record name of last born child on the space provided at the top of this module. Use this child's name while asking the questions, where indicated.

If the response is given in months, circle '1' and record the number of months. If the response is given in years, circle '2' and record the number of years.

## Desired waiting time (number) (DB3N)

### File: wm

## Desired waiting time (number) (DB3N)

File: wm

### Overview

Type: Discrete	Valid cases: 494
Format: numeric	Invalid: 21559
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The eligible woman selected for interview

### Literal question

How much longer did you want to wait?

### Interviewer instructions

This module is to be administered to all women with a live birth in the 2 years preceding the date of interview. Check CM13 in Child Mortality module and record name of last born child on the space provided at the top of this module. Use this child's name while asking the questions, where indicated.

If the response is given in months, circle '1' and record the number of months. If the response is given in years, circle '2' and record the number of years.

## Received antenatal care (MN1)

File: wm

### Overview

Type: Discrete	Valid cases: 4962
Format: numeric	Invalid: 17091
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Did you see anyone for antenatal care during your pregnancy with (name)?

### Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Antenatal care: Doctor (MN2A)

File: wm

### Overview

## Antenatal care: Doctor (MN2A)

### File: wm

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1571  
Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Whom did you see?

#### Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Antenatal care: Nurse / Midwife (MN2B)

### File: wm

#### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1272  
Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Whom did you see?

#### Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Antenatal care: Auxiliary midwife (MN2C)

File: wm

### Overview

Type: Discrete

Valid cases: 209

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Whom did you see?

### Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Antenatal care: Traditional birth attendant (MN2F)

File: wm

### Overview

Type: Discrete

Valid cases: 535

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Whom did you see?

### Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Antenatal care: Community health worker (MN2G)

File: wm

### Overview

Type: Discrete

Valid cases: 119

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Whom did you see?

### Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Antenatal care: Other (MN2X)

File: wm

### Overview

Type: Discrete

Valid cases: 39

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Whom did you see?

### Interviewer instructions

Circle the code for the person seen for antenatal care. Probe: "Anyone else?" and circle the codes for any other persons seen for antenatal care during this pregnancy.

Antenatal care check-ups help to detect problems associated with pregnancy and delivery. All pregnant women should have routine check-ups. These questions refer to any antenatal care received during the pregnancy - a check specifically for the pregnancy and not for other reasons.

In MN1, ask if she saw anyone for antenatal care for this pregnancy. If she saw no one for antenatal checks, circle '2' and skip to MN5. If the woman answers 'Yes' to MN1, ask whom she saw for the check-up. Probe to learn if she saw more than one person and record all persons seen. Also probe for the type of person seen and circle all answers given. If you are unsure how to code a person mentioned, write the words used to describe the person in the space provided 'Other' and circle 'X'.

Doctors, nurses, midwives and auxiliary nurse midwives are skilled health personnel who have midwifery skills to manage normal deliveries and diagnose or refer obstetric complications. 'Traditional birth attendants' may be trained or untrained.

If the woman gives the name of a health facility, ask her to tell you who she saw there.

## Times received antenatal care (MN3)

File: wm

### Overview

Type: Discrete	Valid cases: 2811
Format: numeric	Invalid: 19242
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

The eligible woman selected for interview

### Literal question

How many times did you receive antenatal care during this pregnancy?

### Interviewer instructions

Ask the respondent how many times she saw someone for antenatal care during her last pregnancy (i.e., she was pregnant with her last child). This refers to care related to her pregnancy and would not include seeing a doctor or nurse for other reasons.

## Blood pressure (MN4A)

File: wm

### Overview

Type: Discrete	Valid cases: 2811
Format: numeric	Invalid: 19242
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

As part of your antenatal care during this pregnancy, were any of the following done at least once: Was your blood pressure measured?

### Interviewer instructions

Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal check-ups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits.

Blood pressure is measured with a medical instrument. A rubber cuff is wrapped around a person's upper arm and is inflated. While slowly releasing air from the cuff, the person measuring the blood pressure listens to the pulsing of the blood vessels with a stethoscope to determine the pressure.

## Urine sample (MN4B)

File: wm

### Overview

Type: Discrete	Valid cases: 2811
Format: numeric	Invalid: 19242
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

## Urine sample (MN4B)

### File: wm

As part of your antenatal care during this pregnancy, were any of the following done at least once: Did you give a urine sample?

#### Interviewer instructions

Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal check-ups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits.

## Blood sample (MN4C)

### File: wm

#### Overview

Type: Discrete	Valid cases: 2811
Format: numeric	Invalid: 19242
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

As part of your antenatal care during this pregnancy, were any of the following done at least once: Did you give a blood sample?

#### Interviewer instructions

Ask about each procedure and record the response before asking about the next one. Circle '1' for 'Yes', or '2' for 'No' in each case. It may be necessary to explain some of the procedures. We want to know whether each of the procedures listed was performed during any of the antenatal check-ups during her last pregnancy. It does not matter if they were performed only once or more than once, or performed in the same visit or spread over several visits.

A blood sample may be taken from the woman's fingertip or from a vein (usually from a vein near the elbow or on the wrist). The blood sample is used to test for various diseases, such as anaemia, parasite infestations or infectious diseases.

## Has own immunization card (MN5)

### File: wm

#### Overview

Type: Discrete	Valid cases: 4962
Format: numeric	Invalid: 17091
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

Do you have a card or other document with your own immunizations listed?  
May I see it please?

#### Interviewer instructions

## Has own immunization card (MN5)

### File: wm

First, ask whether she has a vaccination card or other documentary evidence of vaccination. Ask to see this evidence and record that you have seen it by circling '1'. If a card is presented, use it to assist with answers to the following 2 questions. If the woman says she has a card but does not/cannot show it to you, circle '2'.

If the card is not available ('2' or '3' circled in MN5), you must try to find out how long ago the last Tetanus toxoid (TT) dose was received in MN6, and the total number of TT doses the mother has received in her lifetime in MN7. Use the probing questions, and record her answers in the spaces provided.

Women who do not have immunization cards may have difficulty identifying whether injections they received were tetanus toxoid injections.

## Any tetanus toxoid injection during last pregnancy (MN6)

### File: wm

#### Overview

Type: Discrete	Valid cases: 4962
Format: numeric	Invalid: 17091
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

When you were pregnant with (name), did you receive any injection in the arm or shoulder to prevent the baby from getting tetanus, that is convulsions after birth?

#### Interviewer instructions

Tetanus is an infection of the wound and women may be infected with tetanus after delivery. It can be prevented through a vaccination during pregnancy. The vaccine is known as tetanus toxoid.

Ask if she received any tetanus toxoid injection during her last pregnancy. Circle '1' for a 'Yes' response. If the answer is 'No' or 'DK', circle the code corresponding to the response and skip to MN9.

## Doses of tetanus toxoid during last pregnancy (MN7)

### File: wm

#### Overview

Type: Discrete	Valid cases: 2186
Format: numeric	Invalid: 19867
Width: 1	Minimum: 0
Decimals: 0	Maximum: 9
Range: 0-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

How many times did you receive this tetanus injection during your pregnancy with (name)?

#### Interviewer instructions

Enter the number of doses she reports in the space provided and continue to MN8. If the number of doses is 7 or more times, record '7'. If she does not know, circle '8' and skip to MN9.

## Any tetanus toxoid injection before last pregnancy (MN9)

### File: wm

## Any tetanus toxoid injection before last pregnancy (MN9)

File: wm

### Overview

Type: Discrete	Valid cases: 3376
Format: numeric	Invalid: 18677
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Did you receive any tetanus injection at any time before your pregnancy with (name), either to protect yourself or another baby?

### Interviewer instructions

Circle the code corresponding to her response. If she reports never having received any tetanus injection prior to her last pregnancy, or does not know, circle the code corresponding to the answer given and skip to MN12. If 'Yes', continue with MN10.

## Doses of tetanus toxoid before last pregnancy (MN10)

File: wm

### Overview

Type: Discrete	Valid cases: 823
Format: numeric	Invalid: 21230
Width: 1	Minimum: 0
Decimals: 0	Maximum: 9
Range: 0-9	

### Source of information

The eligible woman selected for interview

### Literal question

How many times did you receive a tetanus injection before your pregnancy with (name)?

### Interviewer instructions

Ask about doses of tetanus injections received during or before the next-to-last pregnancy or between pregnancies (at any time before the last pregnancy). Enter her response in the space provided, as in MN7. If the number of doses is 7 or more times, record '7'.

## Years ago last tetanus toxoid received (MN11)

File: wm

### Overview

Type: Discrete	Valid cases: 758
Format: numeric	Invalid: 21295
Width: 2	Minimum: 0
Decimals: 0	Maximum: 99
Range: 0-99	

### Source of information

The eligible woman selected for interview

### Literal question

How many years ago did you receive the last tetanus injection before your pregnancy with (name)?

### Interviewer instructions

Ask her to estimate how long ago she received the last dose of tetanus injections (the dose before her last pregnancy), and enter her response in years. If less than 1 year, record 00.

## Assistance at delivery: Doctor (MN17A)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1251

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: Nurse / Midwife (MN17B)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1338

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: Auxiliary midwife (MN17C)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 321

Invalid: 0

### Source of information

The eligible woman selected for interview

## Assistance at delivery: Auxiliary midwife (MN17C)

File: wm

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: Traditional birth attendant (MN17F)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1633  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: Community health worker (MN17G)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 190  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Who assisted with the delivery of (name)?

### Interviewer instructions

## Assistance at delivery: Community health worker (MN17G)

### File: wm

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: Relative / Friend (MN17H)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2573

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Who assisted with the delivery of (name)?

#### Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: Other (MN17X)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 299

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Who assisted with the delivery of (name)?

#### Interviewer instructions

## Assistance at delivery: Other (MN17X)

### File: wm

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Assistance at delivery: No one (MN17Y)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 152

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Who assisted with the delivery of (name)?

#### Interviewer instructions

Circle the code for the person assisted with the delivery. Probe: "Anyone else?" and circle the codes for any other persons assisting with the delivery of this child.

When asking this question, be sure to use the name of the child you are referring to, so that there is no confusion.

Probe for the type of person who assisted with the delivery. If the woman is not sure of the status of the person who attended the delivery, for example, if she doesn't know whether the attendant was a midwife or a traditional birth attendant, probe further. Circle the codes corresponding to all persons assisting at the delivery. If the respondent says that no one assisted, probe to determine whether any adults were present at the delivery. If you are unsure where to code a person mentioned, write it in the space provided 'Other' and circle 'X'. If no one attended the delivery, circle 'Y'.

## Place of delivery (MN18)

### File: wm

#### Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: 11-99

Valid cases: 4962

Invalid: 17091

Minimum: 11

Maximum: 99

#### Source of information

The eligible woman selected for interview

#### Literal question

Where did you give birth to (name)?

#### Interviewer instructions

## Place of delivery (MN18)

### File: wm

The intent of this question is to identify births delivered in a health facility. If the woman gave birth in a hospital, health centre or clinic, ask whether the place is in the public (run by the government) or private sector. If the place is in the public sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other public' and circle '26'. Similarly, if the place is in the private medical sector, but is not one of the pre-coded choices, write the description in the space provided for 'Other private medical' and circle '36'. If you are unable to determine whether public or private, write the name of the place in the space provided on the questionnaire 'Name of place' and tell your supervisor. Your supervisor will learn from other people in the community whether the place is public or private and then circle the code corresponding to the response.

If the respondent answers that she delivered in another place not listed, write the description of the place in the space provided for 'Other' and circle '96'. Places that are not health facilities, other than home, should also be coded as 'Other' and described.

## Delivery by caesarean section (MN19)

### File: wm

#### Overview

Type: Discrete	Valid cases: 1892
Format: numeric	Invalid: 20161
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

Was (name) delivered by caesarean section? (That is, did they cut your belly open to take the baby out?)

#### Interviewer instructions

A caesarean section is a delivery of a baby through an incision in the woman's abdomen and womb, rather than through the birth canal. Such a delivery is necessary for some women due to pregnancy complications. Find out whether the baby was delivered by an operation and not through the birth canal.

## Menstrual period returned since the birth of child (MN23)

### File: wm

#### Overview

Type: Discrete	Valid cases: 4962
Format: numeric	Invalid: 17091
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

Has your menstrual period returned since the birth of (name)?

#### Interviewer instructions

After a woman has given birth, there is a length of time when she will not have her monthly menstrual periods. This question asks about whether her period has resumed following the last birth. Circle the code corresponding to the response given.

## Ever breastfeed (MN24)

### File: wm

## Ever breastfeed (MN24)

File: wm

### Overview

Type: Discrete	Valid cases: 4962
Format: numeric	Invalid: 17091
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Did you ever breastfeed (name)?

### Interviewer instructions

Breastfeeding is important for a child's health and it prevents pregnancy during the period when the mother is breastfeeding. For this question, it does not matter how long the respondent breastfed the child, only whether or not she ever gave the child the breast, even if the baby died very young.

Circle the code corresponding to the response given. If the response is 'No' (she never breastfed the child), go to next module.

## Time baby put to breast (unit) (MN25U)

File: wm

### Overview

Type: Discrete	Valid cases: 4761
Format: numeric	Invalid: 17292
Width: 1	Minimum: 0
Decimals: 0	Maximum: 9
Range: 0-9	

### Source of information

The eligible woman selected for interview

### Literal question

How long after birth did you first put (name) to the breast?

### Interviewer instructions

If the mother reports that the baby was put to the breast immediately after birth, circle '000'. Otherwise, record the time in completed hours or days.

If less than 1 hour, circle '1' for 'Hours' and record '00' in the space provided. For example, if the woman said she began breastfeeding within 10 minutes of the birth, circle '1' and record '00' hours.

If the mother began breastfeeding within 24 hours of the birth, circle '1' and record the number of hours that passed before the baby was put to the breast.

If she began breastfeeding 24 hours or more after the birth, circle '2' and record the number of days. Record in completed number of days. For example, if the baby was first breastfed 30 hours after delivery, circle '2' and record '01' days.

If the woman does not know or does not remember how long after birth she put the baby to the breast, circle '998'.

## Time baby put to breast (number) (MN25N)

File: wm

### Overview

## Time baby put to breast (number) (MN25N)

File: wm

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-99

Valid cases: 4761  
Invalid: 17292  
Minimum: 0  
Maximum: 99

### Source of information

The eligible woman selected for interview

### Literal question

How long after birth did you first put (name) to the breast?

### Interviewer instructions

If the mother reports that the baby was put to the breast immediately after birth, circle '000'. Otherwise, record the time in completed hours or days.

If less than 1 hour, circle '1' for 'Hours' and record '00' in the space provided. For example, if the woman said she began breastfeeding within 10 minutes of the birth, circle '1' and record '00' hours.

If the mother began breastfeeding within 24 hours of the birth, circle '1' and record the number of hours that passed before the baby was put to the breast.

If she began breastfeeding 24 hours or more after the birth, circle '2' and record the number of days. Record in completed number of days. For example, if the baby was first breastfed 30 hours after delivery, circle '2' and record '01' days.

If the woman does not know or does not remember how long after birth she put the baby to the breast, circle '998'.

## Within first 3 days after delivery, child given anything to (MN26)

File: wm

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 4761  
Invalid: 17292  
Minimum: 1  
Maximum: 9

### Source of information

The eligible woman selected for interview

### Literal question

In the first three days after delivery, was (name) given anything to drink other than breast milk?

### Interviewer instructions

If the child was given anything to drink other than breast milk, then circle code '1' for 'Yes' and otherwise '2' for 'No' and go to next module.

## Child given to drink - Milk (other than breast milk) (MN27A)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 235  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

## Child given to drink - Milk (other than breast milk) (MN27A)

File: wm

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Child given to drink - Plain water (MN27B)

File: wm

### Overview

Type: Discrete	Valid cases: 176
Format: character	Invalid: 0
Width: 1	

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Child given to drink - Sugar or glucose water (MN27C)

File: wm

### Overview

Type: Discrete	Valid cases: 618
Format: character	Invalid: 0
Width: 1	

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Child given to drink - Gripe water (MN27D)

File: wm

### Overview

Type: Discrete	Valid cases: 253
Format: character	Invalid: 0
Width: 1	

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

## Child given to drink - Gripe water (MN27D)

File: wm

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Child given to drink - Sugar - salt - water solution (MN27E)

File: wm

Overview	
Type: Discrete	Valid cases: 42
Format: character	Invalid: 0
Width: 1	
Source of information	
The eligible woman selected for interview	
Literal question	
What was (name) given to drink?	
Interviewer instructions	
Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.	

## Child given to drink - Fruit juice (MN27F)

File: wm

Overview	
Type: Discrete	Valid cases: 22
Format: character	Invalid: 0
Width: 1	
Source of information	
The eligible woman selected for interview	
Literal question	
What was (name) given to drink?	
Interviewer instructions	
Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.	

## Child given to drink - Infant formula (MN27G)

File: wm

Overview	
Type: Discrete	Valid cases: 102
Format: character	Invalid: 0
Width: 1	
Source of information	
The eligible woman selected for interview	
Literal question	
What was (name) given to drink?	
Interviewer instructions	

## Child given to drink - Infant formula (MN27G)

File: wm

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Child given to drink - Tea / Infusions (MN27H)

File: wm

### Overview

Type: Discrete

Valid cases: 357

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Child given to drink - Honey (MN27I)

File: wm

### Overview

Type: Discrete

Valid cases: 87

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Child given to drink - Other (MN27X)

File: wm

### Overview

Type: Discrete

Valid cases: 376

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What was (name) given to drink?

### Interviewer instructions

## Child given to drink - Other (MN27X)

File: wm

Circle the code corresponding to the response. Probe by asking "anything else?" to find out if the child was given anything else to drink. If the respondent answers that the child was given a drink other than those listed here, write the description of the drink in the space provided for 'Other' and circle 'X'.

## Receiving vitamine A (MN28)

File: wm

### Overview

Type: Discrete	Valid cases: 4761
Format: numeric	Invalid: 17292
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Literal question

In the first two months after the birth of (name), did you receive a vitamin A dose like this?

### Interviewer instructions

Show 200,000 IU capsule (red) or dispenser.

## Symptoms: Child not able to drink or breastfeed (IS2A)

File: wm

### Overview

Type: Discrete	Valid cases: 3190
Format: character	Invalid: 0
Width: 1	

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

### Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Child becomes sicker (IS2B)

File: wm

### Overview

Type: Discrete	Valid cases: 3565
Format: character	Invalid: 0
Width: 1	

### Source of information

The eligible woman selected for interview

## Symptoms: Child becomes sicker (IS2B)

File: wm

### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

### Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Child develops a fever (IS2C)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 7149  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

### Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Child has fast breathing (IS2D)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 3076  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

### Interviewer instructions

## Symptoms: Child has fast breathing (IS2D)

### File: wm

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Child has difficult breathing (IS2E)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 4093

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

#### Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Child has blood in stools (IS2F)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2471

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

#### Interviewer instructions

## Symptoms: Child has blood in stools (IS2F)

### File: wm

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Child is drinking poorly (IS2G)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2394

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

#### Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Other (IS2X)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 3279

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

#### Interviewer instructions

## Symptoms: Other (IS2X)

### File: wm

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Other (IS2Y)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1399

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

#### Interviewer instructions

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Symptoms: Other (IS2Z)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 330

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes children have severe illnesses and should be taken immediately to a health facility. What types of symptoms would cause you to take your child to a health facility right away?

#### Interviewer instructions

## Symptoms: Other (IS2Z)

### File: wm

This question asks for symptoms that would cause the respondent to take a child to a health facility right away. Probe by saying 'any other symptoms' and keep asking for more signs or symptoms until the mother/caretaker cannot recall any additional symptoms.

Circle all symptoms mentioned, but do not prompt with any suggestions. If you are not sure whether a certain sign as reported by the respondent fits in one of the above categories, write it down in full and check with your supervisor later.

If the respondent mentions a symptom not listed here, write the description of the symptom in the space provided for 'Other' and circle 'X' 'Y', and 'Z', for additional symptoms not listed).

## Currently pregnant (CP1)

### File: wm

#### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

I would like to talk with you about another subject— family planning.  
Are you pregnant now?

#### Interviewer instructions

This question is important because later questions in this module will not need to be asked of pregnant women. A woman who is pregnant does not need to use contraception!

Circle the code corresponding to the response given. If she is pregnant, circle '1' and go to the next module. If the woman is unsure or does not know for certain if she is pregnant, circle '8' for 'Unsure or DK'.

## Currently using a method to avoid pregnancy (CP2)

### File: wm

#### Overview

Type: Discrete	Valid cases: 18115
Format: numeric	Invalid: 3938
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

Couples use various ways or methods to delay or avoid a pregnancy.  
Are you currently doing something or using any method to delay or avoid getting pregnant?

#### Interviewer instructions

Circle the code corresponding to the response given. If the answer is 'No', go to the next module.

## Current method: Female sterilization (CP3A)

### File: wm

## Current method: Female sterilization (CP3A)

File: wm

### Overview

Type: Discrete

Valid cases: 89

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Female Sterilization: Women can have an operation to avoid having any more children.

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Male sterilization (CP3B)

File: wm

### Overview

Type: Discrete

Valid cases: 38

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Male Sterilization: Men can have an operation to avoid having any more children.

### Interviewer instructions

## Current method: Male sterilization (CP3B)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: IUD (CP3C)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 204

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

What are you doing to delay or avoid pregnancy?

IUD: Women can have a loop or coil placed inside them by a doctor or a nurse.

#### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Injectables (CP3D)

File: wm

### Overview

Type: Discrete

Valid cases: 1505

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Injectables: Women can have an injection by a health provider, that stops her from becoming pregnant for one or more months.

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Implants (CP3E)

File: wm

### Overview

Type: Discrete

Valid cases: 138

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Implants: Women can have one or more small implants placed in their upper arm by a doctor or nurse which can prevent pregnancy for one or more years.

### Interviewer instructions

## Current method: Implants (CP3E)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Pill (CP3F)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1481

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

What are you doing to delay or avoid pregnancy?

Pill: Women have to take a pill every day to avoid becoming pregnant.

#### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Male condom (CP3G)

File: wm

### Overview

Type: Discrete

Valid cases: 420

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Male Condom: Men can put a rubber condom on their penis before or during the sexual intercourse.

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Female condom (CP3H)

File: wm

### Overview

Type: Discrete

Valid cases: 76

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Female Condom: Women can place a sheath in their vagina before sexual intercourse.

### Interviewer instructions

## Current method: Female condom (CP3H)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Diaphragm (CP3I)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 20

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

What are you doing to delay or avoid pregnancy?

Diaphragm: Women can place a soft rubber cup in their vagina to block sperm from entering uterus or tubes.

#### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Foam / Jelly (CP3J)

File: wm

### Overview

Type: Discrete

Valid cases: 13

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Foam, Jelly: Women may be using spermicides such as foam, jelly, cream that are used to kill sperm or make sperm unable to move to the egg.

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Lactational amenorrhoea method (CP3K)

File: wm

### Overview

Type: Discrete

Valid cases: 202

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Lactational Amenorrhoea Method (LAM)

### Interviewer instructions

## Current method: Lactational amenorrhoea method (CP3K)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Periodic abstinence / Rhythm (CP3L)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 118

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

What are you doing to delay or avoid pregnancy?

Periodic abstinence / Rhythm: Woman can avoid pregnancy by not having sexual intercourse on the days of the month she is most likely to get pregnant.

#### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Withdrawal (CP3M)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 108

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Withdrawal: Men can be careful and pull out before climax.

### Interviewer instructions

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## Current method: Other (CP3X)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 22

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Other

### Interviewer instructions

## Current method: Other (CP3X)

### File: wm

Circle the code corresponding to the response given. Do not prompt the woman. If she mentions more than one method, circle the code for each method that is currently being used. If she mentions a method you do not know of, write her description in the space provided in 'Other' and circle 'X'.

Since methods are effective for different lengths of time, you may have difficulty determining if a particular respondent is currently using a method. Current users of the pill should be taking pills daily. Methods such as condom use, vaginal methods and withdrawal are used with each act of intercourse, so current users of these methods will have used them during the most recent acts of intercourse.

Other methods provide ongoing protection without daily or regular action by the woman. Contraceptive injections may be administered 2 to 6 months earlier and still provide protection. Implants provide protection for up to 5 years or until removed. An IUD protects against pregnancy until it is removed or expelled.

If needed, consider the last 1 month as 'current use'.

If the woman has been sterilized, you will circle 'A' for 'Female sterilization' as the current method. If the woman's current partner has been sterilized, you will circle 'B' for 'Male sterilization' as the current method. However, if she is no longer married to (or living with) a former partner who had a vasectomy, this should not be noted as the current method. Lactational amenorrhoea method (LAM) should be circled only if the woman explicitly states that she is breastfeeding for contraceptive purposes or that she believes that she is being protected from the risk of pregnancy because she is breastfeeding.

## If she goes out without telling husband: wife beating justi (DV1A)

### File: wm

#### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she goes out without telling him?

#### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## If she neglects the children: wife beating justified (DV1B)

### File: wm

#### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she neglects the children?

## If she neglects the children: wife beating justified (DV1B)

File: wm

### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## If she argues with husband: wife beating justified (DV1C)

File: wm

### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she argues with him?

### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## If she refuses sex with husband: wife beating justified (DV1D)

File: wm

### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she refuses to have sex with him?

### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## If she burns the food: wife beating justified (DV1E)

File: wm

### Overview

## If she burns the food: wife beating justified (DV1E)

### File: wm

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 21290  
Invalid: 763  
Minimum: 1  
Maximum: 9

#### Source of information

The eligible woman selected for interview

#### Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she burns the food?

#### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## if she isn't wearing (DV1F)

### File: wm

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 21290  
Invalid: 763  
Minimum: 1  
Maximum: 9

#### Literal question

Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations: If she isn't wearing clothing he considers appropriate?

#### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (she thinks the husband is justified in hitting or beating his wife in that situation), '2' if 'No', and '8' if the respondent does not know or does not have an opinion.

## Currently married or living with a man (MA1)

### File: wm

#### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 21290  
Invalid: 763  
Minimum: 1  
Maximum: 9

#### Source of information

The eligible woman selected for interview

#### Literal question

Are you currently married or living together with a man as if married?

#### Interviewer instructions

The options here are currently married, living with a man, or not in union (the woman is neither married nor living with a man). Circle the code corresponding to the respondent's status at the time of the interview. If the woman is currently neither married or in a union, skip to MA5.

## Age of husband/partner (MA2)

File: wm

### Overview

Type: Discrete	Valid cases: 14530
Format: numeric	Invalid: 7523
Width: 2	Minimum: 17
Decimals: 0	Maximum: 99
Range: 17-99	

### Source of information

The eligible woman selected for interview

### Literal question

How old was your husband/partner?

### Interviewer instructions

Probe: How old was your husband/partner on his last birthday? If she knows the age of her current partner on his last birthday, enter his age in the space provided. If she does not know his age, circle '98'.

## Husband/partner has other wives (MA3)

File: wm

### Overview

Type: Discrete	Valid cases: 14530
Format: numeric	Invalid: 7523
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Besides yourself, does your husband/partner have any other wives or partners or does he live with other women as if married?

### Interviewer instructions

In this question, we are interested in the wives and/or live-in partners that the respondent's husband/partner has. Circle the code corresponding to the answer given. If 'No', skip to MA7.

## Number of other wives (MA4)

File: wm

### Overview

Type: Discrete	Valid cases: 1050
Format: numeric	Invalid: 21003
Width: 2	Minimum: 1
Decimals: 0	Maximum: 99
Range: 1-99	

### Source of information

The eligible woman selected for interview

### Literal question

How many other wives or partners does he have?

### Interviewer instructions

Similar to the previous question, we are interested here in the number of wives and/or live-in partners the respondent's husband has. Enter the number of other wives in the space provided. Use leading zeros if necessary. For all answers, skip to MA7.

## Ever married or lived with a man (MA5)

File: wm

### Overview

Type: Discrete	Valid cases: 6760
Format: numeric	Invalid: 15293
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Have you ever been married or lived together with a man as if married?

### Interviewer instructions

For women who are not currently married or living with a man, ask whether they have ever been married or lived with a man. Remember that 'married' refers to both formal and informal unions.

Circle the code corresponding to the response given. Notice that there are two different response categories for a 'Yes' response: 'Yes, formerly married' and 'Yes, formerly lived with a man'. Be sure to make the distinction between the two categories. If the respondent just answers 'Yes', probe by asking, "Were you formerly married or did you live with a man?" If she was formerly married and also reports living with a man, circle the code for 'Yes, formerly married'.

If she was never married and never lived with a man circle '3' for 'No' and go to the next module. Otherwise, continue on to MA6.

## Marital status (MA6)

File: wm

### Overview

Type: Discrete	Valid cases: 349
Format: numeric	Invalid: 21704
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

What is your marital status now: are you widowed, divorced or separated?

### Interviewer instructions

Circle the code corresponding to the response given. For a woman who is not currently married and not currently living with someone but who was formerly in a union, record her current marital status at the time of the interview. Since she was in a union at one time, but is not on the day you are interviewing her, she will be either widowed, divorced or separated.

You should use 'widowed' (a) for women who were married and their husband died, and (b) for women who were in an informal union and their partner died. 'Divorced' should be used for women who were formally married and whose marriage formally ended. 'Separated' should be used (a) for women who were married, but are no longer continuing the marriage with their husband, and (b) for women who were in an informal union and are no longer continuing the union with their partner.

## Married or lived with a man once or more than once (MA7)

File: wm

### Overview

## Married or lived with a man once or more than once (MA7)

### File: wm

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 14879  
Invalid: 7174  
Minimum: 1  
Maximum: 9

#### Source of information

The eligible woman selected for interview

#### Literal question

Have you been married or lived with a man only once or more than once?

#### Interviewer instructions

As with MA1, we are interested in formal marriages as well as informal arrangements. If a woman was married or lived with a man and then was widowed, divorced, or separated from her husband or partner and is now either married to or living with someone else, record 'More than once'. If a woman is not currently married or in an informal union but was previously married or living with someone else two or more times, record 'More than once' by circling '2'. If she has married or lived with someone else only once, circle '1.'

Note that the question refers to periods of marriage or informal unions, and not to numbers of husbands or partners. If a woman was married to a man and divorced him, and then married the same person again, she should be considered as having married 'More than once'. The same applies to informal unions with the same person.

## Month of first union (MA8M)

### File: wm

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 14879  
Invalid: 7174  
Minimum: 1  
Maximum: 99

#### Source of information

The eligible woman selected for interview

#### Literal question

In what month and year did you first marry or start living with a man as if married?

#### Interviewer instructions

If the respondent knows the date that she first married or started living with a man as if married, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers, as instructed earlier. For example, January is '01,' February is '02,' March is '03,' etc.

If she does not recall the date that she first married or started living with a man as if married, ask whether she has any documentation that might give the date. If she does not know or have documentation of the month, circle '98' for 'DK month' and ask her the year that she first married or started living with a man as if married. Enter the year in the space provided and go to next module. If she does not know and does not have documentation of the year that she first married or started living with a man as if married, circle '9998' for 'DK year'.

## Year of first union (MA8Y)

### File: wm

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1968-9999

Valid cases: 14879  
Invalid: 7174  
Minimum: 1968  
Maximum: 9999

#### Source of information

## Year of first union (MA8Y)

### File: wm

The eligible woman selected for interview

#### Literal question

In what month and year did you first marry or start living with a man as if married?

#### Interviewer instructions

If the respondent knows the date that she first married or started living with a man as if married, write it in the appropriate spaces for 'Month' and 'Year'. You will need to convert the month into numbers, as instructed earlier. For example, January is '01,' February is '02,' March is '03,' etc.

If she does not recall the date that she first married or started living with a man as if married, ask whether she has any documentation that might give the date. If she does not know or have documentation of the month, circle '98' for 'DK month' and ask her the year that she first married or started living with a man as if married. Enter the year in the space provided and go to next module. If she does not know and does not have documentation of the year that she first married or started living with a man as if married, circle '9998' for 'DK year'.

## Age at first union (MA9)

### File: wm

#### Overview

Type: Discrete	Valid cases: 2744
Format: numeric	Invalid: 19309
Width: 2	Minimum: 5
Decimals: 0	Maximum: 99
Range: 5-99	

#### Source of information

The eligible woman selected for interview

#### Literal question

How old were you when you started living with your first husband/partner?

#### Interviewer instructions

As with other age questions, if she does not know, probe. For instance, ask how old she was when her first child was born and then ask how long before or after giving birth she began living with her first husband or partner. Do not leave this question blank.

## Ever heard of AIDS (HA1)

### File: wm

#### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

#### Source of information

The eligible woman selected for interview

#### Literal question

Now I would like to talk with you about something else.  
Have you ever heard of an illness called AIDS?

#### Interviewer instructions

This question serves as an introduction and allows us to verify whether a respondent has heard of AIDS. If there is a local term for AIDS, use the local term in addition to 'AIDS'.

If a respondent has never heard of the AIDS, skip to next module.

## Can avoid AIDS virus by having one uninfected partner (HA2)

File: wm

### Overview

Type: Discrete	Valid cases: 5840
Format: numeric	Invalid: 16213
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Can people reduce their chance of getting the HIV/AIDS virus by having just one uninfected sex partner who has no other sex partners?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## Can get AIDS virus through supernatural means (HA3)

File: wm

### Overview

Type: Discrete	Valid cases: 5840
Format: numeric	Invalid: 16213
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Can people get the AIDS virus because of witchcraft or other supernatural means?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## Can avoid AIDS virus by using a condom correctly every time (HA4)

File: wm

### Overview

Type: Discrete	Valid cases: 5840
Format: numeric	Invalid: 16213
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Can people reduce their chance of getting the AIDS virus by using a condom every time they have sex?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## Can get AIDS virus from mosquito bites (HA5)

File: wm

### Overview

Type: Discrete	Valid cases: 5840
Format: numeric	Invalid: 16213
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Can people get the AIDS virus from mosquito bites?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## Can get AIDS virus by sharing food with a person who has AID (HA6)

File: wm

### Overview

Type: Discrete	Valid cases: 5840
Format: numeric	Invalid: 16213
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Can people get the AIDS virus by sharing food with a person who has AIDS virus?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## Healthy-looking person may have AIDS virus (HA7)

File: wm

### Overview

Type: Discrete	Valid cases: 5840
Format: numeric	Invalid: 16213
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Is it possible for a healthy-looking person to have the AIDS virus?

### Interviewer instructions

For questions HA2-HA7 circle the code for the response given. If the respondent cannot provide a 'Yes' or 'No' answer, circle '8' for 'DK'. Do not prompt the respondent or indicate the 'correct' answer in any way.

## AIDS virus from mother to child during pregnancy (HA8A)

File: wm

### Overview

Type: Discrete	Valid cases: 5840
Format: numeric	Invalid: 16213
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: During pregnancy?

### Interviewer instructions

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby.

Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

The following four questions are meant to ascertain the respondent's personal opinion and accepting attitude towards people with HIV/AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.

Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.

## AIDS virus from mother to child during delivery (HA8B)

File: wm

### Overview

Type: Discrete	Valid cases: 5840
Format: numeric	Invalid: 16213
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: During delivery?

### Interviewer instructions

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby.

Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

The following four questions are meant to ascertain the respondent's personal opinion and accepting attitude towards people with HIV/AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.

Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.

## AIDS virus from mother to child through breastfeeding (HA8C)

File: wm

### Overview

Type: Discrete	Valid cases: 5840
Format: numeric	Invalid: 16213
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: By breastfeeding?

### Interviewer instructions

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the woman knows that a mother who has AIDS can pass on the disease to her baby.

Ask each item one at a time and circle the code for the response given. The items ask whether the respondent thinks that a mother with AIDS can transfer the disease to her baby 'During pregnancy', 'During delivery' or 'By breastfeeding' him/her. Circle '1' for 'Yes' and '2' for 'No' for each of the items. If the woman does not know the answer or is unsure, circle '8'.

The following four questions are meant to ascertain the respondent's personal opinion and accepting attitude towards people with HIV/AIDS. We present a situation to the respondent, asking her to imagine a particular scenario. Then we ask her to tell us how she would react to the situation.

Circle the code for the response given. Once again, do not prompt the respondent or indicate the 'correct' answer in any way. If a respondent says she doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.

## Should female teacher with AIDS virus be allowed to teach in (HA9)

File: wm

### Overview

Type: Discrete	Valid cases: 5840
Format: numeric	Invalid: 16213
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

### Literal question

In your opinion, if a female teacher has the AIDS virus but is not sick, should she be allowed to continue teaching in school?

### Interviewer instructions

If a school learns that a female teacher has the AIDS virus, but she is not sick, how should the school handle this information? Should the female teacher be allowed to continue teaching at the school, or should she be removed from her teaching position? We are not asking about whether or not a female teacher has actually been asked to leave a teaching position, but rather, what is the respondent's opinion about how such a case should be handled; should the female teacher be allowed to continue teaching?

## Would buy fresh vegetables from shopkeeper with AIDS virus (HA10)

File: wm

### Overview

## Would buy fresh vegetables from shopkeeper with AIDS virus (HA10)

File: wm

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 5840  
Invalid: 16213  
Minimum: 1  
Maximum: 9

### Source of information

The eligible woman selected for interview

### Literal question

Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had the AIDS virus?

## If HH member became infected with AIDS virus, would want it (HA11)

File: wm

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 5840  
Invalid: 16213  
Minimum: 1  
Maximum: 9

### Source of information

The eligible woman selected for interview

### Literal question

If a member of your family got infected with the AIDS virus, would you want it to remain a secret?

## Willing to care for person with AIDS in household (HA12)

File: wm

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 5840  
Invalid: 16213  
Minimum: 1  
Maximum: 9

### Source of information

The eligible woman selected for interview

### Literal question

If a member of your family became sick with AIDS, would you be willing to care for him or her in your household?

## Measure'rs ID (ANW2)

File: wm

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 1-999

Valid cases: 10589  
Invalid: 11464  
Minimum: 1  
Maximum: 999

## Measure'rs ID (ANW2)

File: wm

### Pre question

Measurer s name and number:

## result of height and measurement (ANW3)

File: wm

### Overview

Type: Discrete	Valid cases: 9097
Format: numeric	Invalid: 12956
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Pre question

Result of height and weight measurement

## Woman's weight (ANW4)

File: wm

### Overview

Type: Discrete	Valid cases: 8816
Format: numeric	Invalid: 13237
Width: 4	Minimum: 30
Decimals: 1	Maximum: 99.9
Range: 30-99.9	

## Woman's height (ANW5)

File: wm

### Overview

Type: Discrete	Valid cases: 8816
Format: numeric	Invalid: 13237
Width: 5	Minimum: 71.2
Decimals: 1	Maximum: 999.9
Range: 71.2-999.9	

## Muac (ANW6)

File: wm

### Overview

Type: Discrete	Valid cases: 9097
Format: numeric	Invalid: 12956
Width: 3	Minimum: 100
Decimals: 0	Maximum: 999
Range: 100-999	

### Interviewer instructions

Observe and record

## Measurer's ID (SCW4)

File: wm

### Overview

Type: Continuous	Valid cases: 10589
Format: numeric	Invalid: 11464
Width: 3	Minimum: 1
Decimals: 0	Maximum: 999
Range: 1-999	

### Pre question

Interviewer name and number:

## Checked blood (SCW5)

File: wm

### Overview

Type: Discrete	Valid cases: 10589
Format: numeric	Invalid: 11464
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Literal question

May I take blood from the child?

## filled in two lines (SCW6)

File: wm

### Overview

Type: Discrete	Valid cases: 9199
Format: numeric	Invalid: 12854
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Literal question

Have you taken sufficient blood?

## Glomobine result (SCW7)

File: wm

### Overview

Type: Continuous	Valid cases: 9199
Format: numeric	Invalid: 12854
Width: 4	Minimum: 1.8
Decimals: 1	Maximum: 99.9
Range: 1.8-99.9	

### Pre question

Results of the haemoglobin level

## Area (HH6)

File: wm

## Area (HH6)

File: wm

### Overview

Type: Discrete	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 2
Range: 1-2	

### Pre question

Area:

### Interviewer instructions

Circle the code for area of residence as instructed/provided by your supervisor. This will have been pre-determined; you will not be required to assess whether the household is in an urban or rural area.

## Region (HH7)

File: wm

### Overview

Type: Discrete	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 1	Minimum: 1
Decimals: 0	Maximum: 8
Range: 1-8	

### Interviewer instructions

Circle the code for region as instructed/provided by your supervisor.

After the HH1-HH7 has been filled out, begin by saying the following to the respondent:

We are from (country-specific affiliation). We are working on a project concerned with family health and education. I would like to talk to you about these subjects. The interview will take about (number) minutes. All the information we obtain will remain strictly confidential and your answers will never be shared with anyone other than our project team. May I start now?

You may change the wording of these introductory sentences as appropriate. However, you must make sure to include the following when you are introducing yourself: the name of the implementing agency; the topic of the survey; approximate duration of the interview; the issue of confidentiality; and with whom you would like to speak. If permission is given, begin the interview. If the respondent does not agree to continue, thank him/her and leave the household to go the next household. Later, discuss the refusal with your supervisor; you or another person from the team may attempt to interview the household for a second time. This will depend on your description of the refusal. However, remember that a household's participation in the survey must be on a voluntary basis, and potential respondents must never be forced to participate.

## Date of interview women (CMC) (WDOI)

File: wm

### Overview

Type: Discrete	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 4	Minimum: 1330
Decimals: 0	Maximum: 1339
Range: 1330-1339	

### Source of information

Interview information fields completed by interviewer

## Date of birth of woman (CMC) (WDOB)

File: wm

### Overview

Type: Continuous	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 4	Minimum: 733
Decimals: 0	Maximum: 1158
Range: 733-1158	

### Source of information

The eligible woman selected for interview

## Age (WAGE)

File: wm

### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 1	Minimum: 1
Decimals: 0	Maximum: 7
Range: 1-7	

### Source of information

The eligible woman selected for interview

## Date of marriage (CMC) (WDOM)

File: wm

### Overview

Type: Continuous	Valid cases: 14871
Format: numeric	Invalid: 7182
Width: 4	Minimum: 824
Decimals: 0	Maximum: 1342
Range: 824-1342	

### Source of information

The eligible woman selected for interview

## Age at first marriage/union (WAGEM)

File: wm

### Overview

Type: Continuous	Valid cases: 14871
Format: numeric	Invalid: 7182
Width: 2	Minimum: -1
Decimals: 0	Maximum: 99
Range: -1-99	

### Source of information

The eligible woman selected for interview

## Date of birth of first child (CMC) (WDOBFC)

File: wm

## Date of birth of first child (CMC) (WDOBFC)

File: wm

### Overview

Type: Continuous	Valid cases: 13468
Format: numeric	Invalid: 8585
Width: 4	Minimum: 891
Decimals: 0	Maximum: 1336
Range: 891-1336	

### Source of information

The eligible woman selected for interview

## Date of birth of last child (CMC) (WDOBLC)

File: wm

### Overview

Type: Continuous	Valid cases: 11904
Format: numeric	Invalid: 10149
Width: 4	Minimum: 956
Decimals: 0	Maximum: 1337
Range: 956-1337	

### Source of information

The eligible woman selected for interview

## Marital/Union status (MSTATUS)

File: wm

### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

## Children ever born (CEB)

File: wm

### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 2	Minimum: 0
Decimals: 0	Maximum: 19
Range: 0-19	

### Source of information

The eligible woman selected for interview

## Children surviving (CSURV)

File: wm

## Children surviving (CSURV)

File: wm

### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 2	Minimum: 0
Decimals: 0	Maximum: 18
Range: 0-18	

### Source of information

The eligible woman selected for interview

## Children dead (CDEAD)

File: wm

### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 2	Minimum: 0
Decimals: 0	Maximum: 12
Range: 0-12	

### Source of information

The eligible woman selected for interview

## Education (welevel)

File: wm

### Overview

Type: Discrete	Valid cases: 21290
Format: numeric	Invalid: 763
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

The eligible woman selected for interview

## Ethnicity of household head (ethnicity)

File: wm

### Overview

Type: Discrete	Valid cases: 21317
Format: numeric	Invalid: 736
Width: 1	Minimum: 1
Decimals: 0	Maximum: 9
Range: 1-9	

### Source of information

Head of household or other responsible household member

## Relative women weight (wmweight)

File: wm

## Relative women weight (wmweight)

File: wm

### Overview

Type: Continuous	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 8	Minimum: 0
Decimals: 6	Maximum: 5.2
Range: 0-5.179698	

## Wealth index score (wscore)

File: wm

### Overview

Type: Continuous	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 8	Minimum: -1.8
Decimals: 5	Maximum: 3.5
Range: -1.79508206900197-3.47007966067416	

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: wm

### Overview

Type: Discrete	Valid cases: 22053
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-5	

### Source of information

Constructed variables used for analysis

## Province (province)

File: wm

### Overview

Type: Discrete	Valid cases: 22053
Format: character	Invalid: 0
Width: 2	

## Related Materials

### Questionnaires

#### Afghanistan Multiple Indicator Cluster Survey 2010-2011 - Questionnaire

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Title	Afghanistan Multiple Indicator Cluster Survey 2010-2011 - Questionnaire
Country	Afghanistan
Language	English
Table of contents	Household questionnaire modules Household member questionnaire modules Women questionnaire modules Children questionnaire modules
Filename	AFG_2010_MICS_Questionnaire_EN.pdf

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#### MICS4 Changes To Questionnaires v2.1 to v3.0

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Title	MICS4 Changes To Questionnaires v2.1 to v3.0
Language	English
Filename	<a href="http://www.childinfo.org/mics4_questionnaire.html">http://www.childinfo.org/mics4_questionnaire.html</a>

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#### MICS4 Questionnaire Form For Child Disability v3.0

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Title	MICS4 Questionnaire Form For Child Disability v3.0
Language	English
Filename	<a href="http://www.childinfo.org/mics4_questionnaire.html">http://www.childinfo.org/mics4_questionnaire.html</a>

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#### MICS4 Questionnaire Form For Vaccinations At Health Facility v3.0

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Title	MICS4 Questionnaire Form For Vaccinations At Health Facility v3.0
Language	English
Filename	<a href="http://www.childinfo.org/mics4_questionnaire.html">http://www.childinfo.org/mics4_questionnaire.html</a>

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### Reports

#### Afghanistan Multiple Indicator Cluster Survey 2010-2011 - Final Report

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Title	Afghanistan Multiple Indicator Cluster Survey 2010-2011 - Final Report
Country	Afghanistan
Language	English
Filename	<a href="http://www.childinfo.org/files/Afghanistan_2001-11_MICS_Final_Report.pdf">http://www.childinfo.org/files/Afghanistan_2001-11_MICS_Final_Report.pdf</a>

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### Technical documents

Changes to MICS Tabulation Plan, Data Quality Tabulations, and Sampling Error

## Tables since Version 2.1

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Title Changes to MICS Tabulation Plan, Data Quality Tabulations, and Sampling Error Tables since Version 2.1  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 01 Household Sample and Survey Characteristics (HH)

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Title MICS4 01 Household Sample and Survey Characteristics (HH)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 02 Child Mortality (CM)

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Title MICS4 02 Child Mortality (CM)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 03 Nutrition (NU)

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Title MICS4 03 Nutrition (NU)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 04 Child Health (CH)

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Title MICS4 04 Child Health (CH)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 05 Water and Sanitation (WS)

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Title MICS4 05 Water and Sanitation (WS)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 06 Reproductive Health (RH)

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Title MICS4 06 Reproductive Health (RH)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 07 Child Development (CD)

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Title MICS4 07 Child Development (CD)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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### MICS4 08 Education (ED)

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Title MICS4 08 Education (ED)

Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 09 Child Protection (CP)

Title MICS4 09 Child Protection (CP)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 10 HIV-AIDS, Sexual Behaviour and Orphanhood (HA)

Title MICS4 10 HIV-AIDS, Sexual Behaviour and Orphanhood (HA)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 11 Access to Mass Media and ICT Technology (MT)

Title MICS4 11 Access to Mass Media and ICT Technology (MT)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 12 Subjective Well-Being (SW)

Title MICS4 12 Subjective Well-Being (SW)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 13 Tobacco and Alcohol Use (TA)

Title MICS4 13 Tobacco and Alcohol Use (TA)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 Data Quality Tabulation Plan (DQ)

Title MICS4 Data Quality Tabulation Plan (DQ)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 Sampling Errors (SE)

Title MICS4 Sampling Errors (SE)  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_plan.html](http://www.childinfo.org/mics4_plan.html)

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## MICS4 Changes To Indicator List v2.1 to v3.0

Title MICS4 Changes To Indicator List v2.1 to v3.0  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_questionnaire.html](http://www.childinfo.org/mics4_questionnaire.html)

## MICS4 List of Indicators v3.0

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Title MICS4 List of Indicators v3.0  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_questionnaire.html](http://www.childinfo.org/mics4_questionnaire.html)

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## MICS4 Manual-Anthropometry

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Title MICS4 Manual-Anthropometry  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Data Editing Guidelines

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Title MICS4 Manual-Data Editing Guidelines  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Designing and Selecting the Sample

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Title MICS4 Manual-Designing and Selecting the Sample  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Designing the Questionnaires

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Title MICS4 Manual-Designing the Questionnaires  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Getting Started

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Title MICS4 Manual-Getting Started  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Global Positioning Systems

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Title MICS4 Manual-Global Positioning Systems  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Instructions for Interviewers

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Title MICS4 Manual-Instructions for Interviewers  
 Language English  
 Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Instructions for Supervisors Editors and Measurers

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Title MICS4 Manual-Instructions for Supervisors Editors and Measurers

Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Model Questionnaires

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Title MICS4 Manual-Model Questionnaires  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Preparing for Data Collection and Conducting Fieldwork

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Title MICS4 Manual-Preparing for Data Collection and Conducting Fieldwork  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Processing the Data

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Title MICS4 Manual-Processing the Data  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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## MICS4 Manual-Salt Iodization Testing

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Title MICS4 Manual-Salt Iodization Testing  
Language English  
Filename [http://www.childinfo.org/mics4\\_manual.html](http://www.childinfo.org/mics4_manual.html)

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