

# Ghana - Multiple Indicator Cluster Survey 2010 - Accra

**Institute of Statistical, Social and Economic Research, 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 Ghana-Accra Multiple Indicator Cluster Survey was to produce statistically reliable estimates of most indicators for these high density population suburbs of Accra.

A multi-stage, stratified cluster sampling approach was used for the selection of the survey sample.

The target sample size for the Accra MICS was calculated as 1,500 households. For the calculation of the sample size, the key indicator used was full immunization among children aged 12-23 months using the results from the 2006 national MICS. This indicator yielded the largest sample size among 5 potential indicators considered, the others being BCG, Polio 3, MMR and DPT coverage.

The resulting number of households from this calculation was 1,266 households, which was the minimum sample size required to achieve the desired level of accuracy. Since the calculated sample size is not too far from the previous proposed size that is 1500, the decision is made to maintain this first proposal. Primary allocation of the total sample size to the five localities was done using probability proportional to size with the EAs serving as the primary sampling units. The national practice is to select 15 households from each EA for such household surveys and therefore, 100 EAs were required to meet the computed sample size of 1,500.

The sampling procedures are more fully described in "Ghana-Accra Multiple Indicator Cluster Survey 2010 - Report" pp.134.-138.

## Response Rate

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Of the 1,500 households selected for the sample, 1,453 were found to be occupied. Of these, 1,409 were successfully interviewed for a household response rate of 97 percent. In the interviewed households, 1,427 women (age 15-49 years) were identified. Of these, 1,294 were successfully interviewed, yielding a response rate of 91 percent within interviewed households. In addition, 472 children under age five were listed in the household questionnaire. Questionnaires were completed for 453 of these children, which corresponds to a response rate of 96 percent within interviewed households. Similarly, out of the 688 eligible men identified, 607 were successfully interviewed, giving a response rate of 88 percent. Overall response rates of 88 percent, 93 percent and 86 percent are calculated for the women's, under-5's and men's interviews respectively.

## Weighting

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The sample is not self-weighting since the probability of selection of the households is not the same across the EAs and localities.

At first stage,  $m$  primary units or clusters are selected in stratum  $h$  according to systematic pps sampling. At second stage, a constant number  $n$  of households is selected according to simple systematic sampling for each PU or cluster selected in stratum  $h$ .

For men's questionnaire, all eligible men should not be interviewed in all households chosen at the sampling second stage. A subsample will be chosen from the 1500 households selected at the second stage.

Taking into account all non responses observed at the first sampling stage and those found at the second sampling stage, gross sampling weights and normalized sampling weights have been calculated in an appropriate Excel sheet developed for this purpose. This Excel sheet is provided on the [www.childinfo.org](http://www.childinfo.org) All formulae are put in this sheet and for calculations one needs only to put the right data in the right cells.

Gross sampling weights and normalized sampling weights were used for tables' production.

# 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 to a knowledgeable adult living in the household. The household questionnaire includes Household Listing Form, Education, Water and Sanitation, Household Characteristics, Insecticide Treated Nets, Indoor Residual Spraying, Child Labour, Child Discipline, Handwashing and Salt Iodization.

In addition to a household questionnaire, the Questionnaire for Individual Women was administered to all women aged 15-49 years living in the households. The women's questionnaire includes Women's Background, Access to Mass Media and Use of Information/Communication Technology, Child Mortality (however, given the small sample size, indicators for child mortality have not been included in this report), Desire for Last Birth, Maternal and Newborn Health, Post-Natal Health Checks, Illness Symptoms, Contraception, Unmet Need, Female Genital Mutilation/Cutting, Attitudes Towards Domestic Violence, Marriage/Union, Sexual Behaviour, National Health Insurance and HIV/AIDS.

The Questionnaire for Children Under-Five was administered to mothers or caretakers of children under 5 years of age living in the households. The children's questionnaire includes Age, Birth Registration, Early Childhood Development, Breastfeeding, Care of Illness, Malaria, Immunization and Anthropometry.

The Questionnaire for Individual Men was administered to each third man among all men aged 15-59 living in the households. The men's questionnaire includes Men's Background, Access to Mass Media and Use of Information/Communication Technology, Marriage/Union, Attitudes Towards Contraception, Attitudes Towards Domestic Violence, Sexual Behaviour, National Health Insurance and HIV/AIDS.

## Data Collection

### Data Collection Dates

| Start      | End        | Cycle |
|------------|------------|-------|
| 2010-12-10 | 2011-01-28 | N/A   |

### Data Collection Mode

Face-to-face [f2f]

#### DATA COLLECTION NOTES

Training for the fieldwork was conducted for 13 days from October 27th through to November 12th, 2010. Training included lectures on interviewing techniques and the contents of the questionnaires, and mock interviews between trainees to gain practice in asking the questions. Participants were taken through the process of salt testing and the anthropometric measurements so that they could assist the measures whenever desired. Participants were also taken through the various versions of immunization cards that have been used in the country over the past 5 years and how the recording of the immunization regimens have changed over time. Special training sessions were held with the selected supervisors on how to complete the cluster control sheets, as well as training on reading the maps of the selected EAs so that they could facilitate the easy identification of households. Most importantly, they were trained on questionnaire control and consistency checking.

Towards the end of the training period, trainees spent 2 days in practice interviewing at Madina Zongo and Bawaleshie, two communities that have similar characteristics to the target communities. The final day involved a debriefing session where experiences and challenges were discussed and the procedure for redress as outlined in the MICS protocols were emphasized.

The data were collected by 5 teams; each was comprised of 4 interviewers, one measurer and a supervisor who doubled as the field editor. Fieldwork began on 10th December 2010 and concluded on January 28 in 2011. Given that the 2010 Population and Housing Census had just commenced, it took longer than anticipated to get the updated listing of EAs, and this delayed the commencement of the fieldwork after the training had been completed.

### Data Collectors

| Name   | Abbreviation | Affiliation |
|--|--------------|-------------|
| Institute of Statistical, Social and Economic Research | ISSER        |             |

#### SUPERVISION

There is one supervisor for each of the 5 survey teams in the field.

# Data Processing

## Data Editing

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Data were entered using the CPro software. The data were entered on 14 microcomputers and carried out by 14 data entry operators under the supervision of 4 data entry supervisors. In order to ensure quality control, all questionnaires were double entered and internal consistency checks were performed. Procedures and standard programs developed under the global MICS4 programme and adapted to the final questionnaires were used throughout. Data processing began two weeks after data collection in December 2010 and was completed in February 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, after amending to take into account the changes/additions to the Questionnaires.

# Data Appraisal

## Estimates of Sampling Error

Sampling errors are a measure of the variability between the estimates from all possible samples. The extent of variability is not known exactly, but can be estimated statistically from the survey data.

The following sampling error measures are presented in this appendix for each of the selected indicators:

- Standard error (se): Sampling errors are usually measured in terms of standard errors for particular indicators (means, proportions etc). Standard error is the square root of the variance of the estimate. The Taylor linearization method is used for the estimation of standard errors.
- Coefficient of variation (se/r) is the ratio of the standard error to the value of the indicator, and is a measure of the relative sampling error.
- Design effect (deff) is the ratio of the actual variance of an indicator, under the sampling method used in the survey, to the variance calculated under the assumption of simple random sampling. The square root of the design effect (deft) is used to show the efficiency of the sample design in relation to the precision. A deft value of 1.0 indicates that the sample design is as efficient as a simple random sample, while a deft value above 1.0 indicates the increase in the standard error due to the use of a more complex sample design.
- Confidence limits are calculated to show the interval within which the true value for the population can be reasonably assumed to fall, with a specified level of confidence. For any given statistic calculated from the survey, the value of that statistic will fall within a range of plus or minus two times the standard error ( $r + 2.se$  or  $r - 2.se$ ) of the statistic in 95 percent of all possible samples of identical size and design.

For the calculation of sampling errors from MICS data, SPSS Version 18 Complex Samples module has been used. The results are shown in the tables that follow. In addition to the sampling error measures described above, the tables also include weighted and unweighted counts of denominators for each indicator.

Sampling errors are calculated for indicators of primary interest, for the national level, for the regions, and for urban and rural areas. Three of the selected indicators are based on households, 8 are based on household members, 13 are based on women, and 15 are based on children under 5. All indicators presented here are in the form of proportions.

## 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-five questionnaires by socio-economic characteristics of households
- Completeness of reporting
- Completeness of information for anthropometric indicators
- Heaping in anthropometric measurements
- Observation of bednets and places for hand washing
- Observation of women's health cards
- Observation of children under 5 birth certificates
- 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 "Ghana-Accra Multiple Indicator Cluster Survey 2010 - Report" pp.147-157.

# File Description

# Variable List

**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, Malaria, Immunization, Anthropometry and Insecticide treated net.) |
| Cases        | 472  |
| Variable(s)  | 286  |
| Structure    | Type:<br>Keys: ()  |
| Version      |  |
| Producer     | Institute of Statistical, Social and Economic Research (ISSER) United Nations Children's Fund (UNICEF)   |
| Missing Data |  |

**Variables**

| ID  | Name  | Label                                    | Type     | Format  | Question  |
|-----|-------|--|----------|---------|---|
| V1  | HH1   | Cluster number                           | contin   | numeric |   |
| V2  | HH2   | Household number                         | discrete | numeric |   |
| V3  | LN    | Line number                              | discrete | numeric |   |
| V4  | UF1   | Cluster number                           | contin   | numeric |   |
| V5  | UF2   | Household number                         | discrete | numeric |   |
| V6  | UF4   | Child's line number                      | discrete | numeric |   |
| V7  | UF6   | Mother / Caretaker's line number         | discrete | numeric |   |
| V8  | UF7   | Interviewer number                       | contin   | numeric |   |
| V9  | UF8D  | Day of interview                         | contin   | numeric |   |
| V10 | UF8M  | Month of interview                       | discrete | numeric |   |
| V11 | UF8Y  | Year of interview                        | discrete | numeric |   |
| V12 | UF9   | Result of interview for children under 5 | discrete | numeric |   |
| V13 | UF10  | Field editor                             | contin   | numeric |   |
| V14 | UF11  | Data entry clerk                         | discrete | numeric |   |
| V15 | UF12H | Start of interview - Hour                | discrete | numeric |   |
| V16 | UF12M | Start of interview - Minutes             | discrete | numeric |   |
| V17 | UF13H | End of interview - Hour                  | discrete | numeric |   |
| V18 | UF13M | End of interview - Minutes               | discrete | numeric |   |
| V19 | 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? |
| V20 | 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? |
| V21 | 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? |
| V22 | AG2   | Age of child                             | discrete | numeric | How old is (name)?  |
| V23 | BR2   | Birth registered                         | discrete | numeric | Has (name)'s birth been registered with the births and deaths registry?   |

| ID  | Name  | Label  | Type     | Format    | Question   |
|-----|-------|--|----------|-----------|--|
| V24 | BR1   | Birth certificate  | discrete | numeric   | Does (name) have a birth certificate?  |
| V25 | BR2A  | Birth registered within first year of birth                  | discrete | numeric   | Was (name)'s birth registered within the first year of birth?  |
| V26 | BR2B  | Main reason for not registering the birth                    | discrete | numeric   | What is the main reason why (name)'s birth is not registered?  |
| V27 | BR3   | Know where to register birth                                 | discrete | numeric   | Do you know where to register your child's birth?  |
| V28 | BR4   | Cost of birth registration                                   | discrete | numeric   | How much did it cost you, or how much do you think it would cost to register your child with the birth and death registry if the child is under 1 year old?  |
| V29 | 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)?   |
| V30 | 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 some other toys made at home)?  |
| V31 | 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?  |
| V32 | 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)?  |
| V33 | 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?  |
| V34 | 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? |
| V35 | 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?  |
| V36 | EC6   | Within last 7 days, hours attended education                 | discrete | numeric   | Within the last seven days, about how many hours did (name) attend?  |
| V37 | 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)?  |
| V38 | 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)?  |

| ID  | Name  | Label               | Type     | Format    | Question   |
|-----|-------|---------------------|----------|-----------|--|
| V39 | 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)?      |
| V40 | 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)?      |
| V41 | 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)?                                    |
| V42 | 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)?                                    |
| V43 | 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)?                                    |
| V44 | 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)?                                    |
| V45 | 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 lullabies?  |
| V46 | 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 lullabies?  |
| V47 | 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 lullabies?  |
| V48 | 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 lullabies?  |
| V49 | 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? |
| V50 | 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? |
| V51 | 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? |

| ID  | Name  | Label  | Type     | Format    | Question   |
|-----|-------|--|----------|-----------|--|
| V52 | 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?   |
| V53 | 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)?  |
| V54 | 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)?  |
| V55 | 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)?  |
| V56 | 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)?  |
| V57 | 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)?  |
| V58 | 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)?  |
| V59 | 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)?  |
| V60 | 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)?  |
| V61 | EC8   | Child identifies at least ten letters of the alphabet        | discrete | numeric   | I would like to ask you some questions about the health and development of your child. Children do not all develop and learn at the same rate. For example, some walk earlier than others. These questions are related to several aspects of your child's development. Can (name) identify or name at least ten letters of the alphabet? |
| V62 | EC9   | Child reads at least four simple, popular words              | discrete | numeric   | Can (name) read at least four simple, popular words?   |
| V63 | EC10  | Child knows name and recognizes symbol of all numbers from 1 | discrete | numeric   | Does (name) know the name and recognize the symbol of all numbers from 1 to 10?  |
| V64 | EC11  | Child able to pick up small object with 2 fingers            | discrete | numeric   | Can (name) pick up a small object with two fingers, like a stick or a rock from the ground?  |
| V65 | EC12  | Child sometimes too sick to play                             | discrete | numeric   | Is (name) sometimes too sick to play?  |
| V66 | EC13  | Child follows simple directions                              | discrete | numeric   | Does (name) follow simple directions on how to do something correctly?   |
| V67 | EC14  | Child able to do something independently                     | discrete | numeric   | When given something to do, is (name) able to do it independently?   |
| V68 | EC15  | Child gets along well with other children                    | discrete | numeric   | Does (name) get along well with other children?  |

| ID  | Name | Label   | Type     | Format  | Question  |
|-----|------|---|----------|---------|---|
| V69 | EC16 | Child kicks, bites or hits other children or adults               | discrete | numeric | Does (name) kick, bite or hit other children or adults?   |
| V70 | EC17 | Child gets distracted easily                                      | discrete | numeric | Does (name) get distracted easily?  |
| V71 | BF1  | Child ever been breastfed   | discrete | numeric | Has (name) ever been breastfed?   |
| V72 | BF2  | Child still being breastfed                                       | discrete | numeric | Is he/she still being breastfed?  |
| V73 | 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? |
| V74 | BF4  | Child drank infant formula yesterday                              | discrete | numeric | Did (name) drink infant formula (similac, mama sua non, friso, nestle, or other) yesterday, during the day or night?  |
| V75 | BF5  | Times child drank infant formula                                  | discrete | numeric | How many times did (name) drink infant formula?   |
| V76 | 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?  |
| V77 | BF7  | Times child drank milk  | discrete | numeric | How many times did (name) drink tinned, powdered or fresh animal milk?  |
| V78 | BF8  | Child drank juice or juice drinks yesterday                       | discrete | numeric | Did (name) drink juice or juice drinks yesterday, during the day or night?  |
| V79 | BF9  | Child drank light soup yesterday                                  | discrete | numeric | Did (name) drink any light soup yesterday, during the day or night?   |
| V80 | 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?   |
| V81 | BF11 | Child drank ORS yesterday   | discrete | numeric | Did (name) drink ORS (oral rehydration solution) yesterday, during the day or night?  |
| V82 | BF12 | Child drank any other liquid yesterday                            | discrete | numeric | Did (name) drink any other liquids (tea, coffee, coke, or other) yesterday, during the day or night?  |
| V83 | BF13 | Child drank or ate yogurt yesterday                               | discrete | numeric | Did (name) drink or eat yogurt yesterday, during the day or night?  |
| V84 | BF14 | Times drank or ate yogurt   | discrete | numeric | How many times did (name) drink or eat yogurt yesterday, during the day or night?   |
| V85 | BF15 | Child ate thin porridge yesterday                                 | discrete | numeric | Did (name) eat thin porridge (rice porridge) yesterday, during the day or night?  |
| V86 | 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?   |
| V87 | 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?  |
| V88 | 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?  |
| V89 | CA1  | Child had diarrhoea in last 2 weeks                               | discrete | numeric | In the last two weeks, has (name) had diarrhoea?  |
| V90 | 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?                                |

| ID   | Name  | Label  | Type     | Format    | Question  |
|------|-------|--|----------|-----------|---|
| V91  | 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? |
| V92  | CA4A  | Drank fluid made from sachet (ORS)                           | discrete | numeric   | During the episode of diarrhoea, was (name) given to drink any of the following: A fluid made from a sachet (ORS)?                        |
| V93  | 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?                  |
| V94  | CA4C  | Coconut water  | discrete | numeric   | During the episode of diarrhoea, was (name) given to drink any of the following: Coconut water?   |
| V95  | CA4D  | Rice water   | discrete | numeric   | During the episode of diarrhoea, was (name) given to drink any of the following: Rice water?  |
| V96  | CA4E  | Mashed kenkey  | discrete | numeric   | During the episode of diarrhoea, was (name) given to drink any of the following: Mashed kenkey?   |
| V97  | CA5   | Anything else given to treat the diarrhoea                   | discrete | numeric   | Was anything (else) given to treat the diarrhoea?   |
| V98  | CA6A  | Other treatment (pill or syrup): Antibiotic                  | discrete | character | What (else) was given to treat diarrhoea?   |
| V99  | CA6B  | Other treatment (pill or syrup): Antimotility                | discrete | character | What (else) was given to treat diarrhoea?   |
| V100 | CA6C  | Other treatment (pill or syrup): Zinc                        | discrete | character | What (else) was given to treat diarrhoea?   |
| V101 | CA6G  | Other treatment (pill or syrup): Other (not antibiotic, anti | discrete | character | What (else) was given to treat diarrhoea?   |
| V102 | CA6H  | Other treatment (pill or syrup): Unknown                     | discrete | character | What (else) was given to treat diarrhoea?   |
| V103 | CA6L  | Other treatment (injection): Antibiotic                      | discrete | character | What (else) was given to treat diarrhoea?   |
| V104 | CA6M  | Other treatment (injection): Non-antibiotic                  | discrete | character | What (else) was given to treat diarrhoea?   |
| V105 | CA6N  | Other treatment (injection): Unknown                         | discrete | character | What (else) was given to treat diarrhoea?   |
| V106 | CA6O  | Other treatment: Intravenous                                 | discrete | character | What (else) was given to treat diarrhoea?   |
| V107 | CA6Q  | Other treatment: Home remedy/Herbal medicine                 | discrete | character | What (else) was given to treat diarrhoea?   |
| V108 | CA6X  | Other treatment: Other                                       | discrete | character | What (else) was given to treat diarrhoea?   |
| V109 | 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?  |
| V110 | CA8   | Difficulty breathing during illness with cough               | discrete | numeric   | When the child had an illness with a cough, did he/she breathe faster than usual, with short, rapid breaths or have difficulty breathing? |
| V111 | 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?   |
| V112 | CA10  | Sought advice or treatment for illness                       | discrete | numeric   | Did you seek any advice or treatment for the illness from any source?   |
| V113 | CA11A | Place sought care: (public sector) Government hospital / Pol | discrete | character | From where did you seek advice or treatment?  |
| V114 | CA11B | Place sought care: (public sector) Government health center  | discrete | character | From where did you seek advice or treatment?  |
| V115 | CA11C | Place sought care: (public sector) Government health post    | discrete | character | From where did you seek advice or treatment?  |

| ID   | Name  | Label   | Type     | Format    | Question   |
|------|-------|---|----------|-----------|--|
| V116 | CA11D | Place sought care: (public sector) Community health worker  | discrete | character | From where did you seek advice or treatment?   |
| V117 | CA11E | Place sought care: (public sector) Mobile / Outreach clinic | discrete | character | From where did you seek advice or treatment?   |
| V118 | CA11H | Place sought care: Other public                             | discrete | character | From where did you seek advice or treatment?   |
| V119 | CA11I | Place sought care: Private hospital / clinic                | discrete | character | From where did you seek advice or treatment?   |
| V120 | CA11J | Place sought care: Private physician                        | discrete | character | From where did you seek advice or treatment?   |
| V121 | CA11K | Place sought care: Private pharmacy / Chemical shop         | discrete | character | From where did you seek advice or treatment?   |
| V122 | CA11L | Place sought care: Mobile clinic                            | discrete | character | From where did you seek advice or treatment?   |
| V123 | CA11M | Place sought care: Herbal centre / Clinic                   | discrete | character | From where did you seek advice or treatment?   |
| V124 | CA11O | Place sought care: Other private medical                    | discrete | character | From where did you seek advice or treatment?   |
| V125 | CA11P | Place sought care: Relative / Friend                        | discrete | character | From where did you seek advice or treatment?   |
| V126 | CA11Q | Place sought care: Shop                                     | discrete | character | From where did you seek advice or treatment?   |
| V127 | CA11R | Place sought care: Traditional practitioner                 | discrete | character | From where did you seek advice or treatment?   |
| V128 | CA11S | Place sought care: Drug peddler                             | discrete | character | From where did you seek advice or treatment?   |
| V129 | CA11X | Place sought care: Other                                    | discrete | character | From where did you seek advice or treatment?   |
| V130 | CA12  | Given medicine to treat this illness                        | discrete | numeric   | Was (name) given any medicine to treat this illness?   |
| V131 | CA13A | Medicine: Antibiotic pill / syrup                           | discrete | character | What medicine was (name) given?  |
| V132 | CA13B | Medicine: Antibiotic injection                              | discrete | character | What medicine was (name) given?  |
| V133 | CA13M | Medicine: Anti-malarials                                    | discrete | character | What medicine was (name) given?  |
| V134 | CA13P | Medicine: Paracetamol / Panadol / Acetaminophen             | discrete | character | What medicine was (name) given?  |
| V135 | CA13Q | Medicine: Aspirin   | discrete | character | What medicine was (name) given?  |
| V136 | CA13R | Medicine: Ibuprofen   | discrete | character | What medicine was (name) given?  |
| V137 | CA13X | Medicine: Other   | discrete | character | What medicine was (name) given?  |
| V138 | CA13Z | Medicine: DK  | discrete | character | What medicine was (name) given?  |
| V139 | 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?                          |
| V140 | ML1   | Child ill with fever in last 2 weeks                        | discrete | numeric   | In the last two weeks, has (name) been ill with a fever at any time?                                 |
| V141 | ML2   | Blood taken for testing during illness                      | discrete | numeric   | At any time during the illness, did (name) have blood taken from his/her finger or heel for testing? |
| V142 | ML3   | Advice or treatment during illness                          | discrete | numeric   | Did you seek any advice or treatment for the illness from any source?                                |
| V143 | ML4   | Child taken to a health facility during illness             | discrete | numeric   | Was (name) taken to a health facility during this illness?   |
| V144 | ML5   | Child given medicine at health facility                     | discrete | numeric   | Was (name) given any medicine for fever or malaria at the health facility?                           |
| V145 | ML6A  | Medicine given: SP / Fansidar                               | discrete | character | What medicine was (name) given?  |
| V146 | ML6B  | Medicine given: Chloroquine                                 | discrete | character | What medicine was (name) given?  |
| V147 | ML6C  | Medicine given: Amodiaquine                                 | discrete | character | What medicine was (name) given?  |
| V148 | ML6D  | Medicine given: Quinine                                     | discrete | character | What medicine was (name) given?  |

| ID   | Name  | Label  | Type     | Format    | Question  |
|------|-------|--|----------|-----------|---|
| V149 | ML6E  | Medicine given: Combination with artemisinin             | discrete | character | What medicine was (name) given?   |
| V150 | ML6F  | Medicine given: Efpac Junior                             | discrete | character | What medicine was (name) given?   |
| V151 | ML6G  | Medicine given: Camoquine                                | discrete | character | What medicine was (name) given?   |
| V152 | ML6H  | Medicine given: Other anti-malarial                      | discrete | character | What medicine was (name) given?   |
| V153 | ML6I  | Medicine given: Antibiotic pill / syrup                  | discrete | character | What medicine was (name) given?   |
| V154 | ML6J  | Medicine given: Antibiotic injection                     | discrete | character | What medicine was (name) given?   |
| V155 | ML6P  | Medicine given: Paracetamol / Panadol / Acetaminophen    | discrete | character | What medicine was (name) given?   |
| V156 | ML6Q  | Medicine given: Aspirin                                  | discrete | character | What medicine was (name) given?   |
| V157 | ML6R  | Medicine given: Ibuprofen                                | discrete | character | What medicine was (name) given?   |
| V158 | ML6X  | Medicine given: Other                                    | discrete | character | What medicine was (name) given?   |
| V159 | ML6Z  | Medicine given: DK                                       | discrete | character | What medicine was (name) given?   |
| V160 | ML7   | Child given medicine before visiting health facility     | discrete | numeric   | Was (name) given any medicine for the fever or malaria before being taken to the health facility? |
| V161 | ML8   | Child given medicine for malaria or fever during illness | discrete | numeric   | Was (name) given any medicine for fever or malaria during this illness?                           |
| V162 | ML9A  | Medicine given: SP / Fansidar                            | discrete | character | What medicine was (name) given?   |
| V163 | ML9B  | Medicine given: Chloroquine                              | discrete | character | What medicine was (name) given?   |
| V164 | ML9C  | Medicine given: Amodiaquine                              | discrete | character | What medicine was (name) given?   |
| V165 | ML9D  | Medicine given: Quinine                                  | discrete | character | What medicine was (name) given?   |
| V166 | ML9E  | Medicine given: Combination with Artemisinin             | discrete | character | What medicine was (name) given?   |
| V167 | ML9F  | Medicine given: Espac Junior                             | discrete | character | What medicine was (name) given?   |
| V168 | ML9G  | Medicine given: Camoquine                                | discrete | character | What medicine was (name) given?   |
| V169 | ML9H  | Medicine given: Other anti-malarial                      | discrete | character | What medicine was (name) given?   |
| V170 | ML9I  | Medicine given: Antibiotic pill / syrup                  | discrete | character | What medicine was (name) given?   |
| V171 | ML9J  | Medicine given: Antibiotic injection                     | discrete | character | What medicine was (name) given?   |
| V172 | ML9P  | Medicine given: Paracetamol / Panadol / Acetaminophen    | discrete | character | What medicine was (name) given?   |
| V173 | ML9Q  | Medicine given: Aspirin                                  | discrete | character | What medicine was (name) given?   |
| V174 | ML9R  | Medicine given: Ibuprofen                                | discrete | character | What medicine was (name) given?   |
| V175 | ML9X  | Medicine given: Other                                    | discrete | character | What medicine was (name) given?   |
| V176 | ML9Z  | Medicine given: DK                                       | discrete | character | What medicine was (name) given?   |
| V177 | ML11  | Days after fever started first took anti-malarial        | discrete | numeric   | How long after the fever started did (name) first take (name of anti-malarial from ML6 or ML9)?   |
| V178 | 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?    |
| V179 | IM2   | Ever had vaccination card                                | discrete | numeric   | Did you ever have a vaccination card for (name)?  |
| V180 | IM3BD | Day of BCG immunization                                  | discrete | numeric   |   |
| V181 | IM3BM | Month of BCG immunization                                | discrete | numeric   |   |

| ID   | Name   | Label                                 | Type     | Format  | Question   |
|------|--------|---------------------------------------|----------|---------|--|
| V182 | IM3BY  | Year of BCG immunization              | discrete | numeric |  |
| V183 | IM3P0D | Day of Polio at birth immunization    | discrete | numeric |  |
| V184 | IM3P0M | Month of Polio at birth immunization  | discrete | numeric |  |
| V185 | IM3P0Y | Year of Polio at birth immunization   | discrete | numeric |  |
| V186 | IM3P1D | Day of Polio1 immunization            | discrete | numeric |  |
| V187 | IM3P1M | Month of Polio1 immunization          | discrete | numeric |  |
| V188 | IM3P1Y | Year of Polio1 immunization           | discrete | numeric |  |
| V189 | IM3P2D | Day of Polio2 immunization            | discrete | numeric |  |
| V190 | IM3P2M | Month of Polio2 immunization          | discrete | numeric |  |
| V191 | IM3P2Y | Year of Polio2 immunization           | discrete | numeric |  |
| V192 | IM3P3D | Day of Polio3 immunization            | discrete | numeric |  |
| V193 | IM3P3M | Month of Polio3 immunization          | discrete | numeric |  |
| V194 | IM3P3Y | Year of Polio3 immunization           | discrete | numeric |  |
| V195 | IM3D1D | Day of DPT/HepB/INFL1 immunization    | discrete | numeric |  |
| V196 | IM3D1M | Month of DPT/HepB/INFL1 immunization  | discrete | numeric |  |
| V197 | IM3D1Y | Year of DPT/HepB/INFL1 immunization   | discrete | numeric |  |
| V198 | IM3D2D | Day of DPT/HepB/INFL2 immunization    | discrete | numeric |  |
| V199 | IM3D2M | Month of DPT/HepB/INFL2 immunization  | discrete | numeric |  |
| V200 | IM3D2Y | Year of DPT/HepB/INFL2 immunization   | discrete | numeric |  |
| V201 | IM3D3D | Day of DPT/HepB/INFL3 immunization    | discrete | numeric |  |
| V202 | IM3D3M | Month of DPT/HepB/INFL3 immunization  | discrete | numeric |  |
| V203 | IM3D3Y | Year of DPT/HepB/INFL3 immunization   | discrete | numeric |  |
| V204 | IM3MD  | Day measles immunization              | discrete | numeric |  |
| V205 | IM3MM  | Month Measles immunization            | discrete | numeric |  |
| V206 | IM3MY  | Year of Measles immunization          | discrete | numeric |  |
| V207 | IM3YD  | Day of Yellow Fever immunization      | discrete | numeric |  |
| V208 | IM3YM  | Month of Yellow Fever immunization    | discrete | numeric |  |
| V209 | IM3YY  | Year of Yellow Fever immunization     | discrete | numeric |  |
| V210 | IM3VD  | Day of Vitamin A1                     | discrete | numeric |  |
| V211 | IM3VM  | Month of Vitamin A1                   | discrete | numeric |  |
| V212 | IM3VY  | Year of Vitamin A1                    | discrete | numeric |  |
| V213 | IM3V2D | Day of Vitamin A2                     | discrete | numeric |  |
| V214 | IM3V2M | Month of Vitamin A2                   | discrete | numeric |  |
| V215 | IM3V2Y | Year of Vitamin A2                    | discrete | numeric |  |
| V216 | 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? |
| V217 | 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?       |

| ID   | Name  | Label  | Type     | Format  | Question   |
|------|-------|--|----------|---------|--|
| V218 | IM7   | Child ever given BCG vaccination                               | discrete | numeric | Has (name) ever received a BCG vaccination against tuberculosis - that is, an injection in the upper arm that usually causes a scar?                                       |
| V219 | 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?   |
| V220 | 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?  |
| V221 | IM10  | Times child given Polio vaccination                            | discrete | numeric | How many times was the polio vaccine received?   |
| V222 | IM11  | Child ever given DPT/HepB vaccination                          | discrete | numeric | Has (name) ever received a DPT/HepB vaccination - that is, an injection in the thigh or buttocks - to prevent him/her from getting tetanus, whooping cough, or diphtheria? |
| V223 | IM12  | Times child given DPT vaccination                              | discrete | numeric | How many times was a DPT vaccine received?   |
| V224 | IM16  | Child ever given Measles 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?                       |
| V225 | IM17  | Child ever given Yellow Fever vaccination                      | discrete | numeric | Has (name) ever received the yellow fever injection - that is, a shot in the arm at the age of 9 months or older - to prevent him/her from getting yellow fever?           |
| V226 | 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?  |
| V227 | IM19A | Child participated in Polio immunization Phase I (March 2010)  | discrete | numeric | Please tell me if (name) has participated in any of the following campaigns over the course of the year: Polio immunization Phase I (March 2010)                           |
| V228 | IM19B | Child participated in Polio immunization Phase II (April 2010) | discrete | numeric | Please tell me if (name) has participated in any of the following campaigns over the course of the year: Polio immunization Phase II (April 2010)                          |
| V229 | IM19C | Child participated in Measles Vaccination (November 3-6)       | discrete | numeric | Please tell me if (name) has participated in any of the following campaigns over the course of the year: Measles Vaccination (November 3-6)                                |
| V230 | AN1   | Measurer's identification code                                 | contin   | numeric |  |
| V231 | AN2   | Result of height/length and weight measurement                 | discrete | numeric |  |
| V232 | AN3   | Child's weight (kilograms)                                     | discrete | numeric |  |
| V233 | AN4A  | Child measured lying or standing                               | discrete | numeric |  |
| V234 | AN4   | Child's length or height (centimetres)                         | discrete | numeric |  |
| V235 | HAP   | Height for age percentile NCHS                                 | contin   | numeric |  |
| V236 | HAZ   | Height for age z-score NCHS                                    | contin   | numeric |  |
| V237 | HAM   | Height for age percent of reference median NCHS                | contin   | numeric |  |
| V238 | WAP   | Weight for age percentile NCHS                                 | contin   | numeric |  |
| V239 | WAZ   | Weight for age z-score NCHS                                    | contin   | numeric |  |
| V240 | WAM   | Weight for age percent of reference median NCHS                | contin   | numeric |  |
| V241 | WHP   | Weight for height percentile NCHS                              | contin   | numeric |  |
| V242 | WHZ   | Weight for height z-score NCHS                                 | contin   | numeric |  |

| ID   | Name     | Label  | Type     | Format  | Question  |
|------|----------|--|----------|---------|---|
| V243 | WHM      | Weight for height percent of reference median NCHS | contin   | numeric |   |
| V244 | FLAG     | Flag for anthropometric indicators                 | discrete | numeric |   |
| V245 | BMI      | Body Mass Index WHO                                | discrete | numeric |   |
| V246 | ZBMI     | Body Mass Index z-score WHO                        | discrete | numeric |   |
| V247 | HAZ2     | Height for age z-score WHO                         | discrete | numeric |   |
| V248 | WAZ2     | Weight for age z-score WHO                         | discrete | numeric |   |
| V249 | WHZ2     | Weight for height z-score WHO                      | discrete | numeric |   |
| V250 | HAZFLAG  | Height for age flag WHO                            | discrete | numeric |   |
| V251 | WAZFLAG  | Weight for age flag WHO                            | discrete | numeric |   |
| V252 | WHZFLAG  | Weight for height flag WHO                         | discrete | numeric |   |
| V253 | BMIFLAG  | BMI flag WHO                                       | discrete | numeric |   |
| V254 | WHZNOAGE | Weight for height - Age flag WHO                   | discrete | numeric |   |
| V255 | TNLN     | Net number   | discrete | numeric |   |
| V256 | TN4      | Mosquito net observed                              | discrete | numeric |   |
| V257 | TN5      | Brand/type of observed net                         | discrete | numeric |   |
| V258 | TN5A     | Source of supply of net                            | discrete | numeric | Where did you get this net?   |
| V259 | TN6      | Months ago net obtained                            | discrete | numeric | How many months ago did your household get this net?  |
| V260 | TN6A     | Cost of net (GHC)                                  | discrete | numeric | How much did it cost you to acquire this net (GHC)  |
| V261 | TN8      | Net treated with an insecticide when obtained      | discrete | numeric | When you got the net, was it already treated with an insecticide to kill or repel mosquitoes?     |
| V262 | TN9      | Net soaked or dipped since obtained                | discrete | numeric | Since you got the net, has it ever been soaked or dipped in a liquid to kill or repel mosquitoes? |
| V263 | TN10     | Months ago net soaked or dipped                    | discrete | numeric | How many months ago was the net last soaked or dipped?  |
| V264 | TN11     | Persons slept under mosquito net last night        | discrete | numeric | Did anyone sleep under this mosquito net last night?  |
| V265 | TN12_1   | Person 1 who slept under net                       | discrete | numeric | Who slept under this mosquito net last night?   |
| V266 | TN12_2   | Person 2 who slept under net                       | discrete | numeric | Who slept under this mosquito net last night?   |
| V267 | TN12_3   | Person 3 who slept under net                       | discrete | numeric | Who slept under this mosquito net last night?   |
| V268 | TN12_4   | Person 4 who slept under net                       | discrete | numeric | Who slept under this mosquito net last night?   |
| V269 | HH6      | Area   | discrete | numeric |   |
| V270 | HH7      | Locality   | discrete | numeric |   |
| V271 | HL4      | Sex  | discrete | numeric | Is (name) male or female?   |
| V272 | ED4A     | Highest level of education attended                | discrete | numeric | What is the highest level of school (name) attended?  |
| V273 | ED4B     | Highest grade completed at that level              | discrete | numeric | What is the highest grade (name) completed at this level?   |
| V274 | CDOI     | Date of interview child (CMC)                      | discrete | numeric |   |
| V275 | CDOB     | Date of birth of child (CMC)                       | contin   | numeric |   |
| V276 | CAGE     | Age (months)                                       | contin   | numeric |   |
| V277 | CAGE_6   | Age  | discrete | numeric |   |

| <b>ID</b> | <b>Name</b> | <b>Label</b>                | <b>Type</b> | <b>Format</b> | <b>Question</b> |
|-----------|-------------|-----------------------------|-------------|---------------|-----------------|
| V278      | CAGE_11     | Age                         | discrete    | numeric       |                 |
| V279      | CAGED       | Age in days                 | contin      | numeric       |                 |
| V280      | melevel     | Mother's education          | discrete    | numeric       |                 |
| V281      | ethnicity   | Ethnicity of household head | discrete    | numeric       |                 |
| V282      | religion    | Religion of household head  | discrete    | numeric       |                 |
| V283      | wempls      | Mother's employment         | discrete    | numeric       |                 |
| V284      | wscore      | Wealth index score          | contin      | numeric       |                 |
| V285      | windex5     | Wealth index quintiles      | discrete    | numeric       |                 |
| V286      | chweight    | Children's sample weight    | contin      | numeric       |                 |

**fg**

|              |   |
|--------------|---|
| Content      | Data collected at the women's level (MICS Women's questionnaire modules: female genital mutilation/cutting) |
| Cases        | 754   |
| Variable(s)  | 23  |
| Structure    | Type:<br>Keys: ()   |
| Version      |   |
| Producer     | Institute of Statistical, Social and Economic Research (ISSER) United Nations Children's Fund (UNICEF)      |
| Missing Data |   |

**Variables**

| ID   | Name      | Label  | Type     | Format  | Question   |
|------|-----------|--|----------|---------|--|
| V287 | HH1       | Cluster number                                       | contin   | numeric |  |
| V288 | HH2       | Household number                                     | discrete | numeric |  |
| V289 | LN        | Line number  | discrete | numeric |  |
| V290 | FG1       | Heard of female circumcision                         | discrete | numeric | Have you ever heard of female circumcision?  |
| V291 | FG3       | Ever circumcised                                     | discrete | numeric | Have you yourself ever been circumcised?   |
| V292 | FG9       | Number of daughters                                  | discrete | numeric |  |
| V293 | FGLN      | Line Number  | discrete | numeric |  |
| V294 | FG13      | Age of daughter                                      | discrete | numeric | How old is (name)?   |
| V295 | FG15      | Daughter circumcised                                 | discrete | numeric | Is (name) circumcised?   |
| V296 | FG16      | Daughter's age at circumcision                       | discrete | numeric | How old was (name) when this occurred?   |
| V297 | FG17      | Flesh removed from the genital area: daughter        | discrete | numeric | Now I would like to ask you what was done to (name) at that time. Was any flesh removed from the genital area? |
| V298 | FG18      | Genital area nicked without removing flesh: daughter | discrete | numeric | Was her genital area just nicked without removing any flesh?   |
| V299 | FG19      | Genital area sewn closed: daughter                   | discrete | numeric | Was her genital area sewn closed?  |
| V300 | FG20      | Person circumcising daughter                         | discrete | numeric | Who performed the circumcision?  |
| V301 | HH6       | Area   | discrete | numeric |  |
| V302 | HH7       | Locality   | discrete | numeric |  |
| V303 | ethnicity | Ethnicity of household head                          | discrete | numeric |  |
| V304 | religion  | Religion of household head                           | discrete | numeric |  |
| V305 | welevel   | Education  | discrete | numeric |  |
| V306 | wempls    | Employment   | discrete | numeric |  |
| V307 | wscore    | Wealth index score                                   | contin   | numeric |  |
| V308 | windex5   | Wealth index quintiles                               | discrete | numeric |  |
| V309 | wmweight  | Women's sample weight                                | contin   | numeric |  |

**hh**

|              |  |
|--------------|--|
| Content      | Data collected at the household level (MICS Household questionnaire modules: Household information panel, Water and sanitation, Household characteristics, Indoor residual spraying, Child discipline and Hand washing.) |
| Cases        | 1500   |
| Variable(s)  | 148  |
| Structure    | Type:<br>Keys: ()  |
| Version      |  |
| Producer     | Institute of Statistical, Social and Economic Research (ISSER) United Nations Children's Fund (UNICEF)   |
| Missing Data |  |

**Variables**

| ID   | Name  | Label                          | Type     | Format  | Question   |
|------|-------|--------------------------------|----------|---------|--|
| V310 | HH1   | Cluster number                 | contin   | numeric |  |
| V311 | HH2   | Household number               | discrete | numeric |  |
| V312 | HH2A  | Male Survey HH                 | discrete | numeric |  |
| V313 | HH3   | Interviewer number             | contin   | numeric |  |
| V314 | HH4   | Supervisor number              | contin   | numeric |  |
| V315 | HH5D  | Day of interview               | contin   | numeric |  |
| V316 | HH5M  | Month of interview             | discrete | numeric |  |
| V317 | HH5Y  | Year of interview              | discrete | numeric |  |
| V318 | HH6   | Area                           | discrete | numeric |  |
| V319 | HH7   | Locality                       | discrete | numeric |  |
| V320 | HH9   | Result of HH interview         | discrete | numeric |  |
| V321 | HH10  | Respondent to HH questionnaire | discrete | numeric |  |
| V322 | HH11  | Number of HH members           | discrete | numeric |  |
| V323 | HH12  | Number of women 15 - 49 years  | discrete | numeric |  |
| V324 | HH13  | Cluster: interviewed women     | discrete | numeric |  |
| V325 | HH14  | Number of children under age 5 | discrete | numeric |  |
| V326 | HH15  | Cluster: interviewed children  | discrete | numeric |  |
| V327 | HH15A | Number of men 15 - 59 years    | discrete | numeric |  |
| V328 | HH15B | Cluster: interviewed men       | discrete | numeric |  |
| V329 | HH16  | Field editor                   | contin   | numeric |  |
| V330 | HH17  | Data entry clerk               | discrete | numeric |  |
| V331 | HH18H | Start of interview - Hour      | discrete | numeric |  |
| V332 | HH18M | Start of interview - Minutes   | discrete | numeric |  |
| V333 | HH19H | End of interview - Hour        | discrete | numeric |  |
| V334 | HH19M | End of interview - Minutes     | discrete | numeric |  |
| V335 | 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  |
|------|------|--|----------|-----------|---|
| V336 | 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?                               |
| V337 | WS3  | Location of the water source                                 | discrete | numeric   | Where is that water source located?   |
| V338 | 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?  |
| V339 | WS5  | Person collecting water                                      | discrete | numeric   | Who usually goes to this source to collect the water for your household?  |
| V340 | WS6  | Treat water to make safer for drinking                       | discrete | numeric   | Do you do anything to the water to make it safer to drink?  |
| V341 | WS7A | Water treatment: Boil  | discrete | character | What do you usually do to make the water safer to drink?  |
| V342 | WS7B | Water treatment: Add bleach/chlorine                         | discrete | character | What do you usually do to make the water safer to drink?  |
| V343 | WS7C | Water treatment: Strain it through a cloth                   | discrete | character | What do you usually do to make the water safer to drink?  |
| V344 | WS7D | Water treatment: Use water filter                            | discrete | character | What do you usually do to make the water safer to drink?  |
| V345 | WS7E | Water treatment: Solar disinfection                          | discrete | character | What do you usually do to make the water safer to drink?  |
| V346 | WS7F | Water treatment: Let it stand and settle                     | discrete | character | What do you usually do to make the water safer to drink?  |
| V347 | WS7G | Water treatment: Camphor/Napthalene                          | discrete | character | What do you usually do to make the water safer to drink?  |
| V348 | WS7H | Water treatment: Water tablet                                | discrete | character | What do you usually do to make the water safer to drink?  |
| V349 | WS7X | Water treatment: Other                                       | discrete | character | What do you usually do to make the water safer to drink?  |
| V350 | WS7Z | Water treatment: DK  | discrete | character | What do you usually do to make the water safer to drink?  |
| V351 | WS8  | Type of toilet facility                                      | discrete | numeric   | What kind of toilet facility do members of your household usually use?  |
| V352 | WS9  | Toilet facility shared                                       | discrete | numeric   | Do you share this faciilty with others who are not members of your household?   |
| V353 | 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? |
| V354 | WS11 | Households using this toilet facility                        | discrete | numeric   | How many households in total use this toilet facility, including your own household?  |
| V355 | HC1A | Religion of household head                                   | discrete | numeric   | What is the religion of the head of this household?   |
| V356 | HC1C | Ethnic group of household head                               | discrete | numeric   | To what ethnic group does the head of this household belong?  |
| V357 | HC2  | Number of rooms used for sleeping                            | discrete | numeric   | How many rooms in this household are used for sleeping?   |
| V358 | HC3  | Main material of floor                                       | discrete | numeric   |   |
| V359 | HC4  | Main material of roof  | discrete | numeric   |   |
| V360 | HC5  | Main material of exterior wall                               | discrete | numeric   |   |
| V361 | HC6  | Type of fuel using for cooking                               | discrete | numeric   | What type of fuel does your household mainly use for cooking?   |

| ID   | Name   | Label  | Type     | Format  | Question  |
|------|--------|--|----------|---------|---|
| V362 | HC7    | Cooking location   | discrete | numeric | Is the cooking usually done in the house, in a separate building or outdoors? If "In the house", probe: Is it done in a separate room used as a kitchen?          |
| V363 | HC7A   | Cooking method   | discrete | numeric | In this household, is food cooked on an open fire, an open stove or a closed stove?   |
| V364 | HC8A   | Electricity  | discrete | numeric | Does your household have: Electricity?  |
| V365 | HC8B   | Radio  | discrete | numeric | Does your household have: A radio?  |
| V366 | HC8C   | B&W television   | discrete | numeric | Does your household have: A black and white television?   |
| V367 | HC8C1  | Colour television  | discrete | numeric | Does your household have: A colour television?  |
| V368 | HC8D   | Land/Fixed telephone   | discrete | numeric | Does your household have: Land/fixed telephone?   |
| V369 | HC8E   | Refrigerator / Freezer                                       | discrete | numeric | Does your household have: A refrigerator/freezer?   |
| V370 | HC8F   | Washing machine  | discrete | numeric | Does your household have: A washing machine?  |
| V371 | HC8G   | Laptop   | discrete | numeric | Does your household have: A laptop computer?  |
| V372 | HC8H   | Desktop computer   | discrete | numeric | Does your household have: A desktop computer?   |
| V373 | HC8I   | Video deck   | discrete | numeric | Does your household have: A video deck?   |
| V374 | HC8J   | DVD/VCD player   | discrete | numeric | Does your household have: A DVD/VCD player?   |
| V375 | HC8K   | Sewing machine   | discrete | numeric | Does your household have: A sewing machine?   |
| V376 | HC9A   | Watch  | discrete | numeric | Does any member of your household own: A watch?   |
| V377 | HC9B   | Mobile telephone   | discrete | numeric | Does any member of your household own: A mobile telephone?  |
| V378 | HC9C   | Bicycle  | discrete | numeric | Does any member of your household own: A bicycle?   |
| V379 | HC9D   | Motorcycle or scooter  | discrete | numeric | Does any member of your household own: A motorcycle or scooter?   |
| V380 | HC9E   | Animal-drawn cart  | discrete | numeric | Does any member of your household own: An animal-drawn cart?  |
| V381 | HC9F   | Car or truck   | discrete | numeric | Does any member of your household own: A car or truck?  |
| V382 | HC9G   | Canoe/Boat with motor  | discrete | numeric | Does any member of your household own: A canoe/boat with a motor?   |
| V383 | HC9H   | Canoe/Boat without motor                                     | discrete | numeric | Does any member of your household own: A canoe/boat without a motor?  |
| V384 | HC10   | Occupancy status of the household in this dwelling           | discrete | numeric | What is the occupancy status of your household in this dwelling?  |
| V385 | HC11   | Any household member owns land that can be used for agricult | discrete | numeric | Does any member of this household own any piece of land that can be used for agriculture?   |
| V386 | HC12U  | Agriculture land (unit)                                      | discrete | numeric | How many (hectares poles/acres/plot) of agricultural land do members of this household own?   |
| V387 | HC12N  | Agriculture land (number)                                    | discrete | numeric | How many (hectares poles/acres/plot) of agricultural land do members of this household own?   |
| V388 | HC12A  | Any household member owns land that can be used for resident | discrete | numeric | Other than the plot described in HC11 above, does any member of this household own any piece of land that can be used for residential and/or commercial purposes? |
| V389 | HC12BU | Residential/Commercial land (unit)                           | discrete | numeric | How many (hectares poles/acres/plot) residential and/or commercial land do members of this household own?   |

| ID   | Name   | Label  | Type     | Format    | Question   |
|------|--------|--|----------|-----------|--|
| V390 | HC12BN | Residential/Commercial land (number)                         | discrete | numeric   | How many (hectares poles/acres/plot) residential and/or commercial land do members of this household own?                                    |
| V391 | HC13   | Household own any animals                                    | discrete | numeric   | Does this household own any livestock, herds, other farm animals, or poultry?  |
| V392 | HC14A  | Cattle, milk cows, or bulls                                  | discrete | numeric   | How many of the following animals does this household have? Cattle, milk cows, or bulls?   |
| V393 | HC14B  | Horses, donkeys, or mules                                    | discrete | numeric   | How many of the following animals does this household have? Horses, donkeys, or mules?   |
| V394 | HC14C  | Goats  | discrete | numeric   | How many of the following animals does this household have? Goats?   |
| V395 | HC14D  | Sheep  | discrete | numeric   | How many of the following animals does this household have? Sheep?   |
| V396 | HC14E  | Chickens   | discrete | numeric   | How many of the following animals does this household have? Chickens?  |
| V397 | HC14F  | Pigs   | discrete | numeric   | How many of the following animals does this household have? Pigs?  |
| V398 | HC14G  | Rabbits  | discrete | numeric   | How many of the following animals does this household have? Rabbits?   |
| V399 | HC14H  | Ducks  | discrete | numeric   | How many of the following animals does this household have? Ducks?   |
| V400 | HC15   | Any household member own bank account                        | discrete | numeric   | Does any member of this household have a bank account?   |
| V401 | HC16   | Any household member received in-transfers from non-househol | discrete | numeric   | Over the past 12 months, has any member of this household received any in-transfers (kind of cash) from non-household resident relatives?    |
| V402 | HC17   | Any household member received in-transfers from Govt. or oth | discrete | numeric   | Over the past 12 months, has any member of this household received any form of support (kind of cash) from government or other organization? |
| V403 | HC18A  | In-transfer: LEAP  | discrete | character | From which source did the member(s) receive this form of support?  |
| V404 | HC18B  | In-transfer: District Assembly                               | discrete | character | From which source did the member(s) receive this form of support?  |
| V405 | HC18C  | In-transfer: NGO   | discrete | character | From which source did the member(s) receive this form of support?  |
| V406 | HC18D  | In-transfer: Church / Social group                           | discrete | character | From which source did the member(s) receive this form of support?  |
| V407 | HC18Z  | In-transfer: DK  | discrete | character | From which source did the member(s) receive this form of support?  |
| V408 | HC18X  | In-transfer: Other   | discrete | character | From which source did the member(s) receive this form of support?  |
| V409 | HC19   | Any household member sent out-transfers to non-household res | discrete | numeric   | Over the past 12 months, has any member of this household sent any out-transfers (kind of cash) to non-household resident relatives?         |
| V410 | TN1    | Household has mosquito nets                                  | discrete | numeric   | Does your household have any mosquito nets that can be used while sleeping?  |
| V411 | TN2    | Number of mosquito nets                                      | discrete | numeric   | How many mosquito nets does your household have?   |
| V412 | IR1    | Interior walls of dwelling sprayed against mosquitos         | discrete | numeric   | At any time in the past 12 months, has anyone come into your dwelling to spray the interior walls against mosquitoes?                        |
| V413 | IR2A   | Government worker / program                                  | discrete | character | Who sprayed the interior walls of your dwelling?   |
| V414 | IR2B   | Private company  | discrete | character | Who sprayed the interior walls of your dwelling?   |

| ID   | Name    | Label  | Type     | Format    | Question   |
|------|---------|--|----------|-----------|--|
| V415 | IR2C    | Non-governmental organization                                | discrete | character | Who sprayed the interior walls of your dwelling?   |
| V416 | IR2X    | Other  | discrete | character | Who sprayed the interior walls of your dwelling?   |
| V417 | IR2Z    | DK   | discrete | character | Who sprayed the interior walls of your dwelling?   |
| V418 | CD6     | Total children aged 2-14 years                               | discrete | numeric   | Total number of children age 2-14 years  |
| V419 | CD8     | Rank number of the selected child                            | discrete | numeric   |  |
| V420 | CD9     | Child line number  | discrete | numeric   |  |
| V421 | CD_FLAG | Flag for correct child line number                           | discrete | numeric   |  |
| V422 | CD11    | Took away privileges   | discrete | numeric   | Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Took away privileges, forbade something (name) liked or did not allow him/her to leave house.                                     |
| V423 | CD11A   | Ignored/Refused to communicate to                            | discrete | numeric   | Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Ignored/Refused to communicate to (name).   |
| V424 | CD12    | Explained why behaviour was wrong                            | discrete | numeric   | Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Explained why (name)'s behavior was wrong.  |
| V425 | CD13    | Shook child  | discrete | numeric   | Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Shook him/her.  |
| V426 | CD14    | Shouted, yelled or screamed at child                         | discrete | numeric   | Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Shouted, yelled at or screamed at him/her.  |
| V427 | CD15    | Gave child something else to do                              | discrete | numeric   | Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Gave him/her something else to do.  |
| V428 | CD16    | Spanked, hit or slapped child on bottom with bare hand       | discrete | numeric   | Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Spanked, hit or slapped him/her on the bottom with bare hand.   |
| V429 | CD17    | Hit child on the bottom or elsewhere with belt, brush, stick | discrete | numeric   | Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Hit him/her on the bottom or elsewhere on the body with something like a belt, comb, hairbrush, cain, stick or other hard object. |

| ID   | Name      | Label  | Type     | Format    | Question  |
|------|-----------|--|----------|-----------|---|
| V430 | CD18      | Called child dumb, lazy or another name                      | discrete | numeric   | Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Called him/her dumb, lazy or another name like that.                     |
| V431 | CD19      | Hit or slapped child on the face, head or ears               | discrete | numeric   | Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Hit or slapped him/her on the face, head or ears.                        |
| V432 | CD20      | Hit or slapped child on the hand, arm or leg                 | discrete | numeric   | Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Hit or slapped him/her on the hand, arm or leg.                          |
| V433 | CD21      | Beat child up as hard as one could                           | discrete | numeric   | Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month. Beat him/her up, that is hit him/her over and over as hard as one could. |
| V434 | 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?  |
| V435 | 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.   |
| V436 | HW2       | Water available at the place for handwashing                 | discrete | numeric   |   |
| V437 | HW3A      | Washing soap (e.g. Key soap)                                 | discrete | character |   |
| V438 | HW3B      | Toilet soap (e.g. Lux)                                       | discrete | character |   |
| V439 | HW3C      | Detergent (Powder / Liquid / Paste)                          | discrete | character |   |
| V440 | HW3D      | Ash / Mud / Sand   | discrete | character |   |
| V441 | HW3Y      | None   | discrete | character |   |
| V442 | HW4       | Soap/other material available for washing hands              | discrete | numeric   | Do you have any soap or detergent in your household for washing hands?  |
| V443 | HW5A      | Washing soap (e.g. Key soap)                                 | discrete | character | Can you please show it to me?   |
| V444 | HW5B      | Toilet soap (e.g. Lux)                                       | discrete | character | Can you please show it to me?   |
| V445 | HW5C      | Detergent (Powder / Liquid / Paste)                          | discrete | character | Can you please show it to me?   |
| V446 | HW5D      | Ash / Mud / Sand   | discrete | character | Can you please show it to me?   |
| V447 | HW5Y      | Not able / Does not want to show                             | discrete | character | Can you please show it to me?   |
| V448 | 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?  |
| V449 | HHSEX     | Sex of household head  | discrete | numeric   |   |
| V450 | ethnicity | Ethnicity of household head                                  | discrete | numeric   |   |
| V451 | religion  | Religion of household head                                   | discrete | numeric   |   |
| V452 | helevel   | Education of household head                                  | discrete | numeric   |   |
| V453 | wscore    | Wealth index score   | contin   | numeric   |   |
| V454 | windex5   | Wealth index quintiles                                       | discrete | numeric   |   |

| <b>ID</b> | <b>Name</b> | <b>Label</b>            | <b>Type</b> | <b>Format</b> | <b>Question</b> |
|-----------|-------------|-------------------------|-------------|---------------|-----------------|
| V455      | hhweight    | Household sample weight | contin      | numeric       |                 |
| V456      | PSU         | Primary sampling unit   | contin      | numeric       |                 |
| V457      | stratum     | Stratum                 | discrete    | numeric       |                 |

**hl**

|              |  |
|--------------|--|
| Content      | Data collected at the household members' level (MICS Household members questionnaire modules: Household listing form, Education, Child Labour and Insecticide treated nets.) |
| Cases        | 4878   |
| Variable(s)  | 67   |
| Structure    | Type:<br>Keys: ()  |
| Version      |  |
| Producer     | Institute of Statistical, Social and Economic Research (ISSER) United Nations Children's Fund (UNICEF)   |
| Missing Data |  |

**Variables**

| ID   | Name | Label  | Type     | Format  | Question   |
|------|------|--|----------|---------|--|
| V458 | HH1  | Cluster number   | contin   | numeric |  |
| V459 | HH2  | Household number   | discrete | numeric |  |
| V460 | HL1  | Line number  | discrete | numeric |  |
| V461 | HL3  | Relationship to the head                                 | discrete | numeric | What is the relationship of (name) to the head of the household?                         |
| V462 | HL4  | Sex  | discrete | numeric | Is (name) male or female?  |
| V463 | HL5M | Month of birth   | discrete | numeric | What is (name)'s date of birth?  |
| V464 | HL5Y | Year of birth  | discrete | numeric | What is (name)'s date of birth?  |
| V465 | HL6  | Age  | discrete | numeric | How old is (name)?   |
| V466 | HL7  | Line number of woman age 15 - 49                         | discrete | numeric |  |
| V467 | HL7A | Line number of man age 15 - 59                           | discrete | numeric |  |
| V468 | HL8  | Line number of mother/caretaker for children age 5 - 14  | discrete | numeric | Who is the mother or primary caretaker of this child?                                    |
| V469 | HL9  | Line number of mother/caretaker for children under age 5 | discrete | numeric | Who is the mother or primary caretaker of this child?                                    |
| V470 | HL10 | Member stayed in the house last night                    | discrete | numeric | Did (name) stay here last night?   |
| V471 | HL11 | Is natural mother alive                                  | discrete | numeric | Is (name)'s natural mother alive?  |
| V472 | HL12 | Natural mother's line number in HH                       | discrete | numeric | Does (name's) natural mother live in this household?                                     |
| V473 | HL13 | Is natural father alive                                  | discrete | numeric | Is (name)'s natural father alive?  |
| V474 | HL14 | Natural father's line number in HH                       | discrete | numeric | Does (name)'s natural father live in this household?                                     |
| V475 | ED1  | Line number  | discrete | numeric |  |
| V476 | ED3  | Ever attended school or pre-school                       | discrete | numeric | Has (name) ever attended school or pre-school?   |
| V477 | ED4A | Highest level of education attended                      | discrete | numeric | What is the highest level of school (name) attended?                                     |
| V478 | ED4B | Highest grade completed at that level                    | discrete | numeric | What is the highest grade (name) completed at this level?                                |
| V479 | ED5  | Attended school during current school year (2009-2010)   | discrete | numeric | During the (2010-2011) school year, did (name) attend school or preschool at any time?   |
| V480 | ED6A | Level of education attended current school year          | discrete | numeric | During this/that school year, which level and class/year is/was (name) attending? Level: |

| ID   | Name   | Label  | Type     | Format  | Question  |
|------|--------|--|----------|---------|---|
| V481 | ED6B   | Grade of education attended current school year              | discrete | numeric | During this/that school year, which level and class/year is/was (name) attending? Grade/year:   |
| V482 | ED7    | Attended school previous school year (2008-2009)             | discrete | numeric | During the previous school year, that is, (2009-2010), did (name) attend school or preschool at any time?   |
| V483 | ED8A   | Level of education attended previous school year             | discrete | numeric | During that previous school year, which level and class/year did (name) attend? Level:  |
| V484 | ED8B   | Grade of education attended previous school year             | discrete | numeric | During that previous school year, which level and class/year did (name) attend? Grade/year:   |
| V485 | CL1    | Line number  | discrete | numeric |   |
| V486 | 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?   |
| V487 | 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?                                 |
| V488 | 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?   |
| V489 | 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?  |
| V490 | 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?                          |
| V491 | 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?   |
| V492 | 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? |
| V493 | 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?   |
| V494 | TNLN   | Net number   | discrete | numeric |   |
| V495 | TN4    | Mosquito net observed  | discrete | numeric |   |
| V496 | TN5    | Brand/type of observed net                                   | discrete | numeric |   |
| V497 | TN5A   | Source of supply of net                                      | discrete | numeric | Where did you get this net?   |
| V498 | TN6    | Months ago net obtained                                      | discrete | numeric | How many months ago did your household get this net?  |
| V499 | TN6A   | Cost of net (GHc)  | discrete | numeric | How much did it cost you to acquire this net (GHc)  |
| V500 | TN8    | Net treated with an insecticide when obtained                | discrete | numeric | When you got the net, was it already treated with an insecticide to kill or repel mosquitoes?   |
| V501 | TN9    | Net soaked or dipped since obtained                          | discrete | numeric | Since you got the net, has it ever been soaked or dipped in a liquid to kill or repel mosquitoes?   |
| V502 | TN10   | Months ago net soaked or dipped                              | discrete | numeric | How many months ago was the net last soaked or dipped?  |
| V503 | TN11   | Persons slept under mosquito net last night                  | discrete | numeric | Did anyone sleep under this mosquito net last night?  |
| V504 | TN12_1 | Person 1 who slept under net                                 | discrete | numeric | Who slept under this mosquito net last night?   |
| V505 | TN12_2 | Person 2 who slept under net                                 | discrete | numeric | Who slept under this mosquito net last night?   |
| V506 | TN12_3 | Person 3 who slept under net                                 | discrete | numeric | Who slept under this mosquito net last night?   |

| ID   | Name      | Label                           | Type     | Format  | Question                                      |
|------|-----------|---------------------------------|----------|---------|---|
| V507 | TN12_4    | Person 4 who slept under net    | discrete | numeric | Who slept under this mosquito net last night? |
| V508 | HH5D      | Day of interview                | contin   | numeric | Day/month/year of interview:                  |
| V509 | HH5M      | Month of interview              | discrete | numeric | Day/month/year of interview:                  |
| V510 | HH5Y      | Year of interview               | discrete | numeric | Day/month/year of interview:                  |
| V511 | HH6       | Area                            | discrete | numeric |   |
| V512 | HH7       | Locality                        | discrete | numeric |   |
| V513 | MLINE     | Mother's line number            | discrete | numeric |   |
| V514 | FLINE     | Father's line number            | discrete | numeric |   |
| V515 | schage    | Age at beginning of school year | discrete | numeric |   |
| V516 | ethnicity | Ethnicity of household head     | discrete | numeric |   |
| V517 | religion  | Religion of household head      | discrete | numeric |   |
| V518 | melevel   | Mother's education              | discrete | numeric |   |
| V519 | wempls    | Mother's employment             | discrete | numeric |   |
| V520 | felevel   | Father's education              | discrete | numeric |   |
| V521 | helevel   | Education of household head     | discrete | numeric |   |
| V522 | wscore    | Wealth index score              | contin   | numeric |   |
| V523 | windex5   | Wealth index quintiles          | discrete | numeric |   |
| V524 | hhweight  | Household sample weight         | contin   | numeric |   |

**mn**

|              |  |
|--------------|--|
| Content      | Data collected at the men's level for men from 15 to 59 years old (MICS Men's questionnaire modules: Man's information panel, Man's background, Access to mass media and use of information/communication technology, Marriage/union, Attitudes towards contraception, Attitudes toward domestic violence, Sexual behavior, National health insurance, HIV/AIDS and Insecticide treated nets.) |
| Cases        | 688  |
| Variable(s)  | 177  |
| Structure    | Type:<br>Keys: ()  |
| Version      |  |
| Producer     | Institute of Statistical, Social and Economic Research (ISSER) United Nations Children's Fund (UNICEF)   |
| Missing Data |  |

**Variables**

| ID   | Name  | Label                                 | Type     | Format  | Question   |
|------|-------|---------------------------------------|----------|---------|--|
| V525 | HH1   | Cluster number                        | contin   | numeric |  |
| V526 | HH2   | Household number                      | discrete | numeric |  |
| V527 | LN    | Line number                           | discrete | numeric |  |
| V528 | MM1   | Cluster number                        | contin   | numeric |  |
| V529 | MM2   | Household number                      | discrete | numeric |  |
| V530 | MM4   | Man's line number                     | discrete | numeric |  |
| V531 | MM5   | Interviewer number                    | contin   | numeric |  |
| V532 | MM6D  | Day of interview                      | contin   | numeric |  |
| V533 | MM6M  | Month of interview                    | discrete | numeric |  |
| V534 | MM6Y  | Year of interview                     | discrete | numeric |  |
| V535 | MM7   | Result of man's interview             | discrete | numeric |  |
| V536 | MM8   | Field editor                          | contin   | numeric |  |
| V537 | MM9   | Data entry clerk                      | discrete | numeric |  |
| V538 | MM10H | Start of interview - Hour             | discrete | numeric |  |
| V539 | MM10M | Start of interview - Minutes          | discrete | numeric |  |
| V540 | MM11H | End of interview - Hour               | discrete | numeric |  |
| V541 | MM11M | End of interview - Minutes            | discrete | numeric |  |
| V542 | MB1M  | Month of birth of man                 | discrete | numeric | In what month and year were you born?  |
| V543 | MB1Y  | Year of birth of man                  | discrete | numeric | In what month and year were you born?  |
| V544 | MB2   | Age of man                            | contin   | numeric | How old are you?   |
| V545 | MB3   | Ever attended school                  | discrete | numeric | Have you ever attended school or preschool?  |
| V546 | MB4   | Highest level of school you attended  | discrete | numeric | What is the highest level of school you attended?  |
| V547 | MB5   | Highest grade completed at that level | discrete | numeric | What is the highest grade you completed at that level?                                     |
| V548 | MB7   | 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? |
| V549 | MB8   | Religion                              | discrete | numeric | What is your religion?   |

| ID   | Name  | Label  | Type     | Format    | Question   |
|------|-------|--|----------|-----------|--|
| V550 | MB9   | Ethnic group   | discrete | numeric   | To what ethnic group do you belong?  |
| V551 | AC2   | Read newspaper or magazine                           | discrete | numeric   | How often do you read a newspaper or magazine? Almost every day, at least once a week, less than once a week or not at all?  |
| V552 | AC3   | Listen to radio                                      | discrete | numeric   | Do you listen to the radio almost every day, at least once a week, less than once a week or not at all?  |
| V553 | AC4   | Watch television                                     | discrete | numeric   | How often do you watch television? Would you say that you watch almost every day, at least once a week, less than once a week or not at all?   |
| V554 | AC6   | Ever used a computer                                 | discrete | numeric   | Have you ever used a computer?   |
| V555 | AC7   | Used computer from a location in last 12 months      | discrete | numeric   | Have you used a computer from any location in the last 12 months?  |
| V556 | AC8   | How often used a computer                            | discrete | numeric   | During the last one month, how often did you used a computer? Almost every day, at least once a week, less than once a week or not at all?   |
| V557 | AC9   | Ever used internet                                   | discrete | numeric   | Have you ever used the internet?   |
| V558 | AC10  | Used internet in last 12 months                      | discrete | numeric   | In the last 12 months, have you used the internet?   |
| V559 | AC11  | How often used internet in last one month            | discrete | numeric   | During the last one month, how often did you use the internet? Almost every day, at least once a week, less than once a week or not at all?  |
| V560 | MU1   | Currently married or living with a woman             | discrete | numeric   | Are you currently married or living together with a woman/partner as if married?   |
| V561 | MU1A  | Type of marriage                                     | discrete | numeric   | What type of marriage?   |
| V562 | MU2   | Number of women married to or living with as married | discrete | numeric   | With how many women do you currently live (married or as married)?   |
| V563 | MU3   | Age of wife/partner                                  | discrete | numeric   | How old is your wife/partner?  |
| V564 | MU3A  | Age of youngest wife/partner                         | discrete | numeric   | How old is your youngest wife/partner?   |
| V565 | MU4   | Ever married or lived with a woman as married        | discrete | numeric   | Have you ever been married or lived together with a woman as if married?   |
| V566 | MU5   | Marital status                                       | discrete | numeric   | What is your marital status now: are you widowed, divorced or separated?   |
| V567 | MU6   | Married or lived with a woman once or more than once | discrete | numeric   | Have you been married or lived with a woman only once or more than once?   |
| V568 | MU7M  | Month of first union                                 | discrete | numeric   | In what month and year did you first marry or start living with a woman as if married?   |
| V569 | MU7Y  | Year of first union                                  | discrete | numeric   | In what month and year did you first marry or start living with a woman as if married?   |
| V570 | MU8   | Age at first union                                   | discrete | numeric   | How old were you when you started living with your first wife/partner?   |
| V571 | MR1   | Currently using a method to avoid pregnancy          | discrete | numeric   | Couples use various ways or methods to delay or avoid a pregnancy. Are you or (any of) your wife(s)/partner(s) currently doing something or using any method to delay or avoid her getting pregnant? |
| V572 | MR1AA | Current method: Female sterilization                 | discrete | character | What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Female sterilization   |
| V573 | MR1AB | Current method: Male sterilization                   | discrete | character | What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Male sterilization   |
| V574 | MR1AC | Current method: IUD                                  | discrete | character | What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? IUD  |

| ID   | Name  | Label  | Type     | Format    | Question   |
|------|-------|--|----------|-----------|--|
| V575 | MR1AD | Current method: Injectables                                  | discrete | character | What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Injectables  |
| V576 | MR1AE | Current method: Implants                                     | discrete | character | What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Implants   |
| V577 | MR1AF | Current method: Pill   | discrete | character | What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Pill   |
| V578 | MR1AG | Current method: Male condom                                  | discrete | character | What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Male condom  |
| V579 | MR1AH | Current method: Female condom                                | discrete | character | What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Female condom  |
| V580 | MR1AI | Current method: Diaphragm                                    | discrete | character | What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Diaphragm  |
| V581 | MR1AJ | Current method: Foam / Jelly                                 | discrete | character | What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Foam / Jelly   |
| V582 | MR1AK | Current method: Lactational amenorrhoea method               | discrete | character | What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Lactational amenorrhoea method(LAM)  |
| V583 | MR1AL | Current method: Periodic abstinence / Rhythm                 | discrete | character | What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Periodic abstinence / Rhythm   |
| V584 | MR1AM | Current method: Withdrawal                                   | discrete | character | What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Withdrawal   |
| V585 | MR1AX | Current method: Other  | discrete | character | What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Other(specify)   |
| V586 | MR2   | Would you yourself use or allow your wife/partner(s) to use  | discrete | numeric   | Would you yourself use or would you allow (any of) your wife(s)/partner(s) to use any such methods?  |
| V587 | MR3A  | Religious beliefs  | discrete | character | Why not? Any other reason?   |
| V588 | MR3B  | Partner refuses  | discrete | character | Why not? Any other reason?   |
| V589 | MR3C  | Cant afford/ expensive                                       | discrete | character | Why not? Any other reason?   |
| V590 | MR3D  | Side effects   | discrete | character | Why not? Any other reason?   |
| V591 | MR3E  | Not sexually active  | discrete | character | Why not? Any other reason?   |
| V592 | MR3F  | Do not wish to avoid pregnancy                               | discrete | character | Why not? Any other reason?   |
| V593 | MR3G  | Encourages promiscuity                                       | discrete | character | Why not? Any other reason?   |
| V594 | MR3X  | Other  | discrete | character | Why not? Any other reason?   |
| V595 | MD1A  | 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? |
| V596 | MD1B  | 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?        |
| V597 | MD1C  | 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?              |
| V598 | MD1D  | 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? |

| ID   | Name   | Label   | Type     | Format    | Question   |
|------|--------|---|----------|-----------|--|
| V599 | MD1E   | 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?   |
| V600 | MS1    | Age at first sexual intercourse                                 | discrete | numeric   | Now, I would like to ask you some questions about sexual activity in order to gain a better understanding of some important life issues. The information you supply will remain strictly confidential. How old were you when you had sexual intercourse for the very first time? |
| V601 | MS2    | Condom used during first sexual intercourse                     | discrete | numeric   | The first time you had sexual intercourse, was a condom used?  |
| V602 | MS2A   | Main reason to use condom at first sexual intercourse           | discrete | numeric   | What was the main reason why you used condom   |
| V603 | MS3U   | Time since last sexual intercourse (unit)                       | discrete | numeric   | When was the last time you had sexual intercourse?   |
| V604 | MS3N   | Time since last sexual intercourse (number)                     | discrete | numeric   | When was the last time you had sexual intercourse?   |
| V605 | MS4    | Condom used at last sexual intercourse                          | discrete | numeric   | The last time you had sexual intercourse, was a condom used?   |
| V606 | MS4A   | Main reason to use condom at last sexual intercourse            | discrete | numeric   | What was the main reason why you used the condom?  |
| V607 | MS5    | Relationship to last sexual partner                             | discrete | numeric   | What was your relationship to this person with whom you last had sexual intercourse?   |
| V608 | MS7    | Age of last sexual partner                                      | discrete | numeric   | How old is this person?  |
| V609 | MS8    | Sex with any other person in the last 12 month                  | discrete | numeric   | Have you had sexual intercourse with any other person in the last 12 months?   |
| V610 | MS9    | Condom used with prior sexual partner                           | discrete | numeric   | The last time you had sexual intercourse with this other person was a condom used?   |
| V611 | MS10   | Relationship to prior sexual partner                            | discrete | numeric   | What was your relationship to this person?   |
| V612 | MS12   | Age of prior sexual partner                                     | discrete | numeric   | How old is this person?  |
| V613 | MS13   | Sex with any other person in the last 12 months                 | discrete | numeric   | Other than these two persons, have you had sexual intercourse with any other person in the last 12 months?   |
| V614 | MS14   | Number of sex partners in last 12 months                        | discrete | numeric   | In total, with how many different people have you had sexual intercourse in the last 12 months?  |
| V615 | MS14A  | Condom used everytime at sexual intercourse                     | discrete | numeric   | Was a condom used every time you had sexual intercourse in the last 12 months?   |
| V616 | MS14B  | Ever had sex with a commercial sex worker                       | discrete | numeric   | Have you ever had sex with a commercial sex worker?  |
| V617 | MS14CU | Time since last sexual intercourse with a commercial sex worker | discrete | numeric   | When was the last time you had sexual intercourse with a commercial sex worker?  |
| V618 | MS14CN | Time since last sexual intercourse with a commercial sex worker | discrete | numeric   | When was the last time you had sexual intercourse with a commercial sex worker?  |
| V619 | MS15   | Number of sex partners in lifetime                              | discrete | numeric   | In total, with how many different people have you had sexual intercourse in your lifetime?   |
| V620 | NH1    | Have health insurance or member of a mutual health organisation | discrete | numeric   | Do you have any health insurance or are you a member of a mutual health organisation?  |
| V621 | NH2A   | Insurance: NHIS   | discrete | character | What type of health insurance do you have?   |
| V622 | NH2B   | Insurance: Employer   | discrete | character | What type of health insurance do you have?   |
| V623 | NH2C   | Insurance: Mutual / Community                                   | discrete | character | What type of health insurance do you have?   |
| V624 | NH2D   | Insurance: Private  | discrete | character | What type of health insurance do you have?   |

| ID   | Name  | Label  | Type     | Format    | Question  |
|------|-------|--|----------|-----------|---|
| V625 | NH2X  | Insurance: Other   | discrete | character | What type of health insurance do you have?  |
| V626 | NH4   | How was membership of NHIS achieved                        | discrete | numeric   | How was your membership of this NHIS achieved?  |
| V627 | NH5   | Hold a valid NHIS card                                     | discrete | numeric   | Do you hold a valid national health insurance scheme (NHIS) card?   |
| V628 | NH6   | Reason for not having a valid NHIS card                    | discrete | numeric   | Why do you not have a valid NHIS card?  |
| V629 | NH7   | Plan to renew NHIS registration                            | discrete | numeric   | Do you plan to renew this NHIS registration?  |
| V630 | NH8A  | NHIS non-renewal: Have not been sick                       | discrete | character | Why do you not want to renew the NHIS registration?   |
| V631 | NH8B  | NHIS non-renewal: Premium expensive                        | discrete | character | Why do you not want to renew the NHIS registration?   |
| V632 | NH8C  | NHIS non-renewal: Still pay out of pocket                  | discrete | character | Why do you not want to renew the NHIS registration?   |
| V633 | NH8D  | NHIS non-renewal: Worse quality care with card             | discrete | character | Why do you not want to renew the NHIS registration?   |
| V634 | NH8E  | NHIS non-renewal: Waiting time too long                    | discrete | character | Why do you not want to renew the NHIS registration?   |
| V635 | NH8F  | NHIS non-renewal: Desired services not covered             | discrete | character | Why do you not want to renew the NHIS registration?   |
| V636 | NH8G  | NHIS non-renewal: Clinics/Traditional services not covered | discrete | character | Why do you not want to renew the NHIS registration?   |
| V637 | NH8X  | NHIS non-renewal: Other                                    | discrete | character | Why do you not want to renew the NHIS registration?   |
| V638 | NH9   | Do NHIS card holders get better/same/worse services        | discrete | numeric   | In your opinion, do NHIS card holders get better/same/worse services when they attend health care facilities?                     |
| V639 | NH10A | NHIS non-registration: Not heard of NHIS                   | discrete | character | Why have you not registered or renewed registration with this NHIS?   |
| V640 | NH10B | NHIS non-registration: Premium too expensive               | discrete | character | Why have you not registered or renewed registration with this NHIS?   |
| V641 | NH10C | NHIS non-registration: Don't trust                         | discrete | character | Why have you not registered or renewed registration with this NHIS?   |
| V642 | NH10D | NHIS non-registration: Don't know where to register        | discrete | character | Why have you not registered or renewed registration with this NHIS?   |
| V643 | NH10E | NHIS non-registration: Registration office too far         | discrete | character | Why have you not registered or renewed registration with this NHIS?   |
| V644 | NH10F | NHIS non-registration: Don't need health insurance         | discrete | character | Why have you not registered or renewed registration with this NHIS?   |
| V645 | NH10G | NHIS non-registration: Doesn't cover the services needed   | discrete | character | Why have you not registered or renewed registration with this NHIS?   |
| V646 | NH10H | NHIS non-registration: Doesn't cover the facilities used   | discrete | character | Why have you not registered or renewed registration with this NHIS?   |
| V647 | NH10X | NHIS non-registration: Other                               | discrete | character | Why have you not registered or renewed registration with this NHIS?   |
| V648 | MH1   | 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?                            |
| V649 | MH2   | Can avoid AIDS virus by having one uninfected partner      | discrete | numeric   | Can people reduce their chance of getting the AIDS virus by having just one uninfected sex partner who has no other sex partners? |
| V650 | MH3   | Can get AIDS virus through supernatural means              | discrete | numeric   | Can people get the AIDS virus because of witchcraft or other supernatural means?  |

| ID   | Name  | Label  | Type     | Format  | Question   |
|------|-------|--|----------|---------|--|
| V651 | MH4   | 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?                           |
| V652 | MH5   | Can get AIDS virus from mosquito bites                       | discrete | numeric | Can people get the AIDS virus from mosquito bites?   |
| V653 | MH6   | Can get AIDS virus by sharing food with a person who has AID | discrete | numeric | Can people get the AIDS virus by sharing food with a person who has AIDS virus?  |
| V654 | MH7   | Healthy-looking person may have AIDS virus                   | discrete | numeric | Is it possible for a healthy-looking person to have the AIDS virus?  |
| V655 | MH8A  | 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?                                     |
| V656 | MH8B  | 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?                                      |
| V657 | MH8C  | 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?                                     |
| V658 | MH9   | 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? |
| V659 | MH10  | 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?                    |
| V660 | MH11  | If HH member became infected with AIDS virus, would want oth | discrete | numeric | If a member of your family got infected with the AIDS virus, would you want other people to know about it?                     |
| V661 | MH12  | 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?               |
| V662 | MH12A | Can HIV virus be transmitted through oral sex                | discrete | numeric | In your opinion, can the HIV virus be transmitted through oral sex?  |
| V663 | MH12B | Can HIV virus be transmitted through anal sex                | discrete | numeric | In your opinion, can the HIV virus be transmitted through anal sex?  |
| V664 | MH12C | Can HIV/AIDS be cured  | discrete | numeric | In your opinion, can HIV/AIDS be cured?  |
| V665 | MH12D | Can a man with HIV/AIDS be cured by having sex with a virgin | discrete | numeric | In your opinion, can a man be infected with HIV/AIDS be cured by having sex with a virgin woman?                               |
| V666 | MH13  | Ever been tested for AIDS virus                              | discrete | numeric | I don't want to know the results, but have you ever been tested to see if you have the AIDS virus?                             |
| V667 | MH14  | Most recent time of testing for AIDS virus                   | discrete | numeric | I don't want to know the results but, when was the most recent time you were tested?   |
| V668 | MH15  | Reason for AIDS virus test                                   | discrete | numeric | Did you, yourself, ask for the test, was it offered and you accepted, or was it required?                                      |
| V669 | MH16  | Place of AIDS virus test                                     | discrete | numeric | Where did you go for the test?   |
| V670 | MH17  | Received results of AIDS virus test                          | discrete | numeric | I don't want to know the results, but did you get the results of the test?   |
| V671 | MH18  | Know a place to get AIDS virus test                          | discrete | numeric | Do you know of a place where people can go to get tested for the AIDS virus?   |
| V672 | TNLN  | Net number   | discrete | numeric |  |
| V673 | TN4   | Mosquito net observed  | discrete | numeric |  |
| V674 | TN5   | Brand/type of observed net                                   | discrete | numeric |  |
| V675 | TN5A  | Source of supply of net                                      | discrete | numeric | Where did you get this net?  |
| V676 | TN6   | Months ago net obtained                                      | discrete | numeric | How many months ago did your household get the mosquito net?   |

| ID   | Name       | Label   | Type     | Format  | Question  |
|------|------------|---|----------|---------|---|
| V677 | TN6A       | Cost of net (GHc)                             | discrete | numeric | How much did it cost you to acquire this net (GHc)  |
| V678 | TN8        | Net treated with an insecticide when obtained | discrete | numeric | When you got the net, was it already treated with an insecticide to kill or repel mosquitoes? |
| V679 | TN9        | Net soaked or dipped since obtained           | discrete | numeric | Since you got the net, was it ever soaked or dipped in a liquid to kill or repel mosquitoes?  |
| V680 | TN10       | Months ago net soaked or dipped               | discrete | numeric | How many months ago was the net last soaked or dipped?  |
| V681 | TN11       | Persons slept under mosquito net last night   | discrete | numeric | Did anyone sleep under this mosquito net last night?  |
| V682 | TN12_1     | Person 1 who slept under net                  | discrete | numeric | Who slept under this mosquito net last night?   |
| V683 | TN12_2     | Person 2 who slept under net                  | discrete | numeric | Who slept under this mosquito net last night?   |
| V684 | TN12_3     | Person 3 who slept under net                  | discrete | numeric | Who slept under this mosquito net last night?   |
| V685 | TN12_4     | Person 4 who slept under net                  | discrete | numeric | Who slept under this mosquito net last night?   |
| V686 | HH6        | Area  | discrete | numeric |   |
| V687 | HH7        | Locality                                      | discrete | numeric |   |
| V688 | MDOI       | Date of interview men (CMC)                   | discrete | numeric |   |
| V689 | MDOB       | Date of birth of man (CMC)                    | contin   | numeric |   |
| V690 | MAGE       | Age man                                       | discrete | numeric |   |
| V691 | MDOM       | Date of marriage man (CMC)                    | contin   | numeric |   |
| V692 | MAGEM      | Age at first marriage/union man               | contin   | numeric |   |
| V693 | MMSTATUS   | Marital/Union status man                      | discrete | numeric |   |
| V694 | mmelevel   | Education                                     | discrete | numeric |   |
| V695 | ethnicity  | Ethnicity of household head                   | discrete | numeric |   |
| V696 | religion   | Religion of household head                    | discrete | numeric |   |
| V697 | ethnicitym | Ethnicity of Man                              | discrete | numeric |   |
| V698 | religionm  | Religion of Man                               | discrete | numeric |   |
| V699 | wscore     | Wealth index score                            | contin   | numeric |   |
| V700 | windex5    | Wealth index quintiles                        | discrete | numeric |   |
| V701 | mmweight   | Men's sample weight                           | contin   | numeric |   |

**tn**

|              |  |
|--------------|--|
| Content      | Data collected at the household' level about mosquito nets.  |
| Cases        | 360  |
| Variable(s)  | 25   |
| Structure    | Type:<br>Keys: ()  |
| Version      |  |
| Producer     | Institute of Statistical, Social and Economic Research (ISSER) United Nations Children's Fund (UNICEF) |
| Missing Data |  |

**Variables**

| ID   | Name      | Label   | Type     | Format  | Question  |
|------|-----------|---|----------|---------|---|
| V702 | HH1       | Cluster number                                | contin   | numeric |   |
| V703 | HH2       | Household number                              | discrete | numeric |   |
| V704 | TNLN      | Net number                                    | discrete | numeric |   |
| V705 | TN4       | Mosquito net observed                         | discrete | numeric |   |
| V706 | TN5       | Brand/type of observed net                    | discrete | numeric |   |
| V707 | TN5A      | Source of supply of net                       | discrete | numeric | Where did you get this net?   |
| V708 | TN6       | Months ago net obtained                       | discrete | numeric | How many months ago did your household get the mosquito net?                                  |
| V709 | TN6A      | Cost of net (GHc)                             | discrete | numeric | How much did it cost you to acquire this net (GHc)  |
| V710 | TN8       | Net treated with an insecticide when obtained | discrete | numeric | When you got the net, was it already treated with an insecticide to kill or repel mosquitoes? |
| V711 | TN9       | Net soaked or dipped since obtained           | discrete | numeric | Since you got the net, was it ever soaked or dipped in a liquid to kill or repel mosquitoes?  |
| V712 | TN10      | Months ago net soaked or dipped               | discrete | numeric | How many months ago was the net last soaked or dipped?  |
| V713 | TN11      | Persons slept under mosquito net last night   | discrete | numeric | Did anyone sleep under this mosquito net last night?  |
| V714 | TN12_1    | Person 1 who slept under net                  | discrete | numeric | Who slept under this mosquito net last night?   |
| V715 | TN12_2    | Person 2 who slept under net                  | discrete | numeric | Who slept under this mosquito net last night?   |
| V716 | TN12_3    | Person 3 who slept under net                  | discrete | numeric | Who slept under this mosquito net last night?   |
| V717 | TN12_4    | Person 4 who slept under net                  | discrete | numeric | Who slept under this mosquito net last night?   |
| V718 | TN2       | Number of mosquito nets                       | discrete | numeric | How many mosquito nets does your household have?  |
| V719 | HH6       | Area  | discrete | numeric |   |
| V720 | HH7       | Locality                                      | discrete | numeric |   |
| V721 | helevel   | Education of household head                   | discrete | numeric |   |
| V722 | ethnicity | Ethnicity of household head                   | discrete | numeric |   |
| V723 | religion  | Religion of household head                    | discrete | numeric |   |
| V724 | wscore    | Wealth index score                            | contin   | numeric |   |
| V725 | windex5   | Wealth index quintiles                        | discrete | numeric |   |
| V726 | hhweight  | Household sample weight                       | contin   | numeric |   |

**wm**

|              |  |
|--------------|--|
| Content      | Data collected at the women's level (MICS Women's questionnaire modules: Woman's information panel, Woman's background, Access to mass media and use of information/communication technology, Child mortality, Desire for last birth, Maternal and newborn health, Post-natal health checks, Illness symptoms, Contraception, Unmet need, Female genital mutilation/cutting, Attitudes toward domestic violence, Marriage/union, Sexual behavior, National health insurance, HIV/AIDS and Insecticide treated nets.) |
| Cases        | 1427   |
| Variable(s)  | 353  |
| Structure    | Type:<br>Keys: ()  |
| Version      |  |
| Producer     | Institute of Statistical, Social and Economic Research (ISSER) United Nations Children's Fund (UNICEF)   |
| Missing Data |  |

**Variables**

| ID   | Name  | Label                                 | Type     | Format  | Question   |
|------|-------|---------------------------------------|----------|---------|--|
| V727 | HH1   | Cluster number                        | contin   | numeric |  |
| V728 | HH2   | Household number                      | discrete | numeric |  |
| V729 | LN    | Line number                           | discrete | numeric |  |
| V730 | WM1   | Cluster number                        | contin   | numeric |  |
| V731 | WM2   | Household number                      | discrete | numeric |  |
| V732 | WM4   | Woman's line number                   | discrete | numeric |  |
| V733 | WM5   | Interviewer number                    | contin   | numeric |  |
| V734 | WM6D  | Day of interview                      | contin   | numeric |  |
| V735 | WM6M  | Month of interview                    | discrete | numeric |  |
| V736 | WM6Y  | Year of interview                     | discrete | numeric |  |
| V737 | WM7   | Result of woman's interview           | discrete | numeric |  |
| V738 | WM8   | Field editor                          | contin   | numeric |  |
| V739 | WM9   | Data entry clerk                      | contin   | numeric |  |
| V740 | WM10H | Start of interview - Hour             | discrete | numeric |  |
| V741 | WM10M | Start of interview - Minutes          | discrete | numeric |  |
| V742 | WM11H | End of interview - Hour               | discrete | numeric |  |
| V743 | WM11M | End of interview - Minutes            | discrete | numeric |  |
| V744 | WB1M  | Month of birth of woman               | discrete | numeric | In what month and year were you born?  |
| V745 | WB1Y  | Year of birth of woman                | discrete | numeric | In what month and year were you born?  |
| V746 | WB2   | Age of woman                          | contin   | numeric | How old are you?   |
| V747 | WB3   | Ever attended school                  | discrete | numeric | Have you ever attended school or preschool?  |
| V748 | WB4   | Highest level of school you attended  | discrete | numeric | What is the highest level of school you attended?  |
| V749 | WB5   | Highest grade completed at that level | discrete | numeric | What is the highest grade you completed at that level?                                     |
| V750 | 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? |

| ID   | Name | Label  | Type     | Format  | Question  |
|------|------|--|----------|---------|---|
| V751 | WB8  | Ever done any work aside from your own housework             | discrete | numeric | Have you done any work in the last 12 months aside from your own housework?   |
| V752 | WB9  | Kind of work mainly done                                     | discrete | numeric | What kind of work did you mainly do?  |
| V753 | WB10 | Whom was the work done for                                   | discrete | numeric | Do you do this work for a member of your family, for someone else, or are you self-employed?  |
| V754 | WB11 | Period of work: Throughout the year/seasonal/once in a while | discrete | numeric | Do you usually work throughout the year, or do you work seasonally, or only once in a while?  |
| V755 | WB12 | Paid in cash or kind or not paid at all                      | discrete | numeric | Do you earn/are you paid in cash or kind for this work or you are not paid at all?  |
| V756 | WB13 | Earnings from this work                                      | discrete | numeric | On average, how much do you earn from doing this work in a typical month (GHC)?   |
| V757 | MT2  | Read newspaper or magazine                                   | discrete | numeric | How often do you read a newspaper or magazine? Almost every day, at least once a week, less than once a week or not at all?   |
| V758 | MT3  | Listen to radio  | discrete | numeric | Do you listen to the radio almost every day, at least once a week, less than once a week, or not at all?  |
| V759 | MT4  | Watch television   | discrete | numeric | How often do you watch television? Would you say that you watch almost every day, at least once a week, less than once a week or not at all?                          |
| V760 | MT6  | Ever used a computer   | discrete | numeric | Have you ever used a computer?  |
| V761 | MT7  | Used computer from a location in last 12 months              | discrete | numeric | Have you used a computer from any location in last 12 months?   |
| V762 | MT8  | How often used a computer in last 12 months                  | discrete | numeric | During the last one month, how often did you use a computer? Almost every day, at least once a week, less than once a week or not at all?                             |
| V763 | MT9  | Ever used internet   | discrete | numeric | Have you ever used the internet?  |
| V764 | MT10 | Used internet in last 12 months                              | discrete | numeric | In the last 12 months, have you used the internet?  |
| V765 | MT11 | How often used internet in last one month                    | discrete | numeric | During the last one month, how often did you use the internet? Almost every day, at least once a week, less than once a week or not at all?                           |
| V766 | 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?  |
| V767 | 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. |
| V768 | 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. |
| V769 | 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. |
| V770 | CM3  | Years since first birth                                      | discrete | numeric | How many years ago did you have your first birth?   |
| V771 | 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?   |
| V772 | CM5A | Sons living with you   | discrete | numeric | How many sons live with you?  |
| V773 | CM5B | Daughters living with you                                    | discrete | numeric | How many daughters live with you?   |

| ID   | Name  | Label  | Type     | Format    | Question  |
|------|-------|--|----------|-----------|---|
| V774 | 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?                                |
| V775 | CM7A  | Sons living elsewhere                            | discrete | numeric   | How many sons are alive but do not live with you?   |
| V776 | CM7B  | Daughters living elsewhere                       | discrete | numeric   | How many daughters are alive but do not live with you?  |
| V777 | 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?   |
| V778 | CM9A  | Boys dead  | discrete | numeric   | How many boys have died?  |
| V779 | CM9B  | Girls dead                                       | discrete | numeric   | How many girls have died?   |
| V780 | CM10  | Children ever born                               | discrete | numeric   |   |
| V781 | CM12D | Day of last birth                                | discrete | numeric   | Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?                  |
| V782 | CM12M | Month of last birth                              | discrete | numeric   | Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?                  |
| V783 | CM12Y | Year of last birth                               | discrete | numeric   | Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?                  |
| V784 | CM13  | Last birth in last two years                     | discrete | character |   |
| V785 | DB1   | Wanted last child then                           | discrete | numeric   | When you got pregnant with (name), did you want to get pregnant at that time?   |
| V786 | 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?  |
| V787 | DB3U  | Desired waiting time (units)                     | discrete | numeric   | How much longer did you want to wait?   |
| V788 | DB3N  | Desired waiting time (number)                    | discrete | numeric   | How much longer did you want to wait?   |
| V789 | MN1   | Received antenatal care                          | discrete | numeric   | Did you see anyone for antenatal care during your last pregnancy with (name)?   |
| V790 | MN2A  | Antenatal care: Doctor                           | discrete | character | Whom did you see?   |
| V791 | MN2B  | Antenatal care: Nurse / Midwife                  | discrete | character | Whom did you see?   |
| V792 | MN2C  | Antenatal care: Auxiliary midwife                | discrete | character | Whom did you see?   |
| V793 | MN2F  | Antenatal care: Traditional birth attendant      | discrete | character | Whom did you see?   |
| V794 | MN2G  | Antenatal care: Community health worker          | discrete | character | Whom did you see?   |
| V795 | MN2X  | Antenatal care: Other                            | discrete | character | Whom did you see?   |
| V796 | MN3   | Times received antenatal care                    | discrete | numeric   | How many times did you receive antenatal care during this pregnancy?  |
| V797 | 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? |
| V798 | 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?      |
| V799 | 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?      |
| V800 | 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?   |

| ID   | Name  | Label   | Type     | Format    | Question  |
|------|-------|---|----------|-----------|---|
| V801 | 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? |
| V802 | MN7   | Doses of tetanus toxoid during last pregnancy       | discrete | numeric   | How many times did you receive this tetanus injection during your pregnancy with (name)?  |
| V803 | 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?                                    |
| V804 | MN10  | Doses of tetanus toxoid before last pregnancy       | discrete | numeric   | How many times did you receive a tetanus injection before your pregnancy with (name)?   |
| V805 | 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)?  |
| V806 | MN13  | Took medicine in order to prevent malaria           | discrete | numeric   | During any of these antenatal visits for the pregnancy, did you take any medicine in order to prevent you from getting malaria?                                     |
| V807 | MN14A | Medicines taken to prevent malaria: SP / Fansidar   | discrete | character | Which medicine did you take to prevent malaria?   |
| V808 | MN14B | Medicines taken to prevent malaria: Chloroquine     | discrete | character | Which medicine did you take to prevent malaria?   |
| V809 | MN14X | Medicines taken to prevent malaria: Other           | discrete | character | Which medicine did you take to prevent malaria?   |
| V810 | MN14Z | Medicines taken to prevent malaria: DK              | discrete | character | Which medicine did you take to prevent malaria?   |
| V811 | MN16  | Times took SP / Fansidar                            | discrete | numeric   | During this pregnancy, how many times did you take SP / Fansidar?   |
| V812 | MN17A | Assistance at delivery: Doctor                      | discrete | character | Who assisted with the delivery of (name)?   |
| V813 | MN17B | Assistance at delivery: Nurse / Midwife             | discrete | character | Who assisted with the delivery of (name)?   |
| V814 | MN17C | Assistance at delivery: Auxiliary midwife           | discrete | character | Who assisted with the delivery of (name)?   |
| V815 | MN17F | Assistance at delivery: Traditional birth attendant | discrete | character | Who assisted with the delivery of (name)?   |
| V816 | MN17G | Assistance at delivery: Community health worker     | discrete | character | Who assisted with the delivery of (name)?   |
| V817 | MN17H | Assistance at delivery: Relative / Friend           | discrete | character | Who assisted with the delivery of (name)?   |
| V818 | MN17X | Assistance at delivery: Other                       | discrete | character | Who assisted with the delivery of (name)?   |
| V819 | MN17Y | Assistance at delivery: No one                      | discrete | character | Who assisted with the delivery of (name)?   |
| V820 | MN18  | Place of delivery                                   | discrete | numeric   | Where did you give birth to (name)?   |
| V821 | 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?)  |
| V822 | MN20  | Size of child at birth                              | discrete | numeric   | When (name) was born, was he/she very large, larger than average, average, smaller than average or very small?  |
| V823 | MN21  | Child weighed at birth                              | discrete | numeric   | Was (name) weighed at birth?  |
| V824 | MN22A | Weight from card or recall                          | discrete | numeric   | How much did (name) weigh?  |
| V825 | MN22  | Weight at birth (Kilograms)                         | discrete | numeric   | How much did (name) weigh?  |
| V826 | MN23  | Menstrual period returned since the birth of child  | discrete | numeric   | Has your menstrual period returned since the birth of (name)?   |

| ID   | Name  | Label  | Type     | Format    | Question   |
|------|-------|--|----------|-----------|--|
| V827 | MN24  | Ever breastfeed  | discrete | numeric   | Did you ever breastfeed (name)?  |
| V828 | MN25U | Time baby put to breast (unit)                               | discrete | numeric   | How long after birth did you first put (name) to the breast?   |
| V829 | MN25N | Time baby put to breast (number)                             | discrete | numeric   | How long after birth did you first put (name) to the breast?   |
| V830 | 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?   |
| V831 | MN27A | Child given to drink - Milk (other than breast milk)         | discrete | character | What was (name) given to drink?  |
| V832 | MN27B | Child given to drink - Plain water                           | discrete | character | What was (name) given to drink?  |
| V833 | MN27C | Child given to drink - Sugar or glucose water                | discrete | character | What was (name) given to drink?  |
| V834 | MN27D | Child given to drink - Gripe water                           | discrete | character | What was (name) given to drink?  |
| V835 | MN27E | Child given to drink - Sugar - salt - water solution         | discrete | character | What was (name) given to drink?  |
| V836 | MN27F | Child given to drink - Fruit juice                           | discrete | character | What was (name) given to drink?  |
| V837 | MN27G | Child given to drink - Infant formula                        | discrete | character | What was (name) given to drink?  |
| V838 | MN27H | Child given to drink - Tea / Infusions                       | discrete | character | What was (name) given to drink?  |
| V839 | MN27I | Child given to drink - Honey                                 | discrete | character | What was (name) given to drink?  |
| V840 | MN27X | Child given to drink - Other                                 | discrete | character | What was (name) given to drink?  |
| V841 | PN2U  | Time spent at health facility after the delivery (unit)      | discrete | numeric   | Now I would like to ask you some questions about what happened in the hours and days after the birth of (name). You have said that you gave birth in (name of type of facility in MN18). How long did you stay there after the delivery?   |
| V842 | PN2N  | Time spent at health facility after the delivery (number)    | discrete | numeric   | Now I would like to ask you some questions about what happened in the hours and days after the birth of (name). You have said that you gave birth in (name of type of facility in MN18). How long did you stay there after the delivery?   |
| V843 | PN3   | Cord checked or seen at the health facility                  | discrete | numeric   | I would like to talk to you about checks on (name)'s health after delivery - for example, someone examining (name), checking the cord, or seeing if (name) is ok. Before you left the (name or type of facility in MN18), did anyone check on (name)'s health?   |
| V844 | PN4   | Health check or examination done at the health facility      | discrete | numeric   | And what about checks on your health - I mean, someone assessing your health, for example asking questions about your health or examining you. Did anyone check on your health before you left (name or type or facility in MN18)?   |
| V845 | PN5   | Checkup done after leaving the health facility               | discrete | numeric   | Now I would like to talk to you about what happened after you left (name or type of facility in MN18). Did anyone check on (name)'s health after you left (name or type of facility in MN18)?  |
| V846 | PN7   | Cord checked or seen after the delivery by the person assist | discrete | numeric   | You have already said that (person or persons in MN17) assisted with the birth. Now I would like to talk to you about checks on (name)'s health after delivery, for example examining (name), checking the cord, or seeing if (name) is ok. After the delivery was over and before (person or persons in MN17) left you, did (person or persons in MN17) check on (name)'s health? |

| ID   | Name   | Label   | Type     | Format    | Question   |
|------|--------|---|----------|-----------|--|
| V847 | PN8    | Person assisting the delivery checked on health or examined   | discrete | numeric   | Any did (person or persons in MN17) check on your health before leaving? By check on your health, I mean assessing your health, for example asking questions about your health or examining you.                             |
| V848 | PN9    | After the person assisting the delivery left did someone che  | discrete | numeric   | After the (person or persons in MN17) left you, did anyone check on the health of (name)?  |
| V849 | PN10   | Baby health check done after delivery                         | discrete | numeric   | I would like to take to you about check on (name)'s health delivery - for example, someone examining (name), checking the cord, or seeing if the baby is ok. After (name) was delivered, did anyone check on his/her health? |
| V850 | PN11   | Times baby checkup done after delivery                        | discrete | numeric   | Did such a check happen only once or more than once?   |
| V851 | PN12AU | Time after delivery baby was checked (unit)                   | discrete | numeric   | How long after delivery did that check happen?   |
| V852 | PN12AN | Time after delivery baby was checked (number)                 | discrete | numeric   | How long after delivery did that check happen?   |
| V853 | PN12BU | Time after delivery baby was checked first time (unit)        | discrete | numeric   | How long after delivery did the first of these checks happen?  |
| V854 | PN12BN | Time after delivery baby was checked first time (number)      | discrete | numeric   | How long after delivery did the first of these checks happen?  |
| V855 | PN13A  | Post-natal care: Doctor                                       | discrete | character | Who checked on (name)'s health at that time?   |
| V856 | PN13B  | Post-natal care: Nurse / Midwife                              | discrete | character | Who checked on (name)'s health at that time?   |
| V857 | PN13C  | Post-natal care: Auxiliary midwife                            | discrete | character | Who checked on (name)'s health at that time?   |
| V858 | PN13F  | Post-natal care: Traditional birth attendant                  | discrete | character | Who checked on (name)'s health at that time?   |
| V859 | PN13G  | Post-natal care: Community health worker                      | discrete | character | Who checked on (name)'s health at that time?   |
| V860 | PN13H  | Post-natal care: Relative / Friend                            | discrete | character | Who checked on (name)'s health at that time?   |
| V861 | PN13X  | Post-natal care: Other  | discrete | character | Who checked on (name)'s health at that time?   |
| V862 | PN14   | Place of baby checkup   | discrete | numeric   | Where did this check take place?   |
| V863 | PN16   | Anyone checked on mother's health after leaving health facil  | discrete | numeric   | After you left (name or type of facility in MN18), did anyone check on your health?  |
| V864 | PN18   | Anyone checked on mother's health after the delivery was ove  | discrete | numeric   | After the delivery was over and (person or persons in MN17) left, did anyone check on your health?   |
| V865 | PN19   | Anyone checked on mother's health after the birth of the chi  | discrete | numeric   | After the birth of (name), did anyone check on your health? I mean someone assessing your health, for example asking questions about your health or examining you.   |
| V866 | PN20   | Times health checkup was done after delivery                  | discrete | numeric   | Did such a check happen only once or more than once?   |
| V867 | PN21AU | Time after delivery health checkup was done (unit)            | discrete | numeric   | How long after delivery did that check happen?   |
| V868 | PN21AN | Time after delivery health checkup was done (number)          | discrete | numeric   | How long after delivery did that check happen?   |
| V869 | PN21BU | Time after delivery health checkup was done first time (unit) | discrete | numeric   | How long after delivery did the first of these checks happen?  |
| V870 | PN21BN | Time after delivery health checkup was done first time (numb  | discrete | numeric   | How long after delivery did the first of these checks happen?  |
| V871 | PN22A  | Checkup after delivery: Doctor                                | discrete | character | Who checked on your health at that time?   |
| V872 | PN22B  | Checkup after delivery: Nurse / Midwife                       | discrete | character | Who checked on your health at that time?   |

| ID   | Name  | Label   | Type     | Format    | Question  |
|------|-------|---|----------|-----------|---|
| V873 | PN22C | Checkup after delivery: Auxiliary midwife           | discrete | character | Who checked on your health at that time?  |
| V874 | PN22F | Checkup after delivery: Traditional birth attendant | discrete | character | Who checked on your health at that time?  |
| V875 | PN22G | Checkup after delivery: Community health worker     | discrete | character | Who checked on your health at that time?  |
| V876 | PN22H | Checkup after delivery: Relative / Friend           | discrete | character | Who checked on your health at that time?  |
| V877 | PN22X | Checkup after delivery: Other                       | discrete | character | Who checked on your health at that time?  |
| V878 | PN23  | Place of checkup after delivery                     | discrete | numeric   | Where did this check take place?  |
| V879 | 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? |
| V880 | 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? |
| V881 | 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? |
| V882 | 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? |
| V883 | 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? |
| V884 | 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? |
| V885 | 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? |
| V886 | IS2H  | Symptoms: Child has diarrhoea                       | 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? |
| V887 | IS2I  | Symptoms: Child incessant crying for no reason      | 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? |
| V888 | 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? |
| V889 | 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? |
| V890 | 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? |

| ID   | Name | Label   | Type     | Format    | Question   |
|------|------|---|----------|-----------|--|
| V891 | CP1  | Currently pregnant  | discrete | numeric   | I would like to talk with you about another subject— family planning. Are you pregnant now?  |
| V892 | 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?                             |
| V893 | CP3A | Current method: Female sterilization                      | discrete | character | What are you doing to delay or avoid pregnancy?<br>Female Sterilization  |
| V894 | CP3B | Current method: Male sterilization                        | discrete | character | What are you doing to delay or avoid pregnancy?<br>Male Sterilization  |
| V895 | CP3C | Current method: IUD                                       | discrete | character | What are you doing to delay or avoid pregnancy?<br>IUD   |
| V896 | CP3D | Current method: Injectables                               | discrete | character | What are you doing to delay or avoid pregnancy?<br>Injectables   |
| V897 | CP3E | Current method: Implants                                  | discrete | character | What are you doing to delay or avoid pregnancy?<br>Implants  |
| V898 | CP3F | Current method: Pill                                      | discrete | character | What are you doing to delay or avoid pregnancy?<br>Pill  |
| V899 | CP3G | Current method: Male condom                               | discrete | character | What are you doing to delay or avoid pregnancy?<br>Male Condom   |
| V900 | CP3H | Current method: Female condom                             | discrete | character | What are you doing to delay or avoid pregnancy?<br>Female Condom   |
| V901 | CP3I | Current method: Diaphragm                                 | discrete | character | What are you doing to delay or avoid pregnancy?<br>Diaphragm   |
| V902 | CP3J | Current method: Foam / Jelly                              | discrete | character | What are you doing to delay or avoid pregnancy?<br>Foam/ Jelly   |
| V903 | CP3K | Current method: Lactational amenorrhoea method            | discrete | character | What are you doing to delay or avoid pregnancy?<br>Lactational Amenorrhoea Method (LAM)  |
| V904 | CP3L | Current method: Periodic abstinence / Rhythm              | discrete | character | What are you doing to delay or avoid pregnancy?<br>Periodic abstinence / Rhythm  |
| V905 | CP3M | Current method: Withdrawal                                | discrete | character | What are you doing to delay or avoid pregnancy?<br>Withdrawal  |
| V906 | CP3N | Current method: Not sexually active                       | discrete | character | What are you doing to delay or avoid pregnancy?<br>Not sexually active   |
| V907 | CP3X | Current method: Other                                     | discrete | character | What are you doing to delay or avoid pregnancy?<br>Other   |
| V908 | UN2  | Wanted to get pregnant at the time                        | discrete | numeric   | Now I would like to talk to you about your current pregnancy. When you got pregnant, did you want to get pregnant at that time?  |
| V909 | UN3  | Wanted baby 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?  |
| V910 | UN4  | Would like to have another child (currently pregnant)     | discrete | numeric   | Now I would like to ask some questions about the future. After the child you are now expecting, would you like to have another child, or would you prefer not to have any more children? |
| V911 | UN6  | Would like to have another child (not currently pregnant) | discrete | numeric   | Now I would like to ask you some questions about the future. Would you like to have (a/another) child, or would you prefer not to have any (more) children?                              |
| V912 | UN7U | Desired waiting time (unit)                               | discrete | numeric   | How long would you like to wait before the birth of (a/another) child?   |
| V913 | UN7N | Desired waiting time (number)                             | discrete | numeric   | How long would you like to wait before the birth of (a/another) child?   |

| ID   | Name  | Label  | Type     | Format    | Question   |
|------|-------|--|----------|-----------|--|
| V914 | UN10  | Able to get pregnant   | discrete | numeric   | Do you think you are physically able to get pregnant at this time?   |
| V915 | UN11A | Reason: Infrequent sex / No sex                              | discrete | character | Why do you think you are not physically able to get pregnant?  |
| V916 | UN11B | Reason: Menopausal   | discrete | character | Why do you think you are not physically able to get pregnant?  |
| V917 | UN11C | Reason: Never menstruated                                    | discrete | character | Why do you think you are not physically able to get pregnant?  |
| V918 | UN11D | Reason: Hysterectomy   | discrete | character | Why do you think you are not physically able to get pregnant?  |
| V919 | UN11E | Reason: Trying to get pregnant for 2 years without result    | discrete | character | Why do you think you are not physically able to get pregnant?  |
| V920 | UN11F | Reason: Postpartum amenorrhic                                | discrete | character | Why do you think you are not physically able to get pregnant?  |
| V921 | UN11G | Reason: Breastfeeding  | discrete | character | Why do you think you are not physically able to get pregnant?  |
| V922 | UN11H | Reason: Too old  | discrete | character | Why do you think you are not physically able to get pregnant?  |
| V923 | UN11I | Reason: Fatalistic   | discrete | character | Why do you think you are not physically able to get pregnant?  |
| V924 | UN11X | Reason: Other  | discrete | character | Why do you think you are not physically able to get pregnant?  |
| V925 | UN11Z | Reason: Don't know   | discrete | character | Why do you think you are not physically able to get pregnant?  |
| V926 | UN13U | Start of last menstrual period (unit)                        | discrete | numeric   | When did your last menstrual period start?   |
| V927 | UN13N | Start of last menstrual period (number)                      | discrete | numeric   | When did your last menstrual period start?   |
| V928 | FG1   | Heard of female circumcision                                 | discrete | numeric   | Have you ever heard of female circumcision?  |
| V929 | FG2   | Heard of genital cutting                                     | discrete | numeric   | In some countries, there is a practice in which a girl may have part or her genitals cut. Have you ever heard about this practice?   |
| V930 | FG3   | Ever circumcised   | discrete | numeric   | Have you yourself ever been circumcised?   |
| V931 | FG4   | Flesh removed from the genital area                          | discrete | numeric   | Now I would like to ask you what was done to you at that time. Was any flesh removed from the genital area?  |
| V932 | FG5   | Genital area nicked without removing flesh                   | discrete | numeric   | Was the genital area just nicked without removing any flesh?   |
| V933 | FG6   | Genital area sewn closed (or sealed)                         | discrete | numeric   | Was the genital area sewn closed? If necessary, probe:Was it sealed?   |
| V934 | FG7   | Age of circumcision  | discrete | numeric   | How old were you when you were circumcised?  |
| V935 | FG8   | Person circumcising respondent                               | discrete | numeric   | Who performed the circumcision?  |
| V936 | FG9   | Number of daughters  | discrete | numeric   |  |
| V937 | FG22  | Should practice be continued or discontinued                 | discrete | numeric   | Do you think this practice should be continued or should it be discontinued?   |
| V938 | 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   |
|------|------|--|----------|---------|--|
| V939 | 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?  |
| V940 | 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?  |
| V941 | 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?   |
| V942 | 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?   |
| V943 | MA1  | Currently married or living with a man                     | discrete | numeric | Are you currently married or living together with a man as if married?   |
| V944 | MA2  | Age of husband/partner                                     | discrete | numeric | How old is your husband/partner?   |
| V945 | 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?   |
| V946 | MA4  | Number of other wives                                      | discrete | numeric | How many other wives or partners does he have?   |
| V947 | MA5  | Ever married or lived with a man                           | discrete | numeric | Have you ever been married or lived together with a man as if married?   |
| V948 | MA6  | Marital status   | discrete | numeric | What is your marital status now: are you widowed, divorced or separated?   |
| V949 | 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?   |
| V950 | 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?   |
| V951 | 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?   |
| V952 | MA9  | Age at first union   | discrete | numeric | How old were you when you started living with your first husband/partner?  |
| V953 | SB1  | Age at first sexual intercourse                            | discrete | numeric | Now, I would like to ask you some questions about sexual activity in order to gain a better understanding of some important life issues. The information you supply will remain strictly confidential. How old were you when you had sexual intercourse for the very first time? |
| V954 | SB1A | Intend to wait until marriage for first sexual intercourse | discrete | numeric | Do you intend to wait until you get married to have sexual intercourse for the first time?   |
| V955 | SB2  | Condom used during first sexual intercourse                | discrete | numeric | The first time you had sexual intercourse, was a condom used?  |
| V956 | SB3U | Time since last sexual intercourse (unit)                  | discrete | numeric | When was the last time you had sexual intercourse?   |
| V957 | SB3N | Time since last sexual intercourse (number)                | discrete | numeric | When was the last time you had sexual intercourse?   |
| V958 | SB4  | Condom used at last sexual intercourse                     | discrete | numeric | The last time you had sexual intercourse, was a condom used?   |
| V959 | SB5  | Relationship to last sexual partner                        | discrete | numeric | What was your relationship to this person with whom you last had sexual intercourse?   |
| V960 | SB7  | Age of last sexual partner                                 | discrete | numeric | How old is this person?  |

| ID   | Name  | Label  | Type     | Format    | Question   |
|------|-------|--|----------|-----------|--|
| V961 | SB8   | Sex with any other man in the last 12 month                  | discrete | numeric   | Have you had sexual intercourse with any other person in the last 12 months?                               |
| V962 | SB9   | Condom used with prior sexual partner                        | discrete | numeric   | The last time you had sexual intercourse with this other person, was a condom used?                        |
| V963 | SB10  | Relationship to prior sexual partner                         | discrete | numeric   | What was your relationship to this person?   |
| V964 | SB12  | Age of prior sexual partner                                  | discrete | numeric   | How old is this person?  |
| V965 | SB13  | Sex with any other man in the last 12 months                 | discrete | numeric   | Other than these two persons, have you had sexual intercourse with any other person in the last 12 months? |
| V966 | SB14  | Number of sex partners in last 12 months                     | discrete | numeric   | In total, with how many different people have you had sexual intercourse in the last 12 months?            |
| V967 | SB15  | Number of sex partners in lifetime                           | discrete | numeric   | In total, with how many different people have you had sexual intercourse in your lifetime?                 |
| V968 | SB16  | Know a place to get male condoms                             | discrete | numeric   | Do you know of a place where a person can get male condoms?  |
| V969 | SB17A | Male condom source: (public sector) Govt. hospital / Polycli | discrete | character | Where is that? Public Sector - Govt. hospital / Polyclinic   |
| V970 | SB17B | Male condom source: (public sector) Govt. health center      | discrete | character | Where is that? Public Sector - Govt. health center   |
| V971 | SB17C | Male condom source: (public sector) Govt. health posts / CHP | discrete | character | Where is that? Public Sector - Govt. health posts / CHPS   |
| V972 | SB17D | Male condom source: Family planning clinic                   | discrete | character | Where is that? Public Sector - Family planning clinic  |
| V973 | SB17E | Male condom source: Mobile Clinic                            | discrete | character | Where is that? Public Sector - Mobile Clinic   |
| V974 | SB17F | Male condom source: Field worker/Outreach/Peer Educator      | discrete | character | Where is that? Public Sector - Field worker/Outreach/Peer Educator   |
| V975 | SB17G | Male condom source: Other public                             | discrete | character | Where is that? Public Sector - Other public (specify)  |
| V976 | SB17H | Male condom source: Pvt. hospital / Clinic                   | discrete | character | Where is that? Private Medical Sector - Private hospital / Clinic  |
| V977 | SB17I | Male condom source: Pvt. doctor                              | discrete | character | Where is that? Private Medical Sector - Private doctor   |
| V978 | SB17J | Male condom source: Pharmacy                                 | discrete | character | Where is that? Private Medical Sector - Pharmacy   |
| V979 | SB17K | Male condom source: Chemical / Drug store                    | discrete | character | Where is that? Private Medical Sector - Chemical / Drug store  |
| V980 | SB17L | Male condom source: FP / PPAG clinic                         | discrete | character | Where is that? Private Medical Sector - FP / PPAG clinic   |
| V981 | SB17M | Male condom source: Maternity home                           | discrete | character | Where is that? Private Medical Sector - Maternity home   |
| V982 | SB17N | Male condom source: Other Pvt. medical                       | discrete | character | Where is that? Private Medical Sector - Other private medical  |
| V983 | SB17O | Male condom source: Shop / Market                            | discrete | character | Where is that? Other source - Shop / Market  |
| V984 | SB17P | Male condom source: Church                                   | discrete | character | Where is that? Other source - Church   |
| V985 | SB17Q | Male condom source: Community volunteer                      | discrete | character | Where is that? Other source - Community volunteer  |
| V986 | SB17R | Male condom source: Friend / Relative                        | discrete | character | Where is that? Other source - Friend / Relative  |
| V987 | SB17X | Male condom source: Other                                    | discrete | character | Where is that? Other (specify)   |
| V988 | SB18  | Could yourself get a condom, if wanted to                    | discrete | numeric   | If you wanted to, could you yourself get a condom?   |

| ID    | Name  | Label  | Type     | Format    | Question  |
|-------|-------|--|----------|-----------|---|
| V989  | WH1   | Have health insurance or member of a mutual health organisat | discrete | numeric   | Do you have any health insurance or are you a member of a mutual health organization?                         |
| V990  | WH2A  | Insurance: NHIS  | discrete | character | What type of health insurance do you have?  |
| V991  | WH2B  | Insurance: Employer  | discrete | character | What type of health insurance do you have?  |
| V992  | WH2C  | Insurance: Mutual / Community                                | discrete | character | What type of health insurance do you have?  |
| V993  | WH2D  | Insurance: Private   | discrete | character | What type of health insurance do you have?  |
| V994  | WH2X  | Insurance: Other   | discrete | character | What type of health insurance do you have?  |
| V995  | WH4   | How was membership of NHIS achieved                          | discrete | numeric   | How was your membership of the NHIS achieved?   |
| V996  | WH5   | Hold a valid NHIS card                                       | discrete | numeric   | Do you hold a valid national health insurance scheme (NHIS) card?   |
| V997  | WH6   | Reason for not having a valid NHIS card                      | discrete | numeric   | Why do you not have a valid NHIS card?  |
| V998  | WH7   | Plan to renew NHIS registration                              | discrete | numeric   | Do you plan to renew the NHIS registration?   |
| V999  | WH8A  | NHIS non-renewal: Have not been sick                         | discrete | character | Why do you not want to renew the NHIS registration?   |
| V1000 | WH8B  | NHIS non-renewal: Premium expensive                          | discrete | character | Why do you not want to renew the NHIS registration?   |
| V1001 | WH8C  | NHIS non-renewal: Still pay out of pocket                    | discrete | character | Why do you not want to renew the NHIS registration?   |
| V1002 | WH8D  | NHIS non-renewal: Worse quality care with card               | discrete | character | Why do you not want to renew the NHIS registration?   |
| V1003 | WH8E  | NHIS non-renewal: Waiting time too long                      | discrete | character | Why do you not want to renew the NHIS registration?   |
| V1004 | WH8F  | NHIS non-renewal: Desired services not covered               | discrete | character | Why do you not want to renew the NHIS registration?   |
| V1005 | WH8G  | NHIS non-renewal: Clinics/Traditional services not covered   | discrete | character | Why do you not want to renew the NHIS registration?   |
| V1006 | WH8X  | NHIS non-renewal: Other                                      | discrete | character | Why do you not want to renew the NHIS registration?   |
| V1007 | WH9   | Do NHIS card holders get better/same/worse services          | discrete | numeric   | In your opinion, do NHIS card holders get better/same/worse services when they attend health care facilities? |
| V1008 | WH10A | NHIS non-regisitation: Not heard of NHIS                     | discrete | character | Why have you not registered or renewed registration with the NHIS?  |
| V1009 | WH10B | NHIS non-regisitation: Premium too expensive                 | discrete | character | Why have you not registered or renewed registration with the NHIS?  |
| V1010 | WH10C | NHIS non-regisitation: Don't trust NHIS                      | discrete | character | Why have you not registered or renewed registration with the NHIS?  |
| V1011 | WH10D | NHIS non-regisitation: Don't know where to register          | discrete | character | Why have you not registered or renewed registration with the NHIS?  |
| V1012 | WH10E | NHIS non-regisitation: Registration office too far           | discrete | character | Why have you not registered or renewed registration with the NHIS?  |
| V1013 | WH10F | NHIS non-regisitation: Don't need health insurance           | discrete | character | Why have you not registered or renewed registration with the NHIS?  |
| V1014 | WH10G | NHIS non-regisitation: Doesn't cover the services needed     | discrete | character | Why have you not registered or renewed registration with the NHIS?  |
| V1015 | WH10H | NHIS non-regisitation: Doesn't cover the facilities used     | discrete | character | Why have you not registered or renewed registration with the NHIS?  |

| ID    | Name  | Label  | Type     | Format    | Question   |
|-------|-------|--|----------|-----------|--|
| V1016 | WH10X | NHIS non-registration: Other                                 | discrete | character | Why have you not registered or renewed registration with the NHIS?   |
| V1017 | 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 HIV/AIDS?   |
| V1018 | 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?                                  |
| V1019 | HA3   | Can get AIDS virus through supernatural means                | discrete | numeric   | Can people get the HIV/AIDS virus because of witchcraft or other supernatural means?   |
| V1020 | HA4   | Can avoid AIDS virus by using a condom correctly every time  | discrete | numeric   | Can people reduce their chance of getting the HIV/AIDS virus by using a condom every time they have sex?   |
| V1021 | HA5   | Can get AIDS virus from mosquito bites                       | discrete | numeric   | Can people get the HIV/AIDS virus from mosquito bites?   |
| V1022 | HA6   | Can get AIDS virus by sharing food with a person who has AID | discrete | numeric   | Can people get the HIV/AIDS virus by sharing food with a person who has AIDS virus?  |
| V1023 | HA7   | Healthy-looking person may have AIDS virus                   | discrete | numeric   | Is it possible for a healthy-looking person to have the HIV/AIDS virus?  |
| V1024 | HA8A  | AIDS virus from mother to child during pregnancy             | discrete | numeric   | Can the virus that causes HIV/AIDS be transmitted from a mother to her baby: During pregnancy?   |
| V1025 | HA8B  | AIDS virus from mother to child during delivery              | discrete | numeric   | Can the virus that causes HIV/AIDS be transmitted from a mother to her baby: During delivery?  |
| V1026 | HA8C  | AIDS virus from mother to child through breastfeeding        | discrete | numeric   | Can the virus that causes HIV/AIDS be transmitted from a mother to her baby: By breastfeeding?   |
| V1027 | HA9   | Should female teacher with AIDS virus be allowed to teach in | discrete | numeric   | In your opinion, if a female teacher has the HIV/AIDS virus but is not sick, should she be allowed to continue teaching in school?                                     |
| V1028 | 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 HIV/AIDS virus?  |
| V1029 | HA11  | If HH member became infected with AIDS virus, would want it  | discrete | numeric   | If a member of your family got infected with the HIV/AIDS virus, would you want it to remain a secret?   |
| V1030 | HA12  | Willing to care for person with AIDS in household            | discrete | numeric   | If a member of your family became sick with HIV/AIDS, would you be willing to care for him or her in your household?   |
| V1031 | HA15A | Given information about babies getting the AIDS virus from t | discrete | numeric   | During any of the antenatal visits for your pregnancy with (name), were you given any information about: Babies getting the HIV/AIDS virus from their mother?          |
| V1032 | HA15B | Given information about things that you can do to prevent ge | discrete | numeric   | During any of the antenatal visits for your pregnancy with (name), were you given any information about: Things that you can do to prevent getting the HIV/AIDS virus? |
| V1033 | HA15C | Given information about getting tested for the AIDS virus    | discrete | numeric   | During any of the antenatal visits for your pregnancy with (name), were you given any information about: Getting tested for the HIV/AIDS virus?                        |
| V1034 | HA15D | Offered a test for the AIDS virus                            | discrete | numeric   | During any of the antenatal visits for your pregnancy with (name), were you: Offered a test for the HIV/AIDS virus?  |
| V1035 | HA16  | Tested for AIDS virus as part of antenatal care              | discrete | numeric   | I don't want to know the results, but were you tested for the HIV/AIDS virus as part of your antenatal care?   |

| ID    | Name   | Label   | Type     | Format  | Question  |
|-------|--------|---|----------|---------|---|
| V1036 | HA17   | Received results from test during antenatal care          | discrete | numeric | I don't want to know the results, but did you get the results of the test?  |
| V1037 | HA18   | Received consultation after testing during antenatal care | discrete | numeric | Regardless of the result, all women who are tested are supposed to receive counselling after getting test result. After you were tested, did you receive counselling? |
| V1038 | HA20   | Tested for AIDS virus during delivery                     | discrete | numeric | I don't want to know the results, but were you tested for the HIV/AIDS virus between the time you went for delivery but before the baby was born?                     |
| V1039 | HA21   | Received results from test during delivery                | discrete | numeric | I don't want to know the results, but did you get the results of the test?  |
| V1040 | HA22   | Tested for AIDS virus since test during pregnancy         | discrete | numeric | Have you been tested for the HIV/AIDS virus since that time you were tested during your pregnancy?  |
| V1041 | HA23   | Most recent time of testing for AIDS virus                | discrete | numeric | When was the most recent time you were tested for the HIV/AIDS virus?   |
| V1042 | HA24   | Ever been tested for AIDS virus                           | discrete | numeric | I don't want to know the results, but have you ever been tested to see if you have the HIV/AIDS virus?  |
| V1043 | HA25   | Most recent time of testing for AIDS virus                | discrete | numeric | When was the most recent time you were tested?  |
| V1044 | HA26   | Received results of AIDS virus test                       | discrete | numeric | I don't want to know the results, but did you get the results of the test?  |
| V1045 | HA27   | Know a place to get AIDS virus test                       | discrete | numeric | Do you know of a place where people can go to get tested for the HIV/AIDS virus?  |
| V1046 | TNLN   | Net number  | discrete | numeric |   |
| V1047 | TN4    | Mosquito net observed                                     | discrete | numeric |   |
| V1048 | TN5    | Brand/type of observed net                                | discrete | numeric |   |
| V1049 | TN5A   | Source of supply of net                                   | discrete | numeric | Where did you get this net?   |
| V1050 | TN6    | Months ago net obtained                                   | discrete | numeric | How many months ago did your household get the mosquito net?  |
| V1051 | TN6A   | Cost of net (GHc)   | discrete | numeric | How much did it cost you to acquire this net (GHc)  |
| V1052 | TN8    | Net treated with an insecticide when obtained             | discrete | numeric | When you got the net, was it already treated with an insecticide to kill or repel mosquitoes?   |
| V1053 | TN9    | Net soaked or dipped since obtained                       | discrete | numeric | Since you got the net, was it ever soaked or dipped in a liquid to kill or repel mosquitoes?  |
| V1054 | TN10   | Months ago net soaked or dipped                           | discrete | numeric | How many months ago was the net last soaked or dipped?  |
| V1055 | TN11   | Persons slept under mosquito net last night               | discrete | numeric | Did anyone sleep under this mosquito net last night?  |
| V1056 | TN12_1 | Person 1 who slept under net                              | discrete | numeric | Who slept under this mosquito net last night?   |
| V1057 | TN12_2 | Person 2 who slept under net                              | discrete | numeric | Who slept under this mosquito net last night?   |
| V1058 | TN12_3 | Person 3 who slept under net                              | discrete | numeric | Who slept under this mosquito net last night?   |
| V1059 | TN12_4 | Person 4 who slept under net                              | discrete | numeric | Who slept under this mosquito net last night?   |
| V1060 | HH6    | Area  | discrete | numeric |   |
| V1061 | HH7    | Locality  | discrete | numeric |   |
| V1062 | WDOI   | Date of interview women (CMC)                             | discrete | numeric |   |
| V1063 | WDOB   | Date of birth of woman (CMC)                              | contin   | numeric |   |
| V1064 | WAGE   | Age   | discrete | numeric |   |
| V1065 | WDOM   | Date of marriage (CMC)                                    | contin   | numeric |   |

| ID    | Name      | Label                              | Type     | Format  | Question |
|-------|-----------|------------------------------------|----------|---------|----------|
| V1066 | WAGEM     | Age at first marriage/union        | contin   | numeric |          |
| V1067 | WDOBFC    | Date of birth of first child (CMC) | contin   | numeric |          |
| V1068 | WDOBLC    | Date of birth of last child (CMC)  | contin   | numeric |          |
| V1069 | MSTATUS   | Marital/Union status               | discrete | numeric |          |
| V1070 | CEB       | Children ever born                 | discrete | numeric |          |
| V1071 | CSURV     | Children surviving                 | discrete | numeric |          |
| V1072 | CDEAD     | Children dead                      | discrete | numeric |          |
| V1073 | welevel   | Education                          | discrete | numeric |          |
| V1074 | wempls    | Employment                         | discrete | numeric |          |
| V1075 | ethnicity | Ethnicity of household head        | discrete | numeric |          |
| V1076 | religion  | Religion of household head         | discrete | numeric |          |
| V1077 | wscore    | Wealth index score                 | contin   | numeric |          |
| V1078 | windex5   | Wealth index quintiles             | discrete | numeric |          |
| V1079 | wmweight  | Women's sample weight              | contin   | numeric |          |



## Cluster number (HH1)

File: ch

### Overview

|                  |                        |
|------------------|------------------------|
| Type: Continuous | Valid cases: 472       |
| Format: numeric  | Invalid: 0             |
| Width: 3         | Minimum: 1             |
| Decimals: 0      | Maximum: 100           |
| Range: 1-100     | Mean: 53.5             |
|                  | Standard deviation: 29 |

### 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: Discrete  | Valid cases: 472        |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 15             |
| Range: 1-15     | Mean: 8.1               |
|                 | Standard deviation: 4.2 |

### 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: 472        |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 2              |
| Decimals: 0     | Maximum: 13             |
| Range: 2-13     | Mean: 4.6               |
|                 | Standard deviation: 1.7 |

### Source of information

Interview information fields completed by interviewer

## Cluster number (UF1)

File: ch

### Overview

|                  |                        |
|------------------|------------------------|
| Type: Continuous | Valid cases: 472       |
| Format: numeric  | Invalid: 0             |
| Width: 3         | Minimum: 1             |
| Decimals: 0      | Maximum: 100           |
| Range: 1-100     | Mean: 53.5             |
|                  | Standard deviation: 29 |

## Cluster number (UF1)

File: ch

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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: Discrete  | Valid cases: 472        |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 15             |
| Range: 1-15     | Mean: 8.1               |
|                 | Standard deviation: 4.2 |

### 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: 472        |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 2              |
| Decimals: 0     | Maximum: 13             |
| Range: 2-13     | Mean: 4.6               |
|                 | Standard deviation: 1.7 |

### 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: 472        |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 14             |
| Range: 1-14     | Mean: 2.1               |
|                 | Standard deviation: 0.9 |

### Source of information

Interview information fields completed by interviewer

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

File: ch

### 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: 472         |
| Format: numeric  | Invalid: 0               |
| Width: 2         | Minimum: 12              |
| Decimals: 0      | Maximum: 57              |
| Range: 12-57     | Mean: 32.1               |
|                  | Standard deviation: 14.2 |

### 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: Continuous | Valid cases: 472        |
| Format: numeric  | Invalid: 0              |
| Width: 2         | Minimum: 1              |
| Decimals: 0      | Maximum: 31             |
| Range: 1-31      | Mean: 16.4              |
|                  | Standard deviation: 7.5 |

### 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: 472        |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 12             |
| Range: 1-12     | Mean: 9.6               |
|                 | Standard deviation: 4.6 |

## Month of interview (UF8M)

File: ch

### 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: 472 |
| Format: numeric  | Invalid: 0       |
| Width: 4         | Minimum: 2010    |
| Decimals: 0      | Maximum: 2011    |
| Range: 2010-2011 |                  |

### 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.

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

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 472 |
| Format: numeric | Invalid: 0       |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 96      |
| Range: 1-96     |                  |

### 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

## Field editor (UF10)

File: ch

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 472         |
| Format: numeric  | Invalid: 0               |
| Width: 2         | Minimum: 11              |
| Decimals: 0      | Maximum: 51              |
| Range: 11-51     | Mean: 29.7               |
|                  | Standard deviation: 14.1 |

### 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: Discrete  | Valid cases: 472        |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 13             |
| Range: 1-13     | Mean: 6.2               |
|                 | Standard deviation: 3.5 |

### 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  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| 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 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: 453  
Invalid: 19  
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: 6-99

Valid cases: 453  
Invalid: 19  
Minimum: 6  
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: 453  
Invalid: 19  
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: 453  
Invalid: 19  
Minimum: 1  
Maximum: 98

### 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: 453  
Invalid: 19  
Minimum: 1  
Maximum: 98

### 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: 453 |
| Format: numeric  | Invalid: 19      |
| Width: 4         | Minimum: 2005    |
| Decimals: 0      | Maximum: 9999    |
| 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: 453        |
| Format: numeric | Invalid: 19             |
| Width: 1        | Minimum: 0              |
| Decimals: 0     | Maximum: 4              |
| Range: 0-4      | Mean: 1.9               |
|                 | Standard deviation: 1.4 |

### 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 registered (BR2)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name)'s birth been registered with the births and deaths registry?

### 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.

## Birth certificate (BR1)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 357 |
| Format: numeric | Invalid: 115     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Source of information

The mother or caretaker of the child under five.

### Literal question

## Birth certificate (BR1)

File: ch

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 within first year of birth (BR2A)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 357 |
| Format: numeric | Invalid: 115     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Literal question

Was (name)'s birth registered within the first year of birth?

## Main reason for not registering the birth (BR2B)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 90 |
| Format: numeric | Invalid: 382    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| Range: 1-9      |                 |

### Literal question

What is the main reason why (name)'s birth is not registered?

## Know where to register birth (BR3)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 90 |
| Format: numeric | Invalid: 382    |
| 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 know where to register your child's birth?

### Interviewer instructions

## Know where to register birth (BR3)

### File: ch

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.

## Cost of birth registration (BR4)

### File: ch

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

#### Literal question

How much did it cost you, or how much do you think it would cost to register your child with the birth and death registry if the child is under 1 year old?

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

### File: ch

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 10      |
| Range: 0-99     |                  |

#### 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  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

## Homemade toys (EC2A)

File: ch

### 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 some 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

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 453

Invalid: 19

Minimum: 1

Maximum: 8

### 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: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| 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

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: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 0       |
| Decimals: 0     | Maximum: 8       |
| Range: 0-9      |                  |

### 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

## In past week, days left alone for more than 1 hour (EC3A)

### File: ch

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: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 0       |
| Decimals: 0     | Maximum: 8       |
| Range: 0-9      |                  |

#### 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  | Valid cases: 170 |
| Format: numeric | Invalid: 302     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

#### 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

## Attends early childhood education programme (EC5)

File: ch

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'.

## Within last 7 days, hours attended education (EC6)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 148 |
| Format: numeric | Invalid: 324     |
| 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: 37 |
| 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

## Books-Father (EC7AB)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 28

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-Other (EC7AX)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 30

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: 91

Invalid: 0

### Source of information

## Books-No one (EC7AY)

### File: ch

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.

## Tell stories-Mother (EC7BA)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 30

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: 17

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: 32

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: 99

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

Format: character

Width: 1

Valid cases: 68

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 lullabies?

#### 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

Format: character

Width: 1

Valid cases: 18

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 lullabies?

#### 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: 36

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 lullabies?

### 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: 70

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 lullabies?

### 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: 57

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: 35

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: 35

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: 74

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: 92

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: 52

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: 79

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: 29

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: 53

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: 33

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: 50

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: 68

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 identifies at least ten letters of the alphabet (EC8)

### File: ch

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 170 |
| Format: numeric | Invalid: 302     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

I would like to ask you some questions about the health and development of your child. Children do not all develop and learn at the same rate. For example, some walk earlier than others. These questions are related to several aspects of your child's development.

Can (name) identify or name at least ten letters of the alphabet?

#### Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the child can name ten or more letters of the alphabet while a 'No' answer means that the child can name less than ten or none at all.

## Child reads at least four simple, popular words (EC9)

### File: ch

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 170 |
| Format: numeric | Invalid: 302     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Can (name) read at least four simple, popular words?

#### Interviewer instructions

Circle the code corresponding to the response. A 'Yes' response means that the child can read at least four simple, popular words while a 'No' response means that the child can only read one or two, or none at all.

## Child knows name and recognizes symbol of all numbers from 1 (EC10)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 170 |
| Format: numeric | Invalid: 302     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) know the name and recognize the symbol of all numbers from 1 to 10?

### Interviewer instructions

Circle the code corresponding to the response. If parent seems hesitant, prompt with "does the child know '1'? Does the child know 2?" etc. A 'Yes' answer means that the child can recognize the symbol of all numbers from 1 to 10 while a 'No' answer means that the child can recognize less than ten or none at all.

## Child able to pick up small object with 2 fingers (EC11)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 170 |
| Format: numeric | Invalid: 302     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Source of information

The mother or caretaker of the child under five.

### Literal question

Can (name) pick up a small object with two fingers, like a stick or a rock from the ground?

### Interviewer instructions

Circle the code corresponding to the response. If necessary, use the pen you are holding to demonstrate the grip. Consider the small objects mentioned before when asking about the items children play with (sticks, rocks, animal shells or leaves). A 'Yes' answer means that the child is able to pick up small objects without difficulty while a 'No' answer means that the child seems to have difficulty with small items.

## Child sometimes too sick to play (EC12)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 170 |
| Format: numeric | Invalid: 302     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Source of information

The mother or caretaker of the child under five.

### Literal question

Is (name) sometimes too sick to play?

### Interviewer instructions

## Child sometimes too sick to play (EC12)

File: ch

Circle the code corresponding to the response. A 'Yes' answer means that the child often gets sick and cannot play or do many physical activities, while a 'No' answer is in cases when the child is consistently ready to be active and play and only appears tired when it is appropriate for him/her to be so (e.g., in the evening; at the usual nap time).

## Child follows simple directions (EC13)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 170 |
| Format: numeric | Invalid: 302     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) follow simple directions on how to do something correctly?

### Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the child can do things easily and correctly when asked to do so while a 'No' answer means that the child usually does not accomplish the simple tasks she/he is given successfully. Do not concern yourself with the reasons why not.

## Child able to do something independently (EC14)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 170 |
| Format: numeric | Invalid: 302     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Source of information

The mother or caretaker of the child under five.

### Literal question

When given something to do, is (name) able to do it independently?

### Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the child is able to occupy herself/himself independently for an appropriate length of time, without constant asking for assistance or giving up quickly (e.g., colouring, building structures, etc.) while a 'No' answer means that the child cannot occupy herself/himself independently, asks for help or assistance, or gives up the work/play easily if not provided with help.

## Child gets along well with other children (EC15)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 170 |
| Format: numeric | Invalid: 302     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

## Child gets along well with other children (EC15)

File: ch

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) get along well with other children?

### Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the child does well playing and interacting with other children while a 'No' answer means that the child is uncomfortable around other children, prefers to be alone, or gets into conflicts.

## Child kicks, bites or hits other children or adults (EC16)

File: ch

### Overview

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

Valid cases: 170  
Invalid: 302  
Minimum: 1  
Maximum: 2

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) kick, bite or hit other children or adults?

### Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the parent has noticed that the child can physically hurt (kick, bite, hit) other children while a 'No' answer means that the child does not do it. Do not concern yourself with what may be the reason of such behaviour (e.g., if parent tries to explain the reasons, or excuse the child).

## Child gets distracted easily (EC17)

File: ch

### Overview

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

Valid cases: 170  
Invalid: 302  
Minimum: 1  
Maximum: 8

### Source of information

The mother or caretaker of the child under five.

### Literal question

Does (name) get distracted easily?

### Interviewer instructions

Circle the code corresponding to the response. A 'Yes' answer means that the child has difficulty sticking with/continuing any activity for the necessary length of time, gets easily distracted by anything happening around her/him, or finds other activities before completing the one started while a 'No' answer means that the child doesn't get easily distracted.

## Child ever been breastfed (BF1)

File: ch

### Overview

## Child ever been breastfed (BF1)

File: ch

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

Valid cases: 453  
Invalid: 19  
Minimum: 1  
Maximum: 2

### 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  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 443  
Invalid: 29  
Minimum: 1  
Maximum: 2

### Source of information

The mother or caretaker of the child under five.

### Literal question

Is he/she still being breastfed?

### Interviewer instructions

'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  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 453  
Invalid: 19  
Minimum: 1  
Maximum: 8

### Source of information

## Child drank plain water yesterday (BF3)

File: ch

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

Valid cases: 453  
Invalid: 19  
Minimum: 1  
Maximum: 8

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) drink infant formula (similac, mama sua non, friso, nestle, or other) 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

### Overview

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

Valid cases: 47  
Invalid: 425  
Minimum: 1  
Maximum: 6

### 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  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 453  
Invalid: 19  
Minimum: 1  
Maximum: 8

## Child drank milk yesterday (BF6)

File: ch

### 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: 185 |
| Format: numeric | Invalid: 287     |
| 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

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| 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 light soup yesterday (BF9)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Source of information

## Child drank light soup yesterday (BF9)

File: ch

The mother or caretaker of the child under five.

### Literal question

Did (name) drink any light 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  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 453  
Invalid: 19  
Minimum: 1  
Maximum: 8

### 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  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 453  
Invalid: 19  
Minimum: 1  
Maximum: 8

### 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

## Child drank any other liquid yesterday (BF12)

### File: ch

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

Valid cases: 453  
Invalid: 19  
Minimum: 1  
Maximum: 8

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Did (name) drink any other liquids (tea, coffee, coke, or other) 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  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 453  
Invalid: 19  
Minimum: 1  
Maximum: 8

#### 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  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 42  
Invalid: 430  
Minimum: 1  
Maximum: 2

#### 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

## Child ate thin porridge yesterday (BF15)

File: ch

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

Valid cases: 453  
Invalid: 19  
Minimum: 1  
Maximum: 8

### Source of information

The mother or caretaker of the child under five.

### Literal question

Did (name) eat thin porridge (rice 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  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 453  
Invalid: 19  
Minimum: 1  
Maximum: 8

### 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

### Overview

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

Valid cases: 350  
Invalid: 122  
Minimum: 1  
Maximum: 6

### 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

## Child drank anything else from the bottle with a nipple yest (BF18)

File: ch

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

Valid cases: 453  
Invalid: 19  
Minimum: 1  
Maximum: 8

### 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 had diarrhoea in last 2 weeks (CA1)

File: ch

### Overview

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

Valid cases: 453  
Invalid: 19  
Minimum: 1  
Maximum: 8

### 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: 47  
Invalid: 425  
Minimum: 1  
Maximum: 8

### 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

## Child drank less or more during illness (CA2)

### File: ch

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

#### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 47 |
| Format: numeric | Invalid: 425    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| 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 sachet (ORS) (CA4A)

### File: ch

## Drank fluid made from sachet (ORS) (CA4A)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 47 |
| Format: numeric | Invalid: 425    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| 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 sachet (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: 47 |
| Format: numeric | Invalid: 425    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| 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.

## Coconut water (CA4C)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 47 |
| Format: numeric | Invalid: 425    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| Range: 1-9      |                 |

### Source of information

The mother or caretaker of the child under five.

### Literal question

## Coconut water (CA4C)

File: ch

During the episode of diarrhoea, was (name) given to drink any of the following:  
Coconut water?

### 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.

## Rice water (CA4D)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 47 |
| Format: numeric | Invalid: 425    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| 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:  
Rice water?

### 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.

## Mashed kenkey (CA4E)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 47 |
| Format: numeric | Invalid: 425    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| 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:  
Mashed kenkey?

### 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: 47 |
| Format: numeric | Invalid: 425    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| Range: 1-9      |                 |

### Source of information

The mother or caretaker of the child under five.

### Literal question

Was anything (else) given to treat the 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: 13 |
| 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: 4 |
| 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): Antimotility (CA6B)

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): Zinc (CA6C)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

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 (pill or syrup): Other (not antibiotic, anti (CA6G)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

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 (pill or syrup): Unknown (CA6H)

File: ch

## Other treatment (pill or syrup): Unknown (CA6H)

File: ch

### Overview

Type: Discrete

Valid cases: 5

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): Antibiotic (CA6L)

File: ch

### Overview

Type: Discrete

Valid cases: 0

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): Non-antibiotic (CA6M)

File: ch

### Overview

Type: Discrete

Valid cases: 0

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 (injection): Non-antibiotic (CA6M)

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 (injection): Unknown (CA6N)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

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: Intravenous (CA6O)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

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: Home remedy/Herbal medicine (CA6Q)

File: ch

## Other treatment: Home remedy/Herbal medicine (CA6Q)

File: ch

### Overview

Type: Discrete

Valid cases: 1

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: Other (CA6X)

File: ch

### Overview

Type: Discrete

Valid cases: 8

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.

## Child ill with cough in last 2 weeks (CA7)

File: ch

### Overview

Type: Discrete

Valid cases: 453

Format: numeric

Invalid: 19

Width: 1

Minimum: 1

Decimals: 0

Maximum: 8

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

## Child ill with cough in last 2 weeks (CA7)

### File: ch

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: 120 |
| Format: numeric | Invalid: 352     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

When the child 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: 42 |
| Format: numeric | Invalid: 430    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 6      |
| Range: 1-9      |                 |

#### Source of information

The mother or caretaker of the child under five.

#### 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: 8 |
| Format: numeric | Invalid: 464   |
| Width: 1        | Minimum: 1     |
| Decimals: 0     | Maximum: 2     |
| 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 / Pol (CA11A)

File: ch

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 2 |
| 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

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

## Place sought care: (public sector) Government health center (CA11B)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

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: 0

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) Community health worker (CA11D)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

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: 0

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 public (CA11H)

File: ch

### Overview

Type: Discrete

Valid cases: 0

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

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

Valid cases: 2

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

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

Valid cases: 0

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

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 / Chemical shop (CA11K)

File: ch

### Overview

Type: Discrete

Valid cases: 1

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

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: 0  
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: Herbal centre / Clinic (CA11M)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
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: 0  
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: 1  
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

Valid cases: 0

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

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

Valid cases: 0

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

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: Drug peddler (CA11S)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

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 (CA11X)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

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

## Given medicine to treat this illness (CA12)

File: ch

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 8 |
| Format: numeric | Invalid: 464   |
| Width: 1        | Minimum: 1     |
| Decimals: 0     | Maximum: 1     |
| Range: 1-9      |                |

### 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    | Valid cases: 2 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### 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: Antibiotic injection (CA13B)

File: ch

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 0 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

## Medicine: Antibiotic injection (CA13B)

### 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: Anti-malarials (CA13M)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

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: Paracetamol / Panadol / Acetaminophen (CA13P)

### File: ch

#### Overview

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

What medicine was (name) given?

#### Interviewer instructions

## Medicine: Paracetamol / Panadol / Acetaminophen (CA13P)

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: Aspirin (CA13Q)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

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: Ibuprofen (CA13R)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

## Medicine: Ibuprofen (CA13R)

### 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: Other (CA13X)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 6

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: DK (CA13Z)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What medicine was (name) given?

#### Interviewer instructions

## Medicine: DK (CA13Z)

### 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'.

## What was done to dispose of the stools (CA15)

### File: ch

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 283 |
| Format: numeric | Invalid: 189     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 96      |
| Range: 1-99     |                  |

#### 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

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.

## Child ill with fever in last 2 weeks (ML1)

### File: ch

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

In the last two weeks, has (name) been ill with a fever at any time?

#### Interviewer instructions

## Child ill with fever in last 2 weeks (ML1)

File: ch

Fever is a symptom of malaria, and in areas where malaria is prevalent, mothers are advised to take action to treat for malaria as soon as fever begins.

Circle the code corresponding to the answer given. Circle the code corresponding to 'Yes' only if the child has been ill with a fever at any time in the 2 weeks prior to the date of the interview. If the child has not been ill with a fever or the respondent doesn't know, go to next module.

## Blood taken for testing during illness (ML2)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 42 |
| Format: numeric | Invalid: 430    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| Range: 1-9      |                 |

### Source of information

The mother or caretaker of the child under five.

### Literal question

At any time during the illness, did (name) have blood taken from his/her finger or heel for testing?

### Interviewer instructions

Circle the code corresponding to the response given.

## Advice or treatment during illness (ML3)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 42 |
| Format: numeric | Invalid: 430    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 2      |
| 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

Circle the code corresponding to the answer given. If the respondent did not seek any advice or treatment from any source or doesn't know, skip to ML8.

## Child taken to a health facility during illness (ML4)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 37 |
| Format: numeric | Invalid: 435    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 2      |
| Range: 1-9      |                 |

### Source of information

## Child taken to a health facility during illness (ML4)

File: ch

The mother or caretaker of the child under five.

### Literal question

Was (name) taken to a health facility during this illness?

### Interviewer instructions

Circle the code corresponding to the answer given. If the child was not taken to a health facility or if the mother/primary caretaker does not know, skip to ML9.

## Child given medicine at health facility (ML5)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 31 |
| Format: numeric | Invalid: 441    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 1      |
| Range: 1-9      |                 |

### Source of information

The mother or caretaker of the child under five.

### Literal question

Was (name) given any medicine for fever or malaria at the health facility?

### Interviewer instructions

Circle the code corresponding to the answer given. If the child was not given any medicine for the fever or malaria that was provided or prescribed at a health facility, or if the mother/primary caretaker does not know, skip to ML7.

## Medicine given: SP / Fansidar (ML6A)

File: ch

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 1 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### 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 given: Chloroquine (ML6B)

File: ch

### Overview

## Medicine given: Chloroquine (ML6B)

File: ch

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
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 given: Amodiaquine (ML6C)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 12  
Invalid: 0

### 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 given: Quinine (ML6D)

File: ch

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

## Medicine given: Quinine (ML6D)

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 given: Combination with artemisinin (ML6E)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 4

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 given: Efpac Junior (ML6F)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

## Medicine given: Efpac Junior (ML6F)

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 given: Camoquine (ML6G)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

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 given: Other anti-malarial (ML6H)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 9

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

## Medicine given: Other anti-malarial (ML6H)

### 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 given: Antibiotic pill / syrup (ML6I)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 7

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 given: Antibiotic injection (ML6J)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What medicine was (name) given?

#### Interviewer instructions

## Medicine given: Antibiotic injection (ML6J)

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 given: Paracetamol / Panadol / Acetaminophen (ML6P)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 15

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 given: Aspirin (ML6Q)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

## Medicine given: Aspirin (ML6Q)

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 given: Ibuprofen (ML6R)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

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 given: Other (ML6X)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 6

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

## Medicine given: Other (ML6X)

### 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 given: DK (ML6Z)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

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'.

## Child given medicine before visiting health facility (ML7)

### File: ch

#### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 31

Invalid: 441

Minimum: 1

Maximum: 2

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

Was (name) given any medicine for the fever or malaria before being taken to the health facility?

#### Interviewer instructions

## Child given medicine before visiting health facility (ML7)

File: ch

Circle the code corresponding to the answer given. If the response is 'Yes', skip to ML9 to learn the type of medicine given. If the child did not take any medicine for the fever or malaria before being taken to the health facility or the respondent doesn't know, skip to ML10.

Note that all response categories to this question skip ML8, to go to either ML9 or ML10.

## Child given medicine for malaria or fever during illness (ML8)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 11 |
| Format: numeric | Invalid: 461    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 1      |
| Range: 1-9      |                 |

### Source of information

The mother or caretaker of the child under five.

### Literal question

Was (name) given any medicine for fever or malaria during this illness?

### Interviewer instructions

This question is only asked if the respondent did not seek advice or treatment for the illness from any source (ML3 = 2 or 8).

Circle the code corresponding to the answer given. If the child was not given any medicine for the fever or malaria during this illness or the respondent does not know, circle the appropriate code and skip to ML10. Otherwise, continue to the next question.

## Medicine given: SP / Fansidar (ML9A)

File: ch

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 0 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### 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 given: Chloroquine (ML9B)

File: ch

## Medicine given: Chloroquine (ML9B)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

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 given: Amodiaquine (ML9C)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 3

Invalid: 0

### 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 given: Quinine (ML9D)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

## Medicine given: Quinine (ML9D)

File: ch

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 given: Combination with Artemisinin (ML9E)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

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 given: Espac Junior (ML9F)

File: ch

### Overview

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

What medicine was (name) given?

### Interviewer instructions

## Medicine given: Espac Junior (ML9F)

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 given: Camoquine (ML9G)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

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 given: Other anti-malarial (ML9H)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

## Medicine given: Other anti-malarial (ML9H)

### 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 given: Antibiotic pill / syrup (ML9I)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 5

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 given: Antibiotic injection (ML9J)

### File: ch

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

#### Source of information

The mother or caretaker of the child under five.

#### Literal question

What medicine was (name) given?

#### Interviewer instructions

## Medicine given: Antibiotic injection (ML9J)

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 given: Paracetamol / Panadol / Acetaminophen (ML9P)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 13

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 given: Aspirin (ML9Q)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

## Medicine given: Aspirin (ML9Q)

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 given: Ibuprofen (ML9R)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

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 given: Other (ML9X)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 5

Invalid: 0

### Source of information

The mother or caretaker of the child under five.

### Literal question

What medicine was (name) given?

### Interviewer instructions

## Medicine given: Other (ML9X)

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 given: DK (ML9Z)

File: ch

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

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'.

## Days after fever started first took anti-malarial (ML11)

File: ch

### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 0-9

Valid cases: 32

Invalid: 440

Minimum: 0

Maximum: 8

### Source of information

The mother or caretaker of the child under five.

### Literal question

How long after the fever started did (name) first take (name of anti-malarial from ML6 or ML9)?

### Interviewer instructions

## Days after fever started first took anti-malarial (ML11)

### File: ch

This question asks about the time interval between the beginning of the child's fever and when he/she took the first dose of an anti-malarial medicine to treat the fever.

If multiple anti-malarial medicines are mentioned in ML6 or ML9, name all anti-malarials mentioned. Record the code for the day on which an anti-malarial was given for the first time. If he/she started taking (the anti-malarial) the same day the fever started, circle '0' for 'Same day'. If the anti-malarial was first given the next day (the day after the fever began), circle '1' for 'Next day' and so on. If the respondent does not know how long after the fever started the child first took the anti-malarial, circle '8'.

## Vaccination card for child (IM1)

### File: ch

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 3       |
| 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: 7 |
| Format: numeric | Invalid: 465   |
| Width: 1        | Minimum: 1     |
| Decimals: 0     | Maximum: 2     |
| 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: 379 |
| Format: numeric | Invalid: 93      |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 66      |
| 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: 375 |
| Format: numeric | Invalid: 97      |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 12      |
| 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: 375 |
| Format: numeric  | Invalid: 97      |
| Width: 4         | Minimum: 2005    |
| Decimals: 0      | Maximum: 2010    |
| Range: 2005-9999 |                  |

#### 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: 379 |
| Format: numeric | Invalid: 93      |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 66      |
| 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: 364 |
| Format: numeric | Invalid: 108     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 12      |
| 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: 364 |
| Format: numeric  | Invalid: 108     |
| Width: 4         | Minimum: 2005    |
| Decimals: 0      | Maximum: 2010    |
| Range: 2005-9999 |                  |

#### 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: 379 |
| Format: numeric | Invalid: 93      |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 31      |
| 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: 369 |
| Format: numeric | Invalid: 103     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 12      |
| 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: 369 |
| Format: numeric  | Invalid: 103     |
| Width: 4         | Minimum: 2006    |
| Decimals: 0      | Maximum: 2011    |
| 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: 379 |
| Format: numeric | Invalid: 93      |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 66      |
| 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: 354 |
| Format: numeric | Invalid: 118     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 12      |
| 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: 354 |
| Format: numeric  | Invalid: 118     |
| Width: 4         | Minimum: 2006    |
| Decimals: 0      | Maximum: 2011    |
| 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: 379 |
| Format: numeric | Invalid: 93      |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 66      |
| 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: 344 |
| Format: numeric | Invalid: 128     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 12      |
| 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: 344 |
| Format: numeric  | Invalid: 128     |
| Width: 4         | Minimum: 2006    |
| Decimals: 0      | Maximum: 2010    |
| 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 DPT/HepB/INFL1 immunization (IM3D1D)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 379 |
| Format: numeric | Invalid: 93      |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 31      |
| 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 DPT/HepB/INFL1 immunization (IM3D1M)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 369 |
| Format: numeric | Invalid: 103     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 12      |
| Range: 1-99     |                  |

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of DPT/HepB/INFL1 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 DPT/HepB/INFL1 immunization (IM3D1Y)

### File: ch

#### Overview

|                  |                  |
|------------------|------------------|
| Type: Discrete   | Valid cases: 369 |
| Format: numeric  | Invalid: 103     |
| Width: 4         | Minimum: 2006    |
| Decimals: 0      | Maximum: 2011    |
| 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 DPT/HepB/INFL2 immunization (IM3D2D)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 379 |
| Format: numeric | Invalid: 93      |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 66      |
| 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 DPT/HepB/INFL2 immunization (IM3D2M)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 354 |
| Format: numeric | Invalid: 118     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 12      |
| Range: 1-99     |                  |

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of DPT/HepB/INFL2 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 DPT/HepB/INFL2 immunization (IM3D2Y)

### File: ch

#### Overview

|                  |                  |
|------------------|------------------|
| Type: Discrete   | Valid cases: 354 |
| Format: numeric  | Invalid: 118     |
| Width: 4         | Minimum: 2006    |
| Decimals: 0      | Maximum: 2011    |
| 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 DPT/HepB/INFL3 immunization (IM3D3D)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 379 |
| Format: numeric | Invalid: 93      |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 66      |
| 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 DPT/HepB/INFL3 immunization (IM3D3M)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 344 |
| Format: numeric | Invalid: 128     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 12      |
| Range: 1-99     |                  |

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of DPT/HepB/INFL3 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 DPT/HepB/INFL3 immunization (IM3D3Y)

### File: ch

#### Overview

|                  |                  |
|------------------|------------------|
| Type: Discrete   | Valid cases: 344 |
| Format: numeric  | Invalid: 128     |
| Width: 4         | Minimum: 2006    |
| Decimals: 0      | Maximum: 2010    |
| 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 immunization (IM3MD)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 379 |
| Format: numeric | Invalid: 93      |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 66      |
| 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 immunization (IM3MM)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 288 |
| Format: numeric | Invalid: 184     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 12      |
| Range: 1-99     |                  |

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month Measles 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 immunization (IM3MY)

### File: ch

#### Overview

|                  |                  |
|------------------|------------------|
| Type: Discrete   | Valid cases: 288 |
| Format: numeric  | Invalid: 184     |
| Width: 4         | Minimum: 2006    |
| Decimals: 0      | Maximum: 2011    |
| 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 Yellow Fever immunization (IM3YD)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 379 |
| Format: numeric | Invalid: 93      |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 66      |
| 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 Yellow Fever immunization (IM3YM)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 284 |
| Format: numeric | Invalid: 188     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 12      |
| Range: 1-99     |                  |

### Interviewer instructions

## Month of Yellow Fever immunization (IM3YM)

### 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 Yellow Fever immunization (IM3YY)

### File: ch

#### Overview

|                  |                  |
|------------------|------------------|
| Type: Discrete   | Valid cases: 284 |
| Format: numeric  | Invalid: 188     |
| Width: 4         | Minimum: 2006    |
| Decimals: 0      | Maximum: 2011    |
| 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 Vitamin A1 (IM3VD)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 379 |
| Format: numeric | Invalid: 93      |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 66      |
| 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 Vitamin A1 (IM3VM)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 251 |
| Format: numeric | Invalid: 221     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 12      |
| Range: 1-99     |                  |

### Source of information

The mother or caretaker of the child under five.

### Interviewer instructions

## Month of Vitamin A1 (IM3VM)

### 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 Vitamin A1 (IM3VY)

### File: ch

#### Overview

|                  |                  |
|------------------|------------------|
| Type: Discrete   | Valid cases: 251 |
| Format: numeric  | Invalid: 221     |
| Width: 4         | Minimum: 2006    |
| Decimals: 0      | Maximum: 2011    |
| 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 Vitamin A2 (IM3V2D)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 379 |
| Format: numeric | Invalid: 93      |
| 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 Vitamin A2 (IM3V2M)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 97 |
| Format: numeric | Invalid: 375    |
| Width: 2        | Minimum: 1      |
| Decimals: 0     | Maximum: 99     |
| Range: 1-99     |                 |

### Interviewer instructions

## Month of Vitamin A2 (IM3V2M)

### 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 Vitamin A2 (IM3V2Y)

### File: ch

#### Overview

|                  |                 |
|------------------|-----------------|
| Type: Discrete   | Valid cases: 97 |
| Format: numeric  | Invalid: 375    |
| 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: 98 |
| Format: numeric | Invalid: 374    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 2      |
| 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: 74 |
| Format: numeric | Invalid: 398    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| 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: 72  
Invalid: 400  
Minimum: 1  
Maximum: 8

### 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 upper arm 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: 72  
Invalid: 400  
Minimum: 1  
Maximum: 8

### 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: 71  
Invalid: 401  
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: 71  
Invalid: 401  
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/HepB vaccination (IM11)

File: ch

### Overview

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

Valid cases: 72  
Invalid: 400  
Minimum: 1  
Maximum: 9

### Source of information

The mother or caretaker of the child under five.

### Literal question

Has (name) ever received a DPT/HepB 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: 64  
Invalid: 408  
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 Measles vaccination (IM16)

File: ch

## Child ever given Measles vaccination (IM16)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 72 |
| Format: numeric | Invalid: 400    |
| 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 ever given Yellow Fever vaccination (IM17)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 72 |
| Format: numeric | Invalid: 400    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 9      |
| Range: 1-9      |                 |

### Literal question

Has (name) ever received the yellow fever injection - that is, a shot in the arm at the age of 9 months or older - to prevent him/her from getting yellow fever?

### Interviewer instructions

Probe by indicating that the yellow fever vaccine is sometimes given at the same time as the measles vaccine

## Child given Vitamin A dose within last 6 months (IM18)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 72 |
| Format: numeric | Invalid: 400    |
| 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 Polio immunization Phase I (March 2010) (IM19A)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| 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 over the course of the year:  
Polio immunization Phase I (March 2010)

### 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 Polio immunization Phase II (April 2010) (IM19B)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| 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 over the course of the year:  
Polio immunization Phase II (April 2010)

### 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 Measles Vaccination (November 3-6) (IM19C) File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

## Child participated in Measles Vaccination (November 3-6) (IM19C)

File: ch

The mother or caretaker of the child under five.

### Literal question

Please tell me if (name) has participated in any of the following campaigns over the course of the year:  
Measles Vaccination (November 3-6)

### 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.

## Measurer's identification code (AN1)

File: ch

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 453         |
| Format: numeric  | Invalid: 19              |
| Width: 2         | Minimum: 4               |
| Decimals: 0      | Maximum: 99              |
| Range: 4-99      | Mean: 34.9               |
|                  | Standard deviation: 14.6 |

### Source of information

Interview information fields completed by interviewer

### Pre question

Measurer's name and identification code:

### Interviewer instructions

You should enter the name and two-digit identification number of the person who performed the measurements in the space provided. This would normally be the measurer.

## Result of height/length and weight measurement (AN2)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

Interview information fields completed by interviewer

### Pre question

Result of height/length and weight measurement

### Interviewer instructions

Circle the appropriate code corresponding to the result of the measurement. If the reason is 'Other', write a description in the line provided and circle '6'.

## Child's weight (kilograms) (AN3)

File: ch

### Overview

## Child's weight (kilograms) (AN3)

File: ch

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 1  
Range: 3.3-99.9

Valid cases: 437  
Invalid: 35  
Minimum: 3.3  
Maximum: 99.9

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

The child should be weighed according to the instructions given during training. Record exactly as is shown on the scale, in kilograms with one decimal point. Place the kilograms to the left of the decimal point and grams to the right of the decimal point. Use a leading zero if the number of kilograms is one digit. If the weight is not measured circle '99.9'.

## Child measured lying or standing (AN4A)

File: ch

### Overview

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

Valid cases: 437  
Invalid: 35  
Minimum: 1  
Maximum: 9

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Check the age of the child in AG2. If the child is under 2 years old, check the appropriate box, circle '1' and then measure and record recumbent length (that is, lying down), to the nearest tenth of a centimetre. If the child is age two or older, check the corresponding box, circle '2', and then measure and record standing height. Write a zero first if the number of centimetres is two digits.

## Child's length or height (centimetres) (AN4)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 5  
Decimals: 1  
Range: 45.5-999.9

Valid cases: 437  
Invalid: 35  
Minimum: 45.5  
Maximum: 999.9

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Check the age of the child in AG2. If the child is under 2 years old, check the appropriate box, circle '1' and then measure and record recumbent length (that is, lying down), to the nearest tenth of a centimetre. If the child is age two or older, check the corresponding box, circle '2', and then measure and record standing height. Write a zero first if the number of centimetres is two digits.

## Height for age percentile NCHS (HAP)

File: ch

### Overview

## Height for age percentile NCHS (HAP)

File: ch

|                  |                        |
|------------------|------------------------|
| Type: Continuous | Valid cases: 453       |
| Format: numeric  | Invalid: 19            |
| Width: 4         | Minimum: 0             |
| Decimals: 1      | Maximum: 99.9          |
| Range: 0-99.9    | Mean: 44.6             |
|                  | Standard deviation: 33 |

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Height for age z-score NCHS (HAZ)

File: ch

### Overview

|                   |                         |
|-------------------|-------------------------|
| Type: Continuous  | Valid cases: 453        |
| Format: numeric   | Invalid: 19             |
| Width: 5          | Minimum: -6.2           |
| Decimals: 2       | Maximum: 10             |
| Range: -6.16-9.99 | Mean: 0.3               |
|                   | Standard deviation: 2.7 |

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Height for age percent of reference median NCHS (HAM)

File: ch

### Overview

|                   |                           |
|-------------------|---------------------------|
| Type: Continuous  | Valid cases: 453          |
| Format: numeric   | Invalid: 19               |
| Width: 5          | Minimum: 76.8             |
| Decimals: 1       | Maximum: 999.9            |
| Range: 76.8-999.9 | Mean: 150.5               |
|                   | Standard deviation: 209.9 |

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for age percentile NCHS (WAP)

File: ch

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 453         |
| Format: numeric  | Invalid: 19              |
| Width: 4         | Minimum: 0               |
| Decimals: 1      | Maximum: 99.9            |
| Range: 0-99.9    | Mean: 31.6               |
|                  | Standard deviation: 31.5 |

## Weight for age percentile NCHS (WAP)

File: ch

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for age z-score NCHS (WAZ)

File: ch

### Overview

|                   |                         |
|-------------------|-------------------------|
| Type: Continuous  | Valid cases: 453        |
| Format: numeric   | Invalid: 19             |
| Width: 5          | Minimum: -4.4           |
| Decimals: 2       | Maximum: 10             |
| Range: -4.43-9.99 | Mean: -0.3              |
|                   | Standard deviation: 2.7 |

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for age percent of reference median NCHS (WAM)

File: ch

### Overview

|                   |                           |
|-------------------|---------------------------|
| Type: Continuous  | Valid cases: 453          |
| Format: numeric   | Invalid: 19               |
| Width: 5          | Minimum: 53.4             |
| Decimals: 1       | Maximum: 999.9            |
| Range: 53.4-999.9 | Mean: 139.3               |
|                   | Standard deviation: 204.2 |

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for height percentile NCHS (WHP)

File: ch

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 453         |
| Format: numeric  | Invalid: 19              |
| Width: 4         | Minimum: 0               |
| Decimals: 1      | Maximum: 99.9            |
| Range: 0-99.9    | Mean: 33                 |
|                  | Standard deviation: 31.7 |

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for height z-score NCHS (WHZ)

File: ch

### Overview

|                   |                         |
|-------------------|-------------------------|
| Type: Continuous  | Valid cases: 453        |
| Format: numeric   | Invalid: 19             |
| Width: 5          | Minimum: -5             |
| Decimals: 2       | Maximum: 10             |
| Range: -4.96-9.99 | Mean: -0.1              |
|                   | Standard deviation: 2.9 |

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for height percent of reference median NCHS (WHM)

File: ch

### Overview

|                   |                           |
|-------------------|---------------------------|
| Type: Continuous  | Valid cases: 453          |
| Format: numeric   | Invalid: 19               |
| Width: 5          | Minimum: 55.9             |
| Decimals: 1       | Maximum: 999.9            |
| Range: 55.9-999.9 | Mean: 151.4               |
|                   | Standard deviation: 222.4 |

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Flag for anthropometric indicators (FLAG)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 0       |
| Decimals: 0     | Maximum: 7       |
| Range: 0-7      |                  |

## Body Mass Index WHO (BMI)

File: ch

### Overview

|                   |                  |
|-------------------|------------------|
| Type: Discrete    | Valid cases: 453 |
| Format: numeric   | Invalid: 19      |
| Width: 5          | Minimum: 9.7     |
| Decimals: 2       | Maximum: 100     |
| Range: 9.73-99.99 |                  |

### Source of information

Constructed variables used for analysis

## Body Mass Index z-score WHO (ZBMI)

File: ch

### Overview

|                    |                  |
|--------------------|------------------|
| Type: Discrete     | Valid cases: 453 |
| Format: numeric    | Invalid: 19      |
| Width: 5           | Minimum: -4.4    |
| Decimals: 2        | Maximum: 100     |
| Range: -4.35-99.99 |                  |

### Source of information

Constructed variables used for analysis

## Height for age z-score WHO (HAZ2)

File: ch

### Overview

|                    |                  |
|--------------------|------------------|
| Type: Discrete     | Valid cases: 453 |
| Format: numeric    | Invalid: 19      |
| Width: 5           | Minimum: -4.2    |
| Decimals: 2        | Maximum: 100     |
| Range: -4.21-99.99 |                  |

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for age z-score WHO (WAZ2)

File: ch

### Overview

|                    |                  |
|--------------------|------------------|
| Type: Discrete     | Valid cases: 453 |
| Format: numeric    | Invalid: 19      |
| Width: 5           | Minimum: -4.7    |
| Decimals: 2        | Maximum: 100     |
| Range: -4.71-99.99 |                  |

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for height z-score WHO (WHZ2)

File: ch

### Overview

|                    |                  |
|--------------------|------------------|
| Type: Discrete     | Valid cases: 453 |
| Format: numeric    | Invalid: 19      |
| Width: 5           | Minimum: -4.3    |
| Decimals: 2        | Maximum: 100     |
| Range: -4.28-99.99 |                  |

### Pre question

Recoded variable

## Height for age flag WHO (HAZFLAG)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 0       |
| Decimals: 0     | Maximum: 1       |
| Range: 0-1      |                  |

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for age flag WHO (WAZFLAG)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 0       |
| Decimals: 0     | Maximum: 1       |
| Range: 0-1      |                  |

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Weight for height flag WHO (WHZFLAG)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 0       |
| Decimals: 0     | Maximum: 1       |
| Range: 0-1      |                  |

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## BMI flag WHO (BMIFLAG)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 0       |
| Decimals: 0     | Maximum: 1       |
| Range: 0-1      |                  |

### Source of information

## BMI flag WHO (BMIFLAG)

File: ch

Constructed variables used for analysis

## Weight for height - Age flag WHO (WHZNOAGE)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 0       |
| Decimals: 0     | Maximum: 0       |
| Range: 0-1      |                  |

### Source of information

Constructed variables used for analysis

### Pre question

Recoded variable

## Net number (TNLN)

File: ch

### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 46         |
| Format: numeric | Invalid: 426            |
| Width: 1        | Minimum: 1              |
| Decimals: 0     | Maximum: 3              |
| Range: 1-3      | Mean: 1.2               |
|                 | Standard deviation: 0.5 |

## Mosquito net observed (TN4)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 46 |
| Format: numeric | Invalid: 426    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 2      |
| Range: 1-9      |                 |

### Source of information

Interviewer's visual observation

## Brand/type of observed net (TN5)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 46 |
| Format: numeric | Invalid: 426    |
| Width: 2        | Minimum: 11     |
| Decimals: 0     | Maximum: 98     |
| Range: 11-99    |                 |

### Source of information

## Brand/type of observed net (TN5)

File: ch

Interviewer's visual observation

### Interviewer instructions

Observe or ask the brand/type of mosquito net  
If brand is unknown and you cannot observe the net, show pictures of typical net types/brand to represent.

## Source of supply of net (TN5A)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 46 |
| Format: numeric | Invalid: 426    |
| Width: 2        | Minimum: 11     |
| Decimals: 0     | Maximum: 98     |
| Range: 11-99    |                 |

### Literal question

Where did you get this net?

## Months ago net obtained (TN6)

File: ch

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 46 |
| Format: numeric | Invalid: 426    |
| Width: 2        | Minimum: 1      |
| Decimals: 0     | Maximum: 98     |
| Range: 0-99     |                 |

### Source of information

Head of household or other responsible household member

### Literal question

How many months ago did your household get this net?

### Interviewer instructions

If less than one month, record "00"

## Cost of net (GHc) (TN6A)

File: ch

### Overview

|                  |                |
|------------------|----------------|
| Type: Discrete   | Valid cases: 5 |
| Format: numeric  | Invalid: 467   |
| Width: 4         | Minimum: 99.8  |
| Decimals: 1      | Maximum: 99.8  |
| Range: 99.8-99.9 |                |

### Literal question

How much did it cost you to acquire this net (GHc)

### Interviewer instructions

If received free of charge, record "00.0"

## Net treated with an insecticide when obtained (TN8)

File: ch

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 5 |
| Format: numeric | Invalid: 467   |
| Width: 1        | Minimum: 1     |
| Decimals: 0     | Maximum: 8     |
| Range: 1-9      |                |

### Source of information

Head of household or other responsible household member

### Literal question

When you got the net, was it already treated with an insecticide to kill or repel mosquitoes?

## Net soaked or dipped since obtained (TN9)

File: ch

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 8 |
| Format: numeric | Invalid: 464   |
| Width: 1        | Minimum: 1     |
| Decimals: 0     | Maximum: 2     |
| Range: 1-9      |                |

### Source of information

Head of household or other responsible household member

### Literal question

Since you got the net, has it ever been soaked or dipped in a liquid to kill or repel mosquitoes?

## Months ago net soaked or dipped (TN10)

File: ch

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 1 |
| Format: numeric | Invalid: 471   |
| Width: 2        | Minimum: 95    |
| Decimals: 0     | Maximum: 95    |
| Range: 0-99     |                |

### Source of information

Head of household or other responsible household member

### Literal question

How many months ago was the net last soaked or dipped?

### Interviewer instructions

If less than one month, record "00"

## Persons slept under mosquito net last night (TN11)

File: ch

### Overview

## Persons slept under mosquito net last night (TN11)

File: ch

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

Valid cases: 46  
Invalid: 426  
Minimum: 1  
Maximum: 1

### Source of information

Head of household or other responsible household member

### Literal question

Did anyone sleep under this mosquito net last night?

## Person 1 who slept under net (TN12\_1)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-90

Valid cases: 46  
Invalid: 426  
Minimum: 1  
Maximum: 7

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

Record the person's line number from the household listing form  
If someone not in the household list slept under the mosquito net, record "00"

## Person 2 who slept under net (TN12\_2)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-90

Valid cases: 46  
Invalid: 426  
Minimum: 2  
Maximum: 90

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

Record the person's line number from the household listing form  
If someone not in the household list slept under the mosquito net, record "00"

## Person 3 who slept under net (TN12\_3)

File: ch

### Overview

## Person 3 who slept under net (TN12\_3)

File: ch

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-90

Valid cases: 38  
Invalid: 434  
Minimum: 3  
Maximum: 90

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

Record the person's line number from the household listing form  
If someone not in the household list slept under the mosquito net, record "00"

## Person 4 who slept under net (TN12\_4)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 0-90

Valid cases: 15  
Invalid: 457  
Minimum: 90  
Maximum: 90

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

Record the person's line number from the household listing form  
If someone not in the household list slept under the mosquito net, record "00"

## Area (HH6)

File: ch

### Overview

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

Valid cases: 472  
Invalid: 0  
Minimum: 1  
Maximum: 1

### 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.

## Locality (HH7)

File: ch

### Overview

## Locality (HH7)

File: ch

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-5

Valid cases: 472  
Invalid: 0  
Minimum: 1  
Maximum: 5

### 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: 472  
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

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

Valid cases: 421  
Invalid: 51  
Minimum: 1  
Maximum: 8

### 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: 404 |
| Format: numeric | Invalid: 68      |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 98      |
| 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

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: 472        |
| Format: numeric  | Invalid: 0              |
| Width: 4         | Minimum: 1332           |
| Decimals: 0      | Maximum: 1333           |
| Range: 1332-1333 | Mean: 1332.2            |
|                  | Standard deviation: 0.4 |

### Source of information

Interview information fields completed by interviewer

## Date of birth of child (CMC) (CDOB)

File: ch

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 453         |
| Format: numeric  | Invalid: 19              |
| Width: 4         | Minimum: 1273            |
| Decimals: 0      | Maximum: 1332            |
| Range: 1273-1332 | Mean: 1302.8             |
|                  | Standard deviation: 17.6 |

### Source of information

The mother or caretaker of the child under five.

## Age (months) (CAGE)

File: ch

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 453         |
| Format: numeric  | Invalid: 19              |
| Width: 2         | Minimum: 0               |
| Decimals: 0      | Maximum: 59              |
| Range: 0-59      | Mean: 29                 |
|                  | Standard deviation: 17.6 |

### Source of information

The mother or caretaker of the child under five.

## Age (CAGE\_6)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 6       |
| Range: 1-6      |                  |

## Age (CAGE\_11)

File: ch

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 453 |
| Format: numeric | Invalid: 19      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 5       |
| Range: 1-5      |                  |

## Age in days (CAGED)

File: ch

### Overview

|                  |                            |
|------------------|----------------------------|
| Type: Continuous | Valid cases: 453           |
| Format: numeric  | Invalid: 19                |
| Width: 4         | Minimum: 14                |
| Decimals: 0      | Maximum: 9999              |
| Range: 14-9999   | Mean: 1030.2               |
|                  | Standard deviation: 1244.1 |

## Mother's education (melevel)

File: ch

### Overview

## Mother's education (melevel)

File: ch

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

Valid cases: 472  
Invalid: 0  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

## Ethnicity of household head (ethnicity)

File: ch

### Overview

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

Valid cases: 472  
Invalid: 0  
Minimum: 1  
Maximum: 6

### Source of information

Head of household or other responsible household member

## Religion of household head (religion)

File: ch

### Overview

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

Valid cases: 472  
Invalid: 0  
Minimum: 1  
Maximum: 7

## Mother's employment (wempls)

File: ch

### Overview

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

Valid cases: 472  
Invalid: 0  
Minimum: 0  
Maximum: 9

## Wealth index score (wscore)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 5  
Range: -3.89520808952184-2.90427964870088

Valid cases: 472 (453)  
Invalid: 0 (0)  
Minimum: -3.9  
Maximum: 2.9  
Mean: 0.1 (0.1)  
Standard deviation: 1 (1)

## Wealth index score (wscore)

File: ch

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: ch

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-5

Valid cases: 472  
Invalid: 0

### Source of information

Constructed variables used for analysis

## Children's sample weight (chweight)

File: ch

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 6  
Range: 0-2.42100412282271

Valid cases: 472  
Invalid: 0  
Minimum: 0  
Maximum: 2.4  
Mean: 1  
Standard deviation: 0.5

## Cluster number (HH1)

File: fg

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 754         |
| Format: numeric  | Invalid: 0               |
| Width: 3         | Minimum: 1               |
| Decimals: 0      | Maximum: 100             |
| Range: 1-100     | Mean: 50.6               |
|                  | Standard deviation: 27.9 |

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: fg

### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 754        |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 15             |
| Range: 1-15     | Mean: 8                 |
|                 | Standard deviation: 4.3 |

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Line number (LN)

File: fg

### Overview

|                 |                       |
|-----------------|-----------------------|
| Type: Discrete  | Valid cases: 754      |
| Format: numeric | Invalid: 0            |
| Width: 2        | Minimum: 1            |
| Decimals: 0     | Maximum: 14           |
| Range: 1-14     | Mean: 1.9             |
|                 | Standard deviation: 1 |

### Source of information

Interview information fields completed by interviewer

## Heard of female circumcision (FG1)

File: fg

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 754 |
| Format: numeric | Invalid: 0       |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Literal question

## Heard of female circumcision (FG1)

### File: fg

Have you ever heard of female circumcision?

## Ever circumcised (FG3)

### File: fg

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 754 |
| Format: numeric | Invalid: 0       |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

#### Literal question

Have you yourself ever been circumcised?

## Number of daughters (FG9)

### File: fg

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 754 |
| Format: numeric | Invalid: 0       |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 5       |
| Range: 1-99     |                  |

#### Interviewer instructions

Check CM5 for Number of daughters at home and CM7 for Number of daughters elsewhere, and sum the answers here.

## Line Number (FGLN)

### File: fg

#### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 754        |
| Format: numeric | Invalid: 0              |
| Width: 1        | Minimum: 1              |
| Decimals: 0     | Maximum: 5              |
| Range: 1-5      | Mean: 1.5               |
|                 | Standard deviation: 0.8 |

## Age of daughter (FG13)

### File: fg

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 754 |
| Format: numeric | Invalid: 0       |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 99      |
| Range: 0-99     |                  |

#### Literal question

How old is (name)?

## Daughter circumcised (FG15)

File: fg

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 503 |
| Format: numeric | Invalid: 251     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Literal question

Is (name) circumcised?

## Daughter's age at circumcision (FG16)

File: fg

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 1 |
| Format: numeric | Invalid: 753   |
| Width: 2        | Minimum: 1     |
| Decimals: 0     | Maximum: 1     |
| Range: 1-99     |                |

### Literal question

How old was (name) when this occurred?

### Interviewer instructions

If the respondent does not know the age, probe to get an estimate.

## Flesh removed from the genital area: daughter (FG17)

File: fg

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 1 |
| Format: numeric | Invalid: 753   |
| Width: 1        | Minimum: 1     |
| Decimals: 0     | Maximum: 1     |
| Range: 1-9      |                |

### Literal question

Now I would like to ask you what was done to (name) at that time.  
Was any flesh removed from the genital area?

## Genital area nicked without removing flesh: daughter (FG18)

File: fg

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 0 |
| Format: numeric | Invalid: 754   |
| Width: 1        |                |
| Decimals: 0     |                |
| Range: 1-9      |                |

### Literal question

Was her genital area just nicked without removing any flesh?

## Genital area sewn closed: daughter (FG19)

File: fg

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 1 |
| Format: numeric | Invalid: 753   |
| Width: 1        | Minimum: 2     |
| Decimals: 0     | Maximum: 2     |
| Range: 1-9      |                |

### Literal question

Was her genital area sewn closed?

### Interviewer instructions

If necessary, probe: Was it sealed?

## Person circumcising daughter (FG20)

File: fg

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 1 |
| Format: numeric | Invalid: 753   |
| Width: 2        | Minimum: 22    |
| Decimals: 0     | Maximum: 22    |
| Range: 11-99    |                |

### Literal question

Who performed the circumcision?

## Area (HH6)

File: fg

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 754 |
| Format: numeric | Invalid: 0       |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 1       |
| Range: 1-1      |                  |

### 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.

## Locality (HH7)

File: fg

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 754 |
| Format: numeric | Invalid: 0       |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 5       |
| Range: 1-5      |                  |

### Interviewer instructions

## Locality (HH7)

### File: fg

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.

## Ethnicity of household head (ethnicity)

### File: fg

#### Overview

|                 |                        |
|-----------------|------------------------|
| Type: Discrete  | Valid cases: 754 (760) |
| Format: numeric | Invalid: 0 (0)         |
| Width: 1        | Minimum: 1             |
| Decimals: 0     | Maximum: 6             |
| Range: 1-9      |                        |

#### Source of information

Head of household or other responsible household member

## Religion of household head (religion)

### File: fg

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 754 |
| Format: numeric | Invalid: 0       |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 7       |
| Range: 1-9      |                  |

## Education (welevel)

### File: fg

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 754 |
| Format: numeric | Invalid: 0       |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 4       |
| Range: 1-9      |                  |

#### Source of information

The eligible woman selected for interview

## Employment (wempls)

File: fg

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 754 |
| Format: numeric | Invalid: 0       |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 7       |
| Range: 0-99     |                  |

## Wealth index score (wscore)

File: fg

### Overview

|   |                       |
|---|-----------------------|
| Type: Continuous                          | Valid cases: 754      |
| Format: numeric                           | Invalid: 0            |
| Width: 8                                  | Minimum: -2.9         |
| Decimals: 5                               | Maximum: 2.9          |
| Range: -2.93116976563793-2.90427964870088 | Mean: 0.1             |
|   | Standard deviation: 1 |

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: fg

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 754 |
| Format: numeric | Invalid: 0       |
| Width: 1        |                  |
| Decimals: 0     |                  |
| Range: 1-5      |                  |

### Source of information

Constructed variables used for analysis

## Women's sample weight (wmweight)

File: fg

### Overview

|   |                         |
|---|-------------------------|
| Type: Continuous                          | Valid cases: 754        |
| Format: numeric                           | Invalid: 0              |
| Width: 8                                  | Minimum: 0.2            |
| Decimals: 6                               | Maximum: 2.4            |
| Range: 0.248277178895208-2.41578244930514 | Mean: 1                 |
|   | Standard deviation: 0.5 |

## Cluster number (HH1)

File: hh

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 1500        |
| Format: numeric  | Invalid: 0               |
| Width: 3         | Minimum: 1               |
| Decimals: 0      | Maximum: 100             |
| Range: 1-100     | Mean: 50.5               |
|                  | Standard deviation: 28.9 |

### 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: Discrete  | Valid cases: 1500       |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 15             |
| Range: 1-15     | Mean: 8                 |
|                 | Standard deviation: 4.3 |

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Male Survey HH (HH2A)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1500 |
| Format: numeric | Invalid: 0        |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| Range: 1-2      |                   |

## Interviewer number (HH3)

File: hh

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 1500        |
| Format: numeric  | Invalid: 0               |
| Width: 2         | Minimum: 12              |
| Decimals: 0      | Maximum: 56              |
| Range: 12-56     | Mean: 33.5               |
|                  | Standard deviation: 14.2 |

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

## Interviewer number (HH3)

File: hh

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

## Supervisor number (HH4)

File: hh

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 1500        |
| Format: numeric  | Invalid: 0               |
| Width: 2         | Minimum: 11              |
| Decimals: 0      | Maximum: 51              |
| Range: 11-51     | Mean: 31                 |
|                  | Standard deviation: 14.1 |

### Source of information

Interview information fields completed by interviewer

### 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 | Valid cases: 1500       |
| Format: numeric  | Invalid: 0              |
| Width: 2         | Minimum: 1              |
| Decimals: 0      | Maximum: 31             |
| Range: 1-31      | Mean: 16.3              |
|                  | Standard deviation: 7.8 |

### Source of information

Interview information fields completed by interviewer

### 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  | Valid cases: 1500 |
| Format: numeric | Invalid: 0        |
| Width: 2        | Minimum: 1        |
| Decimals: 0     | Maximum: 12       |
| Range: 1-12     |                   |

### Source of information

Interview information fields completed by interviewer

### 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: 1500       |
| Format: numeric  | Invalid: 0              |
| Width: 4         | Minimum: 2010           |
| Decimals: 0      | Maximum: 2011           |
| Range: 2010-2011 | Mean: 2010.3            |
|                  | Standard deviation: 0.4 |

### Source of information

Interview information fields completed by interviewer

### 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: 1500 |
| Format: numeric | Invalid: 0        |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 1        |
| Range: 1-1      |                   |

### 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.

## Locality (HH7)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1500 |
| Format: numeric | Invalid: 0        |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 5        |
| Range: 1-5      |                   |

### 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.

## Result of HH interview (HH9)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1500 |
| 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

'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: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 2        | Minimum: 1        |
| Decimals: 0     | Maximum: 7        |
| Range: 1-99     |                   |

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

## Respondent to HH questionnaire (HH10)

File: hh

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

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 1409       |
| Format: numeric | Invalid: 91             |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 14             |
| Range: 1-14     | Mean: 3.5               |
|                 | Standard deviation: 2.1 |

### Source of information

Interview information fields completed by interviewer

### 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  | Valid cases: 1409     |
| Format: numeric | Invalid: 91           |
| Width: 1        | Minimum: 0            |
| Decimals: 0     | Maximum: 7            |
| Range: 0-7      | Mean: 1               |
|                 | Standard deviation: 1 |

### 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.

## Cluster: interviewed women (HH13)

File: hh

### Overview

## Cluster: interviewed women (HH13)

File: hh

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 1409       |
| Format: numeric | Invalid: 91             |
| Width: 1        | Minimum: 0              |
| Decimals: 0     | Maximum: 6              |
| Range: 0-6      | Mean: 0.9               |
|                 | Standard deviation: 0.9 |

### Source of information

Interview information fields completed by interviewer

### 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  | Valid cases: 1409       |
| Format: numeric | Invalid: 91             |
| Width: 1        | Minimum: 0              |
| Decimals: 0     | Maximum: 4              |
| Range: 0-4      | Mean: 0.3               |
|                 | Standard deviation: 0.6 |

### Source of information

Interview information fields completed by interviewer

### 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.

## Cluster: interviewed children (HH15)

File: hh

### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 1409       |
| Format: numeric | Invalid: 91             |
| Width: 1        | Minimum: 0              |
| Decimals: 0     | Maximum: 4              |
| Range: 0-4      | Mean: 0.3               |
|                 | Standard deviation: 0.6 |

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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

## Number of men 15 - 59 years (HH15A)

File: hh

### Overview

## Number of men 15 - 59 years (HH15A)

File: hh

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-5

Valid cases: 1409  
Invalid: 91  
Minimum: 0  
Maximum: 5  
Mean: 0.5  
Standard deviation: 0.8

## Cluster: interviewed men (HH15B)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-5

Valid cases: 1409  
Invalid: 91  
Minimum: 0  
Maximum: 5  
Mean: 0.4  
Standard deviation: 0.7

## Field editor (HH16)

File: hh

### Overview

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 11-51

Valid cases: 1500  
Invalid: 0  
Minimum: 11  
Maximum: 51  
Mean: 31  
Standard deviation: 14.1

### 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: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-13

Valid cases: 1500  
Invalid: 0  
Minimum: 1  
Maximum: 13  
Mean: 6.2  
Standard deviation: 3.4

### 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: 1409 |
| Format: numeric | Invalid: 91       |
| 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: 1409 |
| Format: numeric | Invalid: 91       |
| 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: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 2        | Minimum: 6        |
| Decimals: 0     | Maximum: 99       |
| Range: 6-99     |                   |

### 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: 1409 |
| Format: numeric | Invalid: 91       |
| 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: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 2        | Minimum: 11       |
| Decimals: 0     | Maximum: 92       |
| 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: 848  
Invalid: 652  
Minimum: 11  
Maximum: 71

### 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: 155  
Invalid: 1345  
Minimum: 1  
Maximum: 3

### 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: 141  
Invalid: 1359  
Minimum: 1  
Maximum: 998

### 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: 141 |
| Format: numeric | Invalid: 1359    |
| Width: 2        | Minimum: 11      |
| Decimals: 0     | Maximum: 17      |
| Range: 11-99    |                  |

### 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: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| 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: 26

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: 4

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: 16

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: 5

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: 0

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: 29

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: Camphor/Napthalene (WS7G)

File: hh

## Water treatment: Camphor/Napthalene (WS7G)

File: hh

### Overview

Type: Discrete

Valid cases: 17

Format: character

Invalid: 0

Width: 1

### 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: Water tablet (WS7H)

File: hh

### Overview

Type: Discrete

Valid cases: 0

Format: character

Invalid: 0

Width: 1

### 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

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 1

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: DK (WS7Z)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

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

## 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: 1409

Invalid: 91

Minimum: 11

Maximum: 96

### 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: 1395  
Invalid: 105  
Minimum: 1  
Maximum: 2

### 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: 1254  
Invalid: 246  
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: 2-99

Valid cases: 462  
Invalid: 1038  
Minimum: 2  
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').

## Religion of household head (HC1A)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| 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 religion 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.

Survey Coordinators: Questions on religion, language and ethnicity should be adapted to the country-specific setting. These questions are intended to identify the sociocultural background of the households. Some sociocultural groups tend to be more vulnerable or disadvantaged than others. Depending on the criteria used in your country to differentiate between these groups, you may want to delete one or two of these questions if only one of them is sufficient, or add a similar question which uses a criterion other than religion, ethnic group or mother tongue. For instance, in some countries, asking about the religious sect may be necessary to differentiate between various groups.

## Ethnic group of household head (HC1C)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 2        | Minimum: 11       |
| Decimals: 0     | Maximum: 99       |
| Range: 11-99    |                   |

### Source of information

Head of household or other responsible household member

### Literal question

To what ethnic group does the head of this household belong?

### 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.

Survey Coordinators: Questions on religion, language and ethnicity should be adapted to the country-specific setting. These questions are intended to identify the sociocultural background of the households. Some sociocultural groups tend to be more vulnerable or disadvantaged than others. Depending on the criteria used in your country to differentiate between these groups, you may want to delete one or two of these questions if only one of them is sufficient, or add a similar question which uses a criterion other than religion, ethnic group or mother tongue. For instance, in some countries, asking about the religious sect may be necessary to differentiate between various groups.

## Number of rooms used for sleeping (HC2)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| 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

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 2        | Minimum: 11       |
| Decimals: 0     | Maximum: 99       |
| Range: 11-99    |                   |

### Source of information

Interviewer's visual observation

### Interviewer instructions

Record observation.

Circle the correct code for the material of the dwelling 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  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 2        | Minimum: 23       |
| Decimals: 0     | Maximum: 36       |
| Range: 11-99    |                   |

### Source of information

Interviewer's visual observation

### Interviewer instructions

## Main material of roof (HC4)

File: hh

Record observation.

Circle the correct code for the material of the dwelling 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  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 2        | Minimum: 11       |
| Decimals: 0     | Maximum: 96       |
| Range: 11-99    |                   |

### 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: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 2        | Minimum: 1        |
| Decimals: 0     | Maximum: 95       |
| 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: 756 |
| Format: numeric | Invalid: 744     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 6       |
| Range: 1-9      |                  |

### Source of information

Head of household or other responsible household member

### Literal question

Is the cooking usually done in the 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.

## Cooking method (HC7A)

File: hh

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 756 |
| Format: numeric | Invalid: 744     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 3       |
| Range: 1-9      |                  |

### Literal question

In this household, is food cooked on an open fire, an open stove or a closed stove?

## Electricity (HC8A)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| Range: 1-9      |                   |

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Electricity?

### Interviewer instructions

## Electricity (HC8A)

### File: hh

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  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| 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 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.

## B&W television (HC8C)

### File: hh

#### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| Range: 1-9      |                   |

#### Source of information

## B&W television (HC8C)

File: hh

Head of household or other responsible household member

### Literal question

Does your household have: A black and white 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.

## Colour television (HC8C1)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| Range: 1-9      |                   |

### Literal question

Does your household have: A colour 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.

## Land/Fixed telephone (HC8D)

File: hh

### Overview

## Land/Fixed telephone (HC8D)

File: hh

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

Valid cases: 1409  
Invalid: 91  
Minimum: 1  
Maximum: 2

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: Land/fixed 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 / Freezer (HC8E)

File: hh

### Overview

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

Valid cases: 1409  
Invalid: 91  
Minimum: 1  
Maximum: 2

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A refrigerator/freezer?

### 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.

## Washing machine (HC8F)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| 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 washing machine?

### 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.

## Laptop (HC8G)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| Range: 1-9      |                   |

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A laptop computer?

### 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.

## Desktop computer (HC8H)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| Range: 1-9      |                   |

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A desktop computer?

### 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.

## Video deck (HC8I)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| 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 video deck?

### 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.

## DVD/VCD player (HC8J)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| Range: 1-9      |                   |

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A DVD/VCD player?

### 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.

## Sewing machine (HC8K)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| Range: 1-9      |                   |

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have: A sewing machine?

### 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: 1409 |
| Format: numeric | Invalid: 91       |
| 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

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| 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 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  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 9        |
| Range: 1-9      |                   |

### Source of information

## Bicycle (HC9C)

File: hh

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  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| 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 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: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 2        |
| 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

## Animal-drawn cart (HC9E)

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.

## Car or truck (HC9F)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| 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

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.

## Canoe/Boat with motor (HC9G)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| 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 canoe/boat with a motor?

### 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.

## Canoe/Boat without motor (HC9H)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 9        |
| Range: 1-9      |                   |

### Literal question

Does any member of your household own: A canoe/boat without a motor?

### 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.

## Occupancy status of the household in this dwelling (HC10)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 2        | Minimum: 11       |
| Decimals: 0     | Maximum: 96       |
| Range: 11-99    |                   |

### Source of information

Head of household or other responsible household member

### Literal question

What is the occupancy status of your household in this dwelling?

### 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 the answer is 'No' then ask Do you rent this dwelling from someone not living in this household? If the dwelling is rented, circle '2'. If the household lives in the dwelling without paying rent, if the household is squatting (occupied illegally), or if there is another arrangement, circle '6'; probe if the dwelling is not owned or rented by a household member.

## Any household member owns land that can be used for agricult (HC11)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| Range: 1-9      |                   |

### Source of information

Head of household or other responsible household member

### Literal question

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

## Any household member owns land that can be used for agricult (HC11)

File: hh

### 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".

## Agriculture land (unit) (HC12U)

File: hh

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 195 |
| Format: numeric | Invalid: 1305    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Literal question

How many (hectares poles/acres/plot) 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, circle '8' for unit.

## Agriculture land (number) (HC12N)

File: hh

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 153 |
| Format: numeric | Invalid: 1347    |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 60      |
| Range: 0-99     |                  |

### Literal question

How many (hectares poles/acres/plot) 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, circle '8' for unit.

## Any household member owns land that can be used for resident (HC12A)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 9        |
| Range: 1-9      |                   |

### Source of information

Head of household or other responsible household member

## Any household member owns land that can be used for resident (HC12A)

File: hh

### Literal question

Other than the plot described in HC11 above, does any member of this household own any piece of land that can be used for residential and/or commercial purposes?

## Residential/Commercial land (unit) (HC12BU)

File: hh

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 327 |
| Format: numeric | Invalid: 1173    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Literal question

How many (hectares poles/acres/plot) residential and/or commercial land do members of this household own?

### Interviewer instructions

If less than 1, record "00". If 95 or more, record '95'. If unknown, circle '8' for unit.

## Residential/Commercial land (number) (HC12BN)

File: hh

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 281 |
| Format: numeric | Invalid: 1219    |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 20      |
| Range: 0-99     |                  |

### Literal question

How many (hectares poles/acres/plot) residential and/or commercial land do members of this household own?

### Interviewer instructions

If less than 1, record "00". If 95 or more, record '95'. If unknown, circle '8' for unit.

## Household own any animals (HC13)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| 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: 103 |
| Format: numeric | Invalid: 1397    |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 98      |
| 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?  
Cattle, milk cows, or bulls?

### Interviewer instructions

Survey Coordinators: Add country-specific animals to the list, as appropriate, such as oxen, water buffalo, camels, llamas, alpacas, ducks, geese, or elephants.

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: 103 |
| Format: numeric | Invalid: 1397    |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 0       |
| 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?  
Horses, donkeys, or mules?

### Interviewer instructions

Survey Coordinators: Add country-specific animals to the list, as appropriate, such as oxen, water buffalo, camels, llamas, alpacas, ducks, geese, or elephants.

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

## Goats (HC14C)

File: hh

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 103 |
| Format: numeric | Invalid: 1397    |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 25      |
| 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?  
Goats?

### Interviewer instructions

Survey Coordinators: Add country-specific animals to the list, as appropriate, such as oxen, water buffalo, camels, llamas, alpacas, ducks, geese, or elephants.

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: 103 |
| Format: numeric | Invalid: 1397    |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 30      |
| 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?  
Sheep?

### Interviewer instructions

Survey Coordinators: Add country-specific animals to the list, as appropriate, such as oxen, water buffalo, camels, llamas, alpacas, ducks, geese, or elephants.

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

## Chickens (HC14E)

File: hh

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 103 |
| Format: numeric | Invalid: 1397    |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 98      |
| 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?  
Chickens?

### Interviewer instructions

Survey Coordinators: Add country-specific animals to the list, as appropriate, such as oxen, water buffalo, camels, llamas, alpacas, ducks, geese, or elephants.

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.

## Pigs (HC14F)

File: hh

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 103 |
| Format: numeric | Invalid: 1397    |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 7       |
| 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?  
Pigs?

### Interviewer instructions

Survey Coordinators: Add country-specific animals to the list, as appropriate, such as oxen, water buffalo, camels, llamas, alpacas, ducks, geese, or elephants.

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.

## Rabbits (HC14G)

File: hh

## Rabbits (HC14G)

File: hh

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 103 |
| Format: numeric | Invalid: 1397    |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 18      |
| 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?  
Rabbits?

### Interviewer instructions

Survey Coordinators: Add country-specific animals to the list, as appropriate, such as oxen, water buffalo, camels, llamas, alpacas, ducks, geese, or elephants.

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.

## Ducks (HC14H)

File: hh

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 103 |
| Format: numeric | Invalid: 1397    |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 7       |
| Range: 0-99     |                  |

### Literal question

How many of the following animals does this household have?  
Ducks?

### Interviewer instructions

Survey Coordinators: Add country-specific animals to the list, as appropriate, such as oxen, water buffalo, camels, llamas, alpacas, ducks, geese, or elephants.

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.

## Any household member own bank account (HC15)

File: hh

### Overview

## Any household member own bank account (HC15)

File: hh

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

Valid cases: 1409  
Invalid: 91  
Minimum: 1  
Maximum: 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.

## Any household member received in-transfers from non-household (HC16)

File: hh

### Overview

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

Valid cases: 1409  
Invalid: 91  
Minimum: 1  
Maximum: 8

### Literal question

Over the past 12 months, has any member of this household received any in-transfers (kind of cash) from non-household resident relatives?

## Any household member received in-transfers from Govt. or oth (HC17)

File: hh

### Overview

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

Valid cases: 1409  
Invalid: 91  
Minimum: 1  
Maximum: 8

### Literal question

Over the past 12 months, has any member of this household received any form of support (kind of cash) from government or other organization?

## In-transfer: LEAP (HC18A)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 38  
Invalid: 0

### Literal question

## In-transfer: LEAP (HC18A)

File: hh

From which source did the member(s) receive this form of support?

### Interviewer instructions

Circle all that apply

## In-transfer: District Assembly (HC18B)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Literal question

From which source did the member(s) receive this form of support?

### Interviewer instructions

Circle all that apply

## In-transfer: NGO (HC18C)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Literal question

From which source did the member(s) receive this form of support?

### Interviewer instructions

Circle all that apply

## In-transfer: Church / Social group (HC18D)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Literal question

From which source did the member(s) receive this form of support?

### Interviewer instructions

Circle all that apply

## In-transfer: DK (HC18Z)

File: hh

### Overview

## In-transfer: DK (HC18Z)

File: hh

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Literal question

From which source did the member(s) receive this form of support?

### Interviewer instructions

Circle all that apply

## In-transfer: Other (HC18X)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Literal question

From which source did the member(s) receive this form of support?

### Interviewer instructions

Circle all that apply

## Any household member sent out-transfers to non-household res (HC19)

File: hh

### Overview

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

Valid cases: 1409  
Invalid: 91  
Minimum: 1  
Maximum: 9

### Literal question

Over the past 12 months, has any member of this household sent any out-transfers (kind of cash) to non-household resident relatives?

## Household has mosquito nets (TN1)

File: hh

### Overview

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

Valid cases: 1409  
Invalid: 91  
Minimum: 1  
Maximum: 2

### Source of information

Head of household or other responsible household member

### Literal question

Does your household have any mosquito nets that can be used while sleeping?

### Interviewer instructions

## Household has mosquito nets (TN1)

File: hh

Note that the question asks whether the household has mosquito nets that can be used while sleeping. In short, even if there is a mosquito net which is actually not used or set up, we consider that the household owns it and include this net in the total number of mosquito nets.

## Number of mosquito nets (TN2)

File: hh

### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 261        |
| Format: numeric | Invalid: 1239           |
| Width: 1        | Minimum: 1              |
| Decimals: 0     | Maximum: 5              |
| Range: 1-5      | Mean: 1.4               |
|                 | Standard deviation: 0.7 |

### Source of information

Head of household or other responsible household member

### Literal question

How many mosquito nets does your household have?

### Interviewer instructions

Enter the number of mosquito nets that the household has. Remember that if a mosquito net is owned but not used, we include this net in the total number of mosquito nets.

## Interior walls of dwelling sprayed against mosquitos (IR1)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 8        |
| Range: 1-9      |                   |

### Source of information

Head of household or other responsible household member

### Literal question

At any time in the past 12 months, has anyone come into your dwelling to spray the interior walls against mosquitoes?

### Interviewer instructions

With IR1, we want to learn whether anyone has come into the dwelling to spray the interior walls of the dwelling against mosquitoes during the last 12 months. Record YES only if the spraying was done as part of an organized spraying program. If such spraying has not been done during the last 12 months or the respondent does not know, we skip to the next module. If such spraying has been done, then we ask who did the spraying (IR2).

## Government worker / program (IR2A)

File: hh

### Overview

|                   |                 |
|-------------------|-----------------|
| Type: Discrete    | Valid cases: 10 |
| Format: character | Invalid: 0      |
| Width: 1          |                 |

### Literal question

Who sprayed the interior walls of your dwelling?

## Government worker / program (IR2A)

File: hh

### Interviewer instructions

Circle all that apply.

## Private company (IR2B)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 9

Invalid: 0

### Literal question

Who sprayed the interior walls of your dwelling?

### Interviewer instructions

Circle all that apply.

## Non-governmental organization (IR2C)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Literal question

Who sprayed the interior walls of your dwelling?

### Interviewer instructions

Circle all that apply.

## Other (IR2X)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 6

Invalid: 0

### Literal question

Who sprayed the interior walls of your dwelling?

### Interviewer instructions

Circle all that apply.

## DK (IR2Z)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 3

Invalid: 0

## DK (IR2Z)

File: hh

### Literal question

Who sprayed the interior walls of your dwelling?

### Interviewer instructions

Circle all that apply.

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

File: hh

### Overview

|                 |                       |
|-----------------|-----------------------|
| Type: Discrete  | Valid cases: 696      |
| Format: numeric | Invalid: 804          |
| Width: 1        | Minimum: 1            |
| Decimals: 0     | Maximum: 7            |
| Range: 1-7      | Mean: 1.8             |
|                 | Standard deviation: 1 |

### 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: 696        |
| Format: numeric | Invalid: 804            |
| Width: 1        | Minimum: 1              |
| Decimals: 0     | Maximum: 4              |
| Range: 1-4      | Mean: 1.4               |
|                 | Standard deviation: 0.7 |

### 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

## Child line number (CD9)

File: hh

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 2-97

Valid cases: 696  
Invalid: 804  
Minimum: 2  
Maximum: 10

### 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  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-2

Valid cases: 696  
Invalid: 804  
Minimum: 1  
Maximum: 2

## Took away privileges (CD11)

File: hh

### Overview

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

Valid cases: 696  
Invalid: 804  
Minimum: 1  
Maximum: 9

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.

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.

## Ignored/Refused to communicate to (CD11A)

File: hh

### Overview

## Ignored/Refused to communicate to (CD11A)

File: hh

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

Valid cases: 696  
Invalid: 804  
Minimum: 1  
Maximum: 9

### Literal question

Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.  
Ignored/Refused to communicate to (name).

## Explained why behaviour was wrong (CD12)

File: hh

### Overview

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

Valid cases: 696  
Invalid: 804  
Minimum: 1  
Maximum: 9

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.  
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

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

Valid cases: 696  
Invalid: 804  
Minimum: 1  
Maximum: 9

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.  
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  | Valid cases: 696 |
| Format: numeric | Invalid: 804     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.

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  | Valid cases: 696 |
| Format: numeric | Invalid: 804     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.

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: 696 |
| Format: numeric | Invalid: 804     |
| 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 child on bottom with bare hand (CD16)

File: hh

Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.

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: 696 |
| Format: numeric | Invalid: 804     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.

Hit him/her on the bottom or elsewhere on the body with something like a belt, comb, hairbrush, cain, 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: 696 |
| Format: numeric | Invalid: 804     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.

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: 696 |
| Format: numeric | Invalid: 804     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.

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: 696 |
| Format: numeric | Invalid: 804     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

Mother or primary caretaker of the selected child

### Literal question

Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.

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 as hard as one could (CD21)

File: hh

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 696 |
| Format: numeric | Invalid: 804     |
| 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 child up as hard as one could (CD21)

File: hh

Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in your household has used this method with (name) in the past month.

Beat him/her up, that is hit him/her 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: 696 |
| Format: numeric | Invalid: 804     |
| 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: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 6        |
| 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: 812 |
| Format: numeric | Invalid: 688     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### 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.

## Washing soap (e.g. Key soap) (HW3A)

File: hh

### Overview

|                   |                  |
|-------------------|------------------|
| Type: Discrete    | Valid cases: 239 |
| 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.

## Toilet soap (e.g. Lux) (HW3B)

File: hh

### Overview

|                   |                  |
|-------------------|------------------|
| Type: Discrete    | Valid cases: 156 |
| 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.

## Detergent (Powder / Liquid / Paste) (HW3C)

File: hh

### Overview

## Detergent (Powder / Liquid / Paste) (HW3C)

File: hh

Type: Discrete  
Format: character  
Width: 1

Valid cases: 253  
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.

## Ash / Mud / Sand (HW3D)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
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.

## None (HW3Y)

File: hh

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 268  
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.

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

File: hh

### Overview

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

Valid cases: 865  
Invalid: 635  
Minimum: 1  
Maximum: 9

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

File: hh

### 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?

## Washing soap (e.g. Key soap) (HW5A)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 391

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.

## Toilet soap (e.g. Lux) (HW5B)

File: hh

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 225

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.

## Detergent (Powder / Liquid / Paste) (HW5C)

File: hh

## Detergent (Powder / Liquid / Paste) (HW5C)

File: hh

### Overview

Type: Discrete

Valid cases: 308

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.

## Ash / Mud / Sand (HW5D)

File: hh

### Overview

Type: Discrete

Valid cases: 0

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.

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

File: hh

### Overview

Type: Discrete

Valid cases: 17

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

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

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.

## Salt iodization test outcome (SI1)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| 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.

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: 1409 |
| Format: numeric | Invalid: 91       |
| 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: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 9        |
| Range: 1-9      |                   |

### Source of information

Head of household or other responsible household member

## Religion of household head (religion)

File: hh

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1409 |
| Format: numeric | Invalid: 91       |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 9        |
| Range: 1-9      |                   |

## Education of household head (helevel)

File: hh

### Overview

|                 |                          |
|-----------------|--------------------------|
| Type: Discrete  | Valid cases: 1409 (1409) |
| Format: numeric | Invalid: 91 (0)          |
| Width: 1        | Minimum: 1               |
| Decimals: 0     | Maximum: 9               |
| Range: 1-9      |                          |

### Source of information

Head of household or other responsible household member

## Wealth index score (wscore)

File: hh

### Overview

|   |                       |
|---|-----------------------|
| Type: Continuous                          | Valid cases: 1500     |
| Format: numeric                           | Invalid: 0            |
| Width: 8                                  | Minimum: -3.9         |
| Decimals: 5                               | Maximum: 2.9          |
| Range: -3.89520808952184-2.90427964870088 | Mean: 0               |
|   | Standard deviation: 1 |

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: hh

### Overview

## Wealth index quintiles (windex5)

File: hh

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-5

Valid cases: 1409  
Invalid: 91

### Source of information

Constructed variables used for analysis

## Household sample weight (hhweight)

File: hh

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 6  
Range: 0-2.51998849278751

Valid cases: 1500  
Invalid: 0  
Minimum: 0  
Maximum: 2.5  
Mean: 0.9  
Standard deviation: 0.5

## Primary sampling unit (PSU)

File: hh

### Overview

Type: Continuous  
Format: numeric  
Width: 3  
Decimals: 0  
Range: 1-100

Valid cases: 1500  
Invalid: 0  
Minimum: 1  
Maximum: 100  
Mean: 50.5  
Standard deviation: 28.9

## Stratum (stratum)

File: hh

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-5

Valid cases: 1500  
Invalid: 0  
Minimum: 1  
Maximum: 5  
Mean: 3.3  
Standard deviation: 1.5

## Cluster number (HH1)

File: hl

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 4878        |
| Format: numeric  | Invalid: 0               |
| Width: 3         | Minimum: 1               |
| Decimals: 0      | Maximum: 100             |
| Range: 1-100     | Mean: 52.2               |
|                  | Standard deviation: 28.1 |

### 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: Discrete  | Valid cases: 4878       |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 15             |
| Range: 1-15     | Mean: 7.9               |
|                 | Standard deviation: 4.3 |

### 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: 4878       |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 14             |
| Range: 1-14     | Mean: 2.9               |
|                 | Standard deviation: 1.9 |

### 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

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 4878 |
| Format: numeric | Invalid: 0        |
| Width: 2        | Minimum: 1        |
| Decimals: 0     | Maximum: 98       |
| 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 the 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: 4878 |
| 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.

## Month of birth (HL5M)

### File: hl

#### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 4878 |
| 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 (name)'s date of birth?

#### 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.

If the respondent knows the date of birth for the member of the household, record the answer in months and year. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', and so on. If the respondent does not know the month of birth, enter the code '98' for 'Don't know month' and ask for the year of birth. Try to obtain at least the year of birth. If year is still unknown, enter '9998'.

## Year of birth (HL5Y)

### File: hl

#### Overview

|                  |                   |
|------------------|-------------------|
| Type: Discrete   | Valid cases: 4878 |
| Format: numeric  | Invalid: 0        |
| Width: 4         | Minimum: 1907     |
| Decimals: 0      | Maximum: 9999     |
| Range: 1907-9999 |                   |

#### Source of information

## Year of birth (HL5Y)

### File: hl

Head of household or other responsible household member

#### Literal question

What is (name)'s date of birth?

#### 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.

If the respondent knows the date of birth for the member of the household, record the answer in months and year. You will need to convert the month into numbers. For this, January is '01', February is '02', March is '03', and so on. If the respondent does not know the month of birth, enter the code '98' for 'Don't know month' and ask for the year of birth. Try to obtain at least the year of birth. If year is still unknown, enter '9998'.

## Age (HL6)

### File: hl

#### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 4878 |
| Format: numeric | Invalid: 0        |
| Width: 2        | Minimum: 0        |
| Decimals: 0     | Maximum: 98       |
| Range: 0-99     |                   |

#### Source of information

Head of household or other responsible household member

#### Literal question

How old is (name)?

#### Interviewer instructions

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

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 4878 |
| Format: numeric | Invalid: 0        |
| Width: 2        | Minimum: 0        |
| Decimals: 0     | Maximum: 14       |
| Range: 0-14     |                   |

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

File: hl

### 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 man age 15 - 59 (HL7A)

File: hl

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 4878 |
| Format: numeric | Invalid: 0        |
| Width: 2        | Minimum: 0        |
| Decimals: 0     | Maximum: 11       |
| Range: 0-11     |                   |

### Interviewer instructions

If the household is selected for the male interview (HH2A=1):  
Circle line number if man is age 15-59

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

File: hl

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 4878 |
| Format: numeric | Invalid: 0        |
| Width: 2        | Minimum: 0        |
| Decimals: 0     | Maximum: 14       |
| Range: 0-14     |                   |

### Source of information

Interview information fields completed by interviewer

### 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  | Valid cases: 4878 |
| Format: numeric | Invalid: 0        |
| Width: 2        | Minimum: 0        |
| Decimals: 0     | Maximum: 14       |
| Range: 0-14     |                   |

### Source of information

Interview information fields completed by interviewer

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

File: hl

### Pre question

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

### Literal question

Who is the mother or primary caretaker of this child?

### Interviewer instructions

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: 4878 |
| 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: 1757 |
| Format: numeric | Invalid: 3121     |
| 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

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1678 |
| Format: numeric | Invalid: 3200     |
| Width: 2        | Minimum: 0        |
| Decimals: 0     | Maximum: 14       |
| 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: 1757 |
| Format: numeric | Invalid: 3121     |
| 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: 1627 |
| Format: numeric | Invalid: 3251     |
| Width: 2        | Minimum: 0        |
| Decimals: 0     | Maximum: 11       |
| 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: 4878       |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 14             |
| Range: 1-14     | Mean: 2.9               |
|                 | Standard deviation: 1.9 |

#### 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: 4585 |
| Format: numeric | Invalid: 293      |
| 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: 4217 |
| Format: numeric | Invalid: 661      |
| 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) 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: 3811 |
| Format: numeric | Invalid: 1067     |
| 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: 2121 |
| Format: numeric | Invalid: 2757     |
| 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 (2010-2011) 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: 1566 |
| Format: numeric | Invalid: 3312     |
| 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 class/year 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: 1247 |
| Format: numeric | Invalid: 3631     |
| Width: 2        | Minimum: 1        |
| Decimals: 0     | Maximum: 99       |
| Range: 1-99     |                   |

### Source of information

Head of household or other responsible household member

### Literal question

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

### 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: 2121 |
| Format: numeric | Invalid: 2757     |
| 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, that is, (2009-2010), 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: 1584 |
| Format: numeric | Invalid: 3294     |
| 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 class/year 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: 1194 |
| Format: numeric | Invalid: 3684     |
| Width: 2        | Minimum: 1        |
| Decimals: 0     | Maximum: 99       |
| Range: 1-99     |                   |

### Source of information

Head of household or other responsible household member

### Literal question

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

### 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: 1-14

Valid cases: 4878  
Invalid: 0  
Minimum: 1  
Maximum: 14  
Mean: 2.9  
Standard deviation: 1.9

### 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: 989  
Invalid: 3889  
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: 239  
Invalid: 4639  
Minimum: 0  
Maximum: 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 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: 989 |
| Format: numeric | Invalid: 3889    |
| 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: 394 |
| Format: numeric | Invalid: 4484    |
| 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: 989 |
| Format: numeric | Invalid: 3889    |
| 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.

Include work for a business run by the child, alone or with one or more partners.

## Hours worked on other family work (CL8)

File: hl

### Overview

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

Valid cases: 71  
Invalid: 4807  
Minimum: 0  
Maximum: 44

### 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: 989  
Invalid: 3889  
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

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

File: hl

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 620 |
| Format: numeric | Invalid: 4258    |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 98      |
| 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 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.

## Net number (TNLN)

File: hl

### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 199        |
| Format: numeric | Invalid: 4679           |
| Width: 1        | Minimum: 1              |
| Decimals: 0     | Maximum: 3              |
| Range: 1-3      | Mean: 1.2               |
|                 | Standard deviation: 0.5 |

## Mosquito net observed (TN4)

File: hl

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 199 |
| Format: numeric | Invalid: 4679    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Source of information

Interviewer's visual observation

### Interviewer instructions

For each net, record first whether you actually observed the net.

## Brand/type of observed net (TN5)

File: hl

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 199 |
| Format: numeric | Invalid: 4679    |
| Width: 2        | Minimum: 11      |
| Decimals: 0     | Maximum: 98      |
| Range: 11-99    |                  |

### Source of information

Interviewer's visual observation

## Brand/type of observed net (TN5)

File: hl

### Interviewer instructions

TN5 is about the type and brand of net. You may encounter nets in the field that you will not recognize. During training, you will be shown all the common mosquito nets that are available in the country. The brand name is often located on the net itself. A picture of the different types of nets available in the country may also be provided for reference during interviews. Use this to identify the type of net in the dwelling and circle the corresponding number on the questionnaire.

If the respondent tells you or you learn from the packaging that the net is long-lasting try to determine the exact brand. If you cannot determine the brand circle '18' for 'DK brand'.

Similarly, if you determine that the net is pre-treated but it is not one of the listed brands, circle '26' and specify the brand of the net in the space provided. When you cannot determine the brand but have determined that it is pre-treated, circle '28' for 'DK brand'.

In some cases, you may be able to identify the brand but not what the type of net it is; for those nets, circle '31' (Other). Code '98' should be circled when you cannot obtain information on either the type or brand. For nets for which you circle '31' or '98' in question TN5, you must probe to find out if the respondent knows whether or not the net was treated when the household first got the net.

## Source of supply of net (TN5A)

File: hl

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 199 |
| Format: numeric | Invalid: 4679    |
| Width: 2        | Minimum: 11      |
| Decimals: 0     | Maximum: 98      |
| Range: 11-99    |                  |

### Literal question

Where did you get this net?

## Months ago net obtained (TN6)

File: hl

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 199 |
| Format: numeric | Invalid: 4679    |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 98      |
| Range: 0-99     |                  |

### Source of information

Head of household or other responsible household member

### Literal question

How many months ago did your household get this net?

### Interviewer instructions

Ask how many months ago the household obtained the net. If the net was obtained within 36 months from the interview date, you must record the actual number of months before the interview that the net was obtained. If the household got the mosquito net more than 36 months ago, record '95'. If less than one month, record "00"

The respondent may tell you that they are not exactly certain when the net was obtained. In such cases, probe to try to get some idea of approximately how many months ago the net was obtained. Record '98' (DK/Not sure) if the respondent does not have any idea of how long ago the household obtained the net.

## Cost of net (GHc) (TN6A)

File: hl

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 30 |
| Format: numeric | Invalid: 4848   |
| Width: 4        | Minimum: 0      |
| Decimals: 1     | Maximum: 99.8   |
| Range: 0-99.9   |                 |

### Literal question

How much did it cost you to acquire this net (GHc)

### Interviewer instructions

IF received free of charge, record "00.0"

## Net treated with an insecticide when obtained (TN8)

File: hl

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 30 |
| Format: numeric | Invalid: 4848   |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| Range: 1-9      |                 |

### Source of information

Head of household or other responsible household member

### Literal question

When you got the net, was it already treated with an insecticide to kill or repel mosquitoes?

### Interviewer instructions

This question is only asked about all nets other than the long-lasting and pre-treated nets. With this question, we try to learn whether the net was actually treated with an insecticide when the household obtained it.

## Net soaked or dipped since obtained (TN9)

File: hl

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 38 |
| Format: numeric | Invalid: 4840   |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| Range: 1-9      |                 |

### Source of information

Head of household or other responsible household member

### Literal question

Since you got the net, has it ever been soaked or dipped in a liquid to kill or repel mosquitoes?

### Interviewer instructions

This question is only asked for pre-treated nets, and obtains information on whether the household has ever treated the net with insecticide. Make sure that the respondent understands that you don't mean simply "washing the net" or spraying it with insecticide from a can or canister. We want to know whether the net was soaked or dipped in an insecticide. This information will be linked to the information on the type of net and when the net was obtained to determine if the net is still effective.

If the respondent answers 'Yes', circle 1 and continue with the next question. If the response is 'No' or the respondent does not know or unsure about it, circle '2' or '8' respectively and skip to TN11.

## Months ago net soaked or dipped (TN10)

File: hl

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 5 |
| Format: numeric | Invalid: 4873  |
| Width: 2        | Minimum: 3     |
| Decimals: 0     | Maximum: 95    |
| Range: 0-99     |                |

### Source of information

Head of household or other responsible household member

### Literal question

How many months ago was the net last soaked or dipped?

### Interviewer instructions

If the last time was within the last 2 years (24 months), record the number of months ago in the space provided. If the last time was less than 1 month ago, record '00'. If the last time was more than 24 months ago, circle '95'. If the respondent does not know the number of months, probe to obtain his/her best estimate. Circle '98' for 'DK/Not sure' only if the respondent cannot even estimate when the net was last soaked or dipped.

## Persons slept under mosquito net last night (TN11)

File: hl

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 199 |
| Format: numeric | Invalid: 4679    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 1       |
| Range: 1-9      |                  |

### Source of information

Head of household or other responsible household member

### Literal question

Did anyone sleep under this mosquito net last night?

### Interviewer instructions

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Person 1 who slept under net (TN12\_1)

File: hl

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 199 |
| Format: numeric | Invalid: 4679    |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 7       |
| Range: 0-90     |                  |

### Source of information

## Person 1 who slept under net (TN12\_1)

File: hl

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Person 2 who slept under net (TN12\_2)

File: hl

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 199 |
| Format: numeric | Invalid: 4679    |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 90      |
| Range: 0-90     |                  |

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Person 3 who slept under net (TN12\_3)

File: hl

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 140 |
| Format: numeric | Invalid: 4738    |
| Width: 2        | Minimum: 3       |
| Decimals: 0     | Maximum: 90      |
| Range: 0-90     |                  |

### Source of information

## Person 3 who slept under net (TN12\_3)

File: hl

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Person 4 who slept under net (TN12\_4)

File: hl

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 52 |
| Format: numeric | Invalid: 4826   |
| Width: 2        | Minimum: 3      |
| Decimals: 0     | Maximum: 90     |
| Range: 0-90     |                 |

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Day of interview (HH5D)

File: hl

### Overview

|                  |                         |
|------------------|-------------------------|
| Type: Continuous | Valid cases: 4878       |
| Format: numeric  | Invalid: 0              |
| Width: 2         | Minimum: 1              |
| Decimals: 0      | Maximum: 31             |
| Range: 1-31      | Mean: 16.3              |
|                  | Standard deviation: 7.7 |

## Day of interview (HH5D)

File: hl

### 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  | Valid cases: 4878 |
| Format: numeric | Invalid: 0        |
| Width: 2        | Minimum: 1        |
| Decimals: 0     | Maximum: 12       |
| Range: 1-12     |                   |

### 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: 4878       |
| Format: numeric  | Invalid: 0              |
| Width: 4         | Minimum: 2010           |
| Decimals: 0      | Maximum: 2011           |
| Range: 2010-2011 | Mean: 2010.2            |
|                  | Standard deviation: 0.4 |

### 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: 4878 |
| Format: numeric | Invalid: 0        |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 1        |
| Range: 1-1      |                   |

### 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.

## Locality (HH7)

File: hl

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 4878 |
| Format: numeric | Invalid: 0        |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 5        |
| Range: 1-5      |                   |

### 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.

## Mother's line number (MLINE)

File: hl

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1757 |
| Format: numeric | Invalid: 3121     |
| Width: 2        | Minimum: 0        |
| Decimals: 0     | Maximum: 14       |
| Range: 0-14     |                   |

### Source of information

Interview information fields completed by interviewer

## Father's line number (FLINE)

File: hl

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1757 |
| Format: numeric | Invalid: 3121     |
| Width: 2        | Minimum: 0        |
| Decimals: 0     | Maximum: 11       |
| Range: 0-11     |                   |

### Source of information

Interview information fields completed by interviewer

## Age at beginning of school year (schage)

File: hl

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 4878 |
| Format: numeric | Invalid: 0        |
| Width: 3        | Minimum: 0        |
| Decimals: 0     | Maximum: 998      |
| Range: 0-998    |                   |

### Source of information

Head of household or other responsible household member

## Ethnicity of household head (ethnicity)

File: hl

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 4878 |
| 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

## Religion of household head (religion)

File: hl

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 4878 |
| Format: numeric | Invalid: 0        |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 9        |
| Range: 1-9      |                   |

## Mother's education (melevel)

File: hl

### Overview

## Mother's education (melevel)

File: hl

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

Valid cases: 1757  
Invalid: 3121  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

## Mother's employment (wempls)

File: hl

### Overview

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

Valid cases: 1757  
Invalid: 3121  
Minimum: 0  
Maximum: 9

## Father's education (felevel)

File: hl

### Overview

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

Valid cases: 1757 (1783.5)  
Invalid: 3121 (3103.2)  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

## Education of household head (helevel)

File: hl

### Overview

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

Valid cases: 4878  
Invalid: 0  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

## Wealth index score (wscore)

File: hl

### Overview

## Wealth index score (wscore)

File: hl

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 5  
 Range: -3.89520808952184-2.90427964870088

Valid cases: 4878  
 Invalid: 0  
 Minimum: -3.9  
 Maximum: 2.9  
 Mean: 0.1  
 Standard deviation: 1

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: hl

### Overview

|                 |                            |
|-----------------|----------------------------|
| Type: Discrete  | Valid cases: 4878 (4886.7) |
| Format: numeric | Invalid: 0 (0)             |
| Width: 1        |                            |
| Decimals: 0     |                            |
| Range: 1-5      |                            |

### Source of information

Constructed variables used for analysis

## Household sample weight (hhweight)

File: hl

### Overview

|   |                         |
|---|-------------------------|
| Type: Continuous                          | Valid cases: 4878       |
| Format: numeric                           | Invalid: 0              |
| Width: 8                                  | Minimum: 0.2            |
| Decimals: 6                               | Maximum: 2.5            |
| Range: 0.244704865738228-2.51998849278751 | Mean: 1                 |
|   | Standard deviation: 0.4 |

## Cluster number (HH1)

File: mn

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 688         |
| Format: numeric  | Invalid: 0               |
| Width: 3         | Minimum: 1               |
| Decimals: 0      | Maximum: 100             |
| Range: 1-100     | Mean: 51.8               |
|                  | Standard deviation: 27.8 |

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: mn

### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 688        |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 15             |
| Range: 1-15     | Mean: 7.7               |
|                 | Standard deviation: 4.4 |

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Line number (LN)

File: mn

### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 688        |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 11             |
| Range: 1-11     | Mean: 2                 |
|                 | Standard deviation: 1.6 |

### Source of information

Interview information fields completed by interviewer

## Cluster number (MM1)

File: mn

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 688         |
| Format: numeric  | Invalid: 0               |
| Width: 3         | Minimum: 1               |
| Decimals: 0      | Maximum: 100             |
| Range: 1-100     | Mean: 51.8               |
|                  | Standard deviation: 27.8 |

## Cluster number (MM1)

File: mn

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number from the Household Questionnaire, question HH1.

## Household number (MM2)

File: mn

### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 688        |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 15             |
| Range: 1-15     | Mean: 7.7               |
|                 | Standard deviation: 4.4 |

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number from the Household Questionnaire, question HH2.

## Man's line number (MM4)

File: mn

### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 688        |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 11             |
| Range: 1-11     | Mean: 2                 |
|                 | Standard deviation: 1.6 |

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the man's line number from the Household Questionnaire, column HL1 of the Household Listing.

## Interviewer number (MM5)

File: mn

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 688         |
| Format: numeric  | Invalid: 0               |
| Width: 2         | Minimum: 4               |
| Decimals: 0      | Maximum: 56              |
| Range: 4-56      | Mean: 32.2               |
|                  | Standard deviation: 14.4 |

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter your own name and identifying number. You will be provided with these identification numbers at the time of training.

## Day of interview (MM6D)

File: mn

### Overview

|                  |                         |
|------------------|-------------------------|
| Type: Continuous | Valid cases: 688        |
| Format: numeric  | Invalid: 0              |
| Width: 2         | Minimum: 1              |
| Decimals: 0      | Maximum: 31             |
| Range: 1-31      | Mean: 16.3              |
|                  | Standard deviation: 7.8 |

### Source of information

Interview information fields completed by interviewer

### 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 to interview the man 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 man'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 man.

## Month of interview (MM6M)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 688 |
| Format: numeric | Invalid: 0       |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 12      |
| Range: 1-12     |                  |

### Source of information

Interview information fields completed by interviewer

### 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 to interview the man 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 man'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 man.

## Year of interview (MM6Y)

File: mn

### Overview

|                  |                         |
|------------------|-------------------------|
| Type: Discrete   | Valid cases: 688        |
| Format: numeric  | Invalid: 0              |
| Width: 4         | Minimum: 2010           |
| Decimals: 0      | Maximum: 2011           |
| Range: 2010-2011 | Mean: 2010.3            |
|                  | Standard deviation: 0.5 |

### Source of information

Interview information fields completed by interviewer

### 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 to interview the man 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 man'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 man.

## Result of man's interview (MM7)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 688 |
| Format: numeric | Invalid: 0       |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 96      |
| Range: 1-96     |                  |

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Complete this question once you have concluded the interview with the man. 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 man after repeated visits, circle '02' for 'Not at home'. If the man 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 man 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 (MM8)

File: mn

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 688         |
| Format: numeric  | Invalid: 0               |
| Width: 2         | Minimum: 11              |
| Decimals: 0      | Maximum: 54              |
| Range: 11-54     | Mean: 29.7               |
|                  | Standard deviation: 14.3 |

### 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 (MM9)

File: mn

### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 688        |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 13             |
| Range: 1-13     | Mean: 6.2               |
|                 | Standard deviation: 3.3 |

### 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 (MM10H)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 2        | Minimum: 6       |
| Decimals: 0     | Maximum: 21      |
| Range: 6-99     |                  |

### 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 (MM10M)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 59      |
| Range: 0-99     |                  |

### 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 (MM11H)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| 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 finish the man'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 (MM10) and ending times (MM11) 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 (MM11M)

File: mn

### Overview

## End of interview - Minutes (MM11M)

### File: mn

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

Valid cases: 607  
Invalid: 81  
Minimum: 0  
Maximum: 99

#### Source of information

Interview information fields completed by interviewer

#### Interviewer instructions

Record the time of the day you finish the man'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 (MM10) and ending times (MM11) 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 man (MB1M)

### File: mn

#### Overview

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

Valid cases: 607  
Invalid: 81  
Minimum: 1  
Maximum: 98

#### Source of information

The eligible man selected for interview

#### Literal question

In what month and year were you born?

#### Interviewer instructions

If the respondent knows his 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 he does not know his month of birth, circle '98' for 'DK month' and ask him for the year of his birth. If he 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 he has any documentation such as an identification card, horoscope, or a birth or baptismal certificate that might give his date of birth. If such documentation is available, ask the man 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 man (MB1Y)

### File: mn

#### Overview

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1951-9999

Valid cases: 607  
Invalid: 81  
Minimum: 1951  
Maximum: 9998

#### Source of information

The eligible man selected for interview

#### Literal question

In what month and year were you born?

#### Interviewer instructions

## Year of birth of man (MB1Y)

File: mn

If the respondent knows his 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 he does not know his month of birth, circle '98' for 'DK month' and ask him for the year of his birth. If he 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 he has any documentation such as an identification card, horoscope, or a birth or baptismal certificate that might give his date of birth. If such documentation is available, ask the man 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 man (MB2)

File: mn

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 607         |
| Format: numeric  | Invalid: 81              |
| Width: 2         | Minimum: 15              |
| Decimals: 0      | Maximum: 59              |
| Range: 15-59     | Mean: 31.8               |
|                  | Standard deviation: 11.5 |

### Source of information

The eligible man selected for interview

### Literal question

How old are you?

### Interviewer instructions

Enter his age in completed years, that is, his age at his last birthday. If he knows his 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 he does not know the answer to either of these two questions, probe for clues that might indicate his age. Ask how old he was when he was first married. Try to find out how long ago he got married or had his first child. (You may be able to find out the age of his oldest child if the child is still living. You may be able to relate his age to someone else in the household whose age is known. You may be able to determine his age based on how old he 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 MB1 and MB2 if inconsistent.

Finally, before moving on to the next question, verify that the respondent is indeed eligible. If the man is younger than 15 or older than 29, 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 HL7a of the Household Questionnaire.

## Ever attended school (MB3)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-2      |                  |

### Source of information

The eligible man selected for interview

### Literal question

Have you ever attended school or preschool?

## Ever attended school (MB3)

File: mn

### Interviewer instructions

Questions MB3-MB7 are about the educational attainment and literacy of the man. Note that you will have collected some of this information on the man in the Education module of the Household Questionnaire, either from another household member or from the man himself. 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 MB7. 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 (MB4)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 594 |
| Format: numeric | Invalid: 94      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 5       |
| Range: 0-5      |                  |

### Source of information

The eligible man selected for interview

### Literal question

What is the highest level of school you attended?

### Interviewer instructions

Questions MB3-MB7 are about the educational attainment and literacy of the man. Note that you will have collected some of this information on the man in the Education module of the Household Questionnaire, either from another household member or from the man himself. 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 he attended Form/Year 1 of secondary school for only 2 weeks, record 'Secondary'.

## Highest grade completed at that level (MB5)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 583 |
| Format: numeric | Invalid: 105     |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 99      |
| Range: 0-99     |                  |

### Source of information

The eligible man selected for interview

### Literal question

What is the highest grade you completed at that level?

### Interviewer instructions

## Highest grade completed at that level (MB5)

File: mn

Questions MB3-MB7 are about the educational attainment and literacy of the man. Note that you will have collected some of this information on the man in the Education module of the Household Questionnaire, either from another household member or from the man himself. 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 MB4. For example, if a man was attending grade 3 of secondary school and left school before completing that year, record '02'. Although grade 3 was the highest year he attended, he completed 2 years of secondary school. If less than 1 year, record '00' for completed years. For example, if he attended only 2 weeks of grade 1 of secondary school, record '00' for completed years.

## Can read part of the sentence (MB7)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 289 |
| Format: numeric | Invalid: 399     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible man 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

Questions MB3-MB7 are about the educational attainment and literacy of the man. Note that you will have collected some of this information on the man in the Education module of the Household Questionnaire, either from another household member or from the man himself. You should still ask these questions. You will be collecting slightly different information with these questions.

To ascertain whether men are literate or not, you will be showing men you interview cards with pre-printed sentences on them, and asking men to read them. Note that this question will be asked only to men who have not attended school, or did not attend school beyond the primary level. We assume that men who have attended secondary school or higher are literate. However, it is also known that some men who have attended or even completed primary school may be functionally illiterate. Therefore, we need to ask this question to such men.

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 he is literate. Show the first sentence on the card to the respondent. Give the respondent enough time to read the sentence; do not rush him. 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 man in the household, show him 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.

## Religion (MB8)

File: mn

## Religion (MB8)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 2        | Minimum: 11      |
| Decimals: 0     | Maximum: 99      |
| Range: 11-99    |                  |

### Literal question

What is your religion?

## Ethnic group (MB9)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 2        | Minimum: 11      |
| Decimals: 0     | Maximum: 96      |
| Range: 11-99    |                  |

### Literal question

To what ethnic group do you belong?

## Read newspaper or magazine (AC2)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 543 |
| Format: numeric | Invalid: 145     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Literal question

How often do you read a newspaper or magazine? Almost every day, at least once a week, less than once a week or not at all?

## Listen to radio (AC3)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 4       |
| Range: 1-9      |                  |

### Literal question

Do you listen to the radio almost every day, at least once a week, less than once a week or not at all?

## Watch television (AC4)

File: mn

## Watch television (AC4)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 4       |
| Range: 1-9      |                  |

### Literal question

How often do you watch television? Would you say that you watch almost every day, at least once a week, less than once a week or not at all?

## Ever used a computer (AC6)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 198 |
| Format: numeric | Invalid: 490     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Literal question

Have you ever used a computer?

## Used computer from a location in last 12 months (AC7)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 162 |
| Format: numeric | Invalid: 526     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Literal question

Have you used a computer from any location in the last 12 months?

## How often used a computer (AC8)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 150 |
| Format: numeric | Invalid: 538     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 4       |
| Range: 1-9      |                  |

### Literal question

During the last one month, how often did you used a computer? Almost every day, at least once a week, less than once a week or not at all?

## Ever used internet (AC9)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 198 |
| Format: numeric | Invalid: 490     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Literal question

Have you ever used the internet?

## Used internet in last 12 months (AC10)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 150 |
| Format: numeric | Invalid: 538     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Literal question

In the last 12 months, have you used the internet?

### Interviewer instructions

If necessary, probe for use from any location, with any device.

## How often used internet in last one month (AC11)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 143 |
| Format: numeric | Invalid: 545     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 4       |
| Range: 1-9      |                  |

### Literal question

During the last one month, how often did you use the internet? Almost every day, at least once a week, less than once a week or not at all?

## Currently married or living with a woman (MU1)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 3       |
| Range: 1-3      |                  |

### Source of information

The eligible man selected for interview

### Literal question

Are you currently married or living together with a woman/partner as if married?

## Currently married or living with a woman (MU1)

File: mn

### Interviewer instructions

The options here are currently married, living with a woman, or not in union (the man is neither married nor living with a woman). Circle the code corresponding to the respondent's status at the time of the interview. If the man is currently neither married or in a union, skip to MU5.

## Type of marriage (MU1A)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 208 |
| Format: numeric | Invalid: 480     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 98      |
| Range: 1-99     |                  |

### Literal question

What type of marriage?

## Number of women married to or living with as married (MU2)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 247 |
| Format: numeric | Invalid: 441     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 7       |
| Range: 1-99     |                  |

### Source of information

The eligible man selected for interview

### Literal question

With how many women do you currently live (married or as married)?

### Interviewer instructions

Probe: If more than one wife/partner, ask: How old was your first wife/partner on her last birthday? If he knows the age of his first wife/partner on her last birthday, enter her age in the space provided. If he does not know her age, circle '98'.

## Age of wife/partner (MU3)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 232 |
| Format: numeric | Invalid: 456     |
| Width: 2        | Minimum: 17      |
| Decimals: 0     | Maximum: 98      |
| Range: 17-99    |                  |

### Source of information

The eligible man selected for interview

### Pre question

If only one wife

### Literal question

How old is your wife/partner?

## Age of wife/partner (MU3)

File: mn

### Interviewer instructions

Probe: How old was your wife/partner on her last birthday?

## Age of youngest wife/partner (MU3A)

File: mn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 15 |
| Format: numeric | Invalid: 673    |
| Width: 2        | Minimum: 19     |
| Decimals: 0     | Maximum: 98     |
| Range: 19-99    |                 |

### Pre question

If has more than one wife

### Literal question

How old is your youngest wife/partner?

### Interviewer instructions

Probe: How old was your youngest wife/partner on her last birthday?

## Ever married or lived with a woman as married (MU4)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 360 |
| Format: numeric | Invalid: 328     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 3       |
| Range: 1-9      |                  |

### Source of information

The eligible man selected for interview

### Literal question

Have you ever been married or lived together with a woman as if married?

### Interviewer instructions

For men who are not currently married or living with a woman, ask whether they have ever been married or lived with a woman. 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 woman'. 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 woman?" If he was formerly married and also reports living with a woman, circle the code for 'Yes, formerly married'.

If he was never married and never lived with a woman circle '3' for 'No' and go to the next module. Otherwise, continue on to MU6.

## Marital status (MU5)

File: mn

### Overview

## Marital status (MU5)

File: mn

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

Valid cases: 30  
Invalid: 658  
Minimum: 1  
Maximum: 3

### Source of information

The eligible man 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 man who is not currently married and not currently living with someone but who was formerly in a union, record his current marital status at the time of the interview. Since he was in a union at one time, but is not on the day you are interviewing him, he will be either widowed, divorced or separated.

You should use 'widowed' (a) for men who were married and their wife died, and (b) for men who were in an informal union and their partner died. 'Divorced' should be used for men who were formally married and whose marriage formally ended. 'Separated' should be used (a) for men who were married, but are no longer continuing the marriage with their wife, and (b) for men who were in an informal union and are no longer continuing the union with their partner.

## Married or lived with a woman once or more than once (MU6)

File: mn

### Overview

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

Valid cases: 30  
Invalid: 658  
Minimum: 1  
Maximum: 2

### Source of information

The eligible man selected for interview

### Literal question

Have you been married or lived with a woman only once or more than once?

## Month of first union (MU7M)

File: mn

### Overview

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

Valid cases: 277  
Invalid: 411  
Minimum: 1  
Maximum: 99

### Literal question

In what month and year did you first marry or start living with a woman as if married?

## Year of first union (MU7Y)

File: mn

### Overview

## Year of first union (MU7Y)

File: mn

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1972-9999

Valid cases: 277  
Invalid: 411  
Minimum: 1972  
Maximum: 9999

### Literal question

In what month and year did you first marry or start living with a woman as if married?

## Age at first union (MU8)

File: mn

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 9-99

Valid cases: 277  
Invalid: 411  
Minimum: 9  
Maximum: 46

### Literal question

How old were you when you started living with your first wife/partner?

## Currently using a method to avoid pregnancy (MR1)

File: mn

### Overview

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

Valid cases: 607  
Invalid: 81  
Minimum: 1  
Maximum: 8

### Source of information

The eligible man selected for interview

### Literal question

Couples use various ways or methods to delay or avoid a pregnancy.

Are you or (any of) your wife(s)/partner(s) currently doing something or using any method to delay or avoid her getting pregnant?

## Current method: Female sterilization (MR1AA)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Literal question

What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Female sterilization

### Interviewer instructions

Do not prompt.

If more than one method is mentioned, circle each one.

## Current method: Male sterilization (MR1AB)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1  
Invalid: 0

### Literal question

What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Male sterilization

### Interviewer instructions

Do not prompt.  
If more than one method is mentioned, circle each one.

## Current method: IUD (MR1AC)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 5  
Invalid: 0

### Literal question

What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? IUD

### Interviewer instructions

Do not prompt.  
If more than one method is mentioned, circle each one.

## Current method: Injectables (MR1AD)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 19  
Invalid: 0

### Literal question

What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Injectables

### Interviewer instructions

Do not prompt.  
If more than one method is mentioned, circle each one.

## Current method: Implants (MR1AE)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 3  
Invalid: 0

### Literal question

What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Implants

### Interviewer instructions

Do not prompt.  
If more than one method is mentioned, circle each one.

## Current method: Pill (MR1AF)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 22  
Invalid: 0

### Literal question

What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Pill

### Interviewer instructions

Do not prompt.  
If more than one method is mentioned, circle each one.

## Current method: Male condom (MR1AG)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 101  
Invalid: 0

### Literal question

What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Male condom

### Interviewer instructions

Do not prompt.  
If more than one method is mentioned, circle each one.

## Current method: Female condom (MR1AH)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1  
Invalid: 0

### Literal question

What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Female condom

### Interviewer instructions

Do not prompt.  
If more than one method is mentioned, circle each one.

## Current method: Diaphragm (MR1AI)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Literal question

What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Diaphragm

### Interviewer instructions

Do not prompt.  
If more than one method is mentioned, circle each one.

## Current method: Foam / Jelly (MR1AJ)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Literal question

What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Foam / Jelly

### Interviewer instructions

Do not prompt.  
If more than one method is mentioned, circle each one.

## Current method: Lactational amenorrhoea method (MR1AK)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Literal question

What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Lactational amenorrhoea method(LAM)

### Interviewer instructions

Do not prompt.  
If more than one method is mentioned, circle each one.

## Current method: Periodic abstinence / Rhythm (MR1AL)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 20  
Invalid: 0

### Literal question

What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Periodic abstinence / Rhythm

### Interviewer instructions

Do not prompt.  
If more than one method is mentioned, circle each one.

## Current method: Withdrawal (MR1AM)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 11  
Invalid: 0

### Literal question

What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Withdrawal

### Interviewer instructions

Do not prompt.  
If more than one method is mentioned, circle each one.

## Current method: Other (MR1AX)

File: mn

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 0 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

What are you/ any of your wife(s)/partner(s) doing to delay or avoid a pregnancy? Other(specify)

### Interviewer instructions

Do not prompt.  
If more than one method is mentioned, circle each one.

## Would you yourself use or allow your wife/partner(s) to use (MR2)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 444 |
| Format: numeric | Invalid: 244     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Source of information

The eligible man selected for interview

### Literal question

Would you yourself use or would you allow (any of) your wife(s)/partner(s) to use any such methods?

## Religious beliefs (MR3A)

File: mn

### Overview

|                   |                 |
|-------------------|-----------------|
| Type: Discrete    | Valid cases: 33 |
| Format: character | Invalid: 0      |
| Width: 1          |                 |

### Source of information

The eligible man selected for interview

### Literal question

Why not?  
Any other reason?

### Interviewer instructions

Record all reasons mentioned.

## Partner refuses (MR3B)

File: mn

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 3 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Source of information

The eligible man selected for interview

## Partner refuses (MR3B)

File: mn

### Literal question

Why not?  
Any other reason?

### Interviewer instructions

Record all reasons mentioned.

## Cant afford/ expensive (MR3C)

File: mn

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 1 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Source of information

The eligible man selected for interview

### Literal question

Why not?  
Any other reason?

### Interviewer instructions

Record all reasons mentioned.

## Side effects (MR3D)

File: mn

### Overview

|                   |                 |
|-------------------|-----------------|
| Type: Discrete    | Valid cases: 48 |
| Format: character | Invalid: 0      |
| Width: 1          |                 |

### Source of information

The eligible man selected for interview

### Literal question

Why not?  
Any other reason?

### Interviewer instructions

Record all reasons mentioned.

## Not sexually active (MR3E)

File: mn

### Overview

|                   |                 |
|-------------------|-----------------|
| Type: Discrete    | Valid cases: 14 |
| Format: character | Invalid: 0      |
| Width: 1          |                 |

### Source of information

The eligible man selected for interview

### Literal question

Why not?  
Any other reason?

## Not sexually active (MR3E)

File: mn

### Interviewer instructions

Record all reasons mentioned.

## Do not wish to avoid pregnancy (MR3F)

File: mn

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 42

Invalid: 0

### Source of information

The eligible man selected for interview

### Literal question

Why not?

Any other reason?

### Interviewer instructions

Record all reasons mentioned.

## Encourages promiscuity (MR3G)

File: mn

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 8

Invalid: 0

### Source of information

The eligible man selected for interview

### Literal question

Why not?

Any other reason?

### Interviewer instructions

Record all reasons mentioned.

## Other (MR3X)

File: mn

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 32

Invalid: 0

### Source of information

The eligible man selected for interview

### Literal question

Why not?

Any other reason?

### Interviewer instructions

Record all reasons mentioned.

## If she goes out with out telling husband: wife beating justi (MD1A)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible man 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' (he 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 (MD1B)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible man 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?

### Interviewer instructions

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (he 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 (MD1C)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible man 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

## If she argues with husband: wife beating justified (MD1C)

File: mn

Read each item aloud. For each situation, circle the code corresponding to the answer given - '1' if 'Yes' (he 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 (MD1D)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible man 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' (he 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 (MD1E)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible man 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' (he 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.

## Age at first sexual intercourse (MS1)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 99      |
| Range: 0-99     |                  |

## Age at first sexual intercourse (MS1)

File: mn

### Source of information

The eligible man selected for interview

### Literal question

Now, I would like to ask you some questions about sexual activity in order to gain a better understanding of some important life issues.

The information you supply will remain strictly confidential.

How old were you when you had sexual intercourse for the very first time?

### Interviewer instructions

It is very important that you read the first sentence, and to emphasize to the respondent that his responses will remain strictly confidential. If necessary, explain to him once again that the information he shares with you will only be used for statistical purposes; that his name will never be revealed; and his responses will not be shared with others in the community or elsewhere.

The age we are asking about is the age of the respondent the very first time he had sexual intercourse. It does not matter whether the man continued to have a relationship with this person. We are not asking about the first time with his current partner, but rather, the first experience of sexual intercourse in his entire life.

If the response is 'Never had intercourse', circle '00' and skip to the next module. Otherwise, enter the age in years on the line provided. If he was less than 10 years old, use a zero to fill in the first space.

If the respondent tells you that his first time was when he started living with his first wife, record her response by circling '95'. You will have collected this information in the Marriage/Union module. If the respondent says that his first time was with his first wife, but it was before they began living together, probe for the respondent's age at the time.

If the respondent says he does not know how old he was when he first had intercourse, probe by relating it to how old she was when he first married or had his first child. However, when doing this probing, be certain not to assume that the first time he had sex was at the time of his first marriage. If he has never married and/or never had children, you can probe by relating the timing of the first intercourse to whether he was going to school at the time, or to places that he might have lived. The respondent should feel comfortable in taking his time to think about his response to remember correctly.

## Condom used during first sexual intercourse (MS2)

File: mn

### Overview

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

Valid cases: 492  
Invalid: 196  
Minimum: 1  
Maximum: 9

### Source of information

The eligible man selected for interview

### Literal question

The first time you had sexual intercourse, was a condom used?

### Interviewer instructions

If used correctly, condoms can reduce the risk of transmission of AIDS and other sexually transmitted infections. We do not mention this fact to the respondent, because we do not want to influence his answer here. In this question we are referring to the first occasion the respondent had sexual intercourse.

Circle the code for the response given.

## Main reason to use condom at first sexual intercourse (MS2A)

File: mn

### Overview

## Main reason to use condom at first sexual intercourse (MS2A)

File: mn

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

Valid cases: 108  
Invalid: 580  
Minimum: 1  
Maximum: 9

### Literal question

What was the main reason why you used condom

## Time since last sexual intercourse (unit) (MS3U)

File: mn

### Overview

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

Valid cases: 492  
Invalid: 196  
Minimum: 1  
Maximum: 9

### Source of information

The eligible man selected for interview

### Literal question

When was the last time you had sexual intercourse?

### Interviewer instructions

By 'the last time you had sexual intercourse' we are referring to the respondent's most recent act of sexual intercourse.

In most cases you will record the respondent's answer by using the same units of measure he used in her response. For example, if he says '3 weeks ago', circle '2' and write '03' in the boxes next to 'Weeks ago'. If he says "4 days ago," circle '1' and write '04' next to 'Days ago'. If the respondent says "last night," circle '1' and write '00' for 'Days ago'. If the respondent answers with a month, for example, if he says "it was in December," count the number of months and record months. It may be helpful to write the name of the month in the questionnaire. All responses within less than 12 months will be recorded in months, weeks or days. Record 'year ago' only if last intercourse was one or more years ago. If 12 months or more the answer must be recorded in years.

If the response is 12 months or more, circle '4' and record the answer in years. The 'Years ago' row should be used only if the last intercourse was more than 1 year ago. There should never be a response recorded '00' 'Years Ago'. If the response is 12 months or more, go to the SB13.

While this question is a simple one, respondents who have not had sexual intercourse recently are likely to round off their answers, and it will be up to you to learn from respondents whether they last had sex more or less than a year ago. For example, a man with no regular sexual relationships may engage in sexual intercourse on an irregular basis. Perhaps the last time he had sexual intercourse was during a trip he took 10 months ago; he will be more likely to respond "about a year ago," rather than count how many months ago it was. Therefore, you will need to probe all responses of 'a year ago' with: "Do you remember which month it was?" In this way, we will be able to determine whether the respondent actually had intercourse within the last year or more than a year ago. Respondents who last had sexual intercourse, 10, 11, 12, 13, 14 or 15 months ago may all give responses of 'a year ago'; it will be up to you to clarify when it actually was. Asking the respondent "Was it more or less than a year ago" is not a very good probe for this question; it would be best to ask, "Do you remember what month it was?"

## Time since last sexual intercourse (number) (MS3N)

File: mn

### Overview

## Time since last sexual intercourse (number) (MS3N)

### File: mn

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

Valid cases: 492  
Invalid: 196  
Minimum: 0  
Maximum: 99

#### Source of information

The eligible man selected for interview

#### Literal question

When was the last time you had sexual intercourse?

#### Interviewer instructions

By 'the last time you had sexual intercourse' we are referring to the respondent's most recent act of sexual intercourse.

In most cases you will record the respondent's answer by using the same units of measure he used in her response. For example, if he says '3 weeks ago', circle '2' and write '03' in the boxes next to 'Weeks ago'. If he says "4 days ago," circle '1' and write '04' next to 'Days ago'. If the respondent says "last night," circle '1' and write '00' for 'Days ago'. If the respondent answers with a month, for example, if he says "it was in December," count the number of months and record months. It may be helpful to write the name of the month in the questionnaire. All responses within less than 12 months will be recorded in months, weeks or days. Record 'year ago' only if last intercourse was one or more years ago. If 12 months or more the answer must be recorded in years.

If the response is 12 months or more, circle '4' and record the answer in years. The 'Years ago' row should be used only if the last intercourse was more than 1 year ago. There should never be a response recorded '00' 'Years Ago'. If the response is 12 months or more, go to the SB13.

While this question is a simple one, respondents who have not had sexual intercourse recently are likely to round off their answers, and it will be up to you to learn from respondents whether they last had sex more or less than a year ago. For example, a man with no regular sexual relationships may engage in sexual intercourse on an irregular basis. Perhaps the last time he had sexual intercourse was during a trip he took 10 months ago; he will be more likely to respond "about a year ago," rather than count how many months ago it was. Therefore, you will need to probe all responses of 'a year ago' with: "Do you remember which month it was?" In this way, we will be able to determine whether the respondent actually had intercourse within the last year or more than a year ago. Respondents who last had sexual intercourse, 10, 11, 12, 13, 14 or 15 months ago may all give responses of 'a year ago'; it will be up to you to clarify when it actually was. Asking the respondent "Was it more or less than a year ago" is not a very good probe for this question; it would be best to ask, "Do you remember what month it was?"

## Condom used at last sexual intercourse (MS4)

### File: mn

#### Overview

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

Valid cases: 403  
Invalid: 285  
Minimum: 1  
Maximum: 9

#### Source of information

The eligible man selected for interview

#### Literal question

The last time you had sexual intercourse, was a condom used?

#### Interviewer instructions

In this question, this time, we are referring only to the last occasion the respondent had sexual intercourse.

Circle the code for the response given.

## Main reason to use condom at last sexual intercourse (MS4A)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 103 |
| Format: numeric | Invalid: 585     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 4       |
| Range: 1-9      |                  |

### Literal question

What was the main reason why you used the condom?

## Relationship to last sexual partner (MS5)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 403 |
| Format: numeric | Invalid: 285     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 99      |
| Range: 1-99     |                  |

### Source of information

The eligible man selected for interview

### Literal question

What was your relationship to this person with whom you last had sexual intercourse?

### Interviewer instructions

Probe to ensure that the response refers to the relationship at the time of sexual intercourse. If the person is 'girlfriend', ask: "Were you living together as if married?" If 'Yes', circle '2' for 'Cohabiting partner'. If 'No', circle '3' for 'Girlfriend' and skip to MS7.

Note that we are interested in the relationship of the man with the person mentioned at the time they last engaged in sexual intercourse. For example, if a man's last partner was a girlfriend he was living with at the time, you would record 'Cohabiting partner' even though they are no longer living together. They were living together at the time of the sexual encounter. Record the status of the relationship that existed at the time the two people last had sexual intercourse. It is most important to determine whether or not the sexual partner was someone the respondent was living with at the time they last had sexual intercourse.

## Age of last sexual partner (MS7)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 166 |
| Format: numeric | Invalid: 522     |
| Width: 2        | Minimum: 15      |
| Decimals: 0     | Maximum: 98      |
| Range: 15-99    |                  |

### Source of information

The eligible man selected for interview

### Literal question

How old is this person?

### Interviewer instructions

Record the age in the space provided. If he does not know, ask him to estimate the age of this person. If the respondent is unable to estimate the partner's age, probe by asking "About how old is this person?". If he still says she does not know, circle '98' and continue to the next question.

## Sex with any other person in the last 12 month (MS8)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 403 |
| Format: numeric | Invalid: 285     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible man selected for interview

### Literal question

Have you had sexual intercourse with any other person in the last 12 months?

### Interviewer instructions

We are interested in finding out whether the respondent had sexual intercourse with anyone else within the past 12 months. We want the respondent to take their time in answering because we are asking about a fairly long period of time - the entire year preceding the date of interview. Continue to the next question if 'Yes'. If 'No', skip to MS15.

## Condom used with prior sexual partner (MS9)

File: mn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 81 |
| Format: numeric | Invalid: 607    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 2      |
| Range: 1-9      |                 |

### Source of information

The eligible man selected for interview

### Literal question

The last time you had sexual intercourse with this other person was a condom used?

### Interviewer instructions

This question asks about condom use with 'this other person'. This is the person he had intercourse with during the last 12 months, but not the person he had his last intercourse with.

Circle the code for the response given.

## Relationship to prior sexual partner (MS10)

File: mn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 81 |
| Format: numeric | Invalid: 607    |
| Width: 2        | Minimum: 1      |
| Decimals: 0     | Maximum: 96     |
| Range: 1-99     |                 |

### Source of information

The eligible man selected for interview

### Literal question

What was your relationship to this person?

### Interviewer instructions

## Relationship to prior sexual partner (MS10)

File: mn

This question asks about the relationship he had with this other person. It should refer to the relationship he had with the person at the time of intercourse.

The questions should be asked, probed and recorded the same way as MS5. If the person is 'girlfriend', ask: "Were you living together as if married?" If 'Yes', circle '2' for 'Cohabiting partner'. If 'No', circle '3' for 'Girlfriend' and skip to MS12.

## Age of prior sexual partner (MS12)

File: mn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 81 |
| Format: numeric | Invalid: 607    |
| Width: 2        | Minimum: 16     |
| Decimals: 0     | Maximum: 99     |
| Range: 16-99    |                 |

### Source of information

The eligible man selected for interview

### Literal question

How old is this person?

### Interviewer instructions

Again, we are looking for the age of the person he had sexual intercourse with at the time of the sexual encounter.

Record the age in the space provided. If he does not know, ask him to estimate the age of this person. If the respondent is unable to estimate the sexual partner's age, probe by asking "About how old is this person?". If he still says he does not know, circle '98' and continue to the next question.

## Sex with any other person in the last 12 months (MS13)

File: mn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 81 |
| Format: numeric | Invalid: 607    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 2      |
| Range: 1-9      |                 |

### Source of information

The eligible man selected for interview

### Literal question

Other than these two persons, have you had sexual intercourse with any other person in the last 12 months?

### Interviewer instructions

Circle the code corresponding to response given. Continue to the next question if the response is 'Yes'. If 'No', skip to MS15.

## Number of sex partners in last 12 months (MS14)

File: mn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 81 |
| Format: numeric | Invalid: 607    |
| Width: 2        | Minimum: 1      |
| Decimals: 0     | Maximum: 80     |
| Range: 1-99     |                 |

## Number of sex partners in last 12 months (MS14)

File: mn

### Source of information

The eligible man selected for interview

### Literal question

In total, with how many different people have you had sexual intercourse in the last 12 months?

### Interviewer instructions

This is the total number of different partners the respondent has had sexual intercourse with in the last 12 months, including the ones already mentioned.

Enter the total in the space provided. If his response is less than 10, use a leading zero. Since this question is asked only if the respondent has had sexual intercourse with at least three partners in the last 12 months, the answer should never be '00', '01' or '02'.

## Condom used everytime at sexual intercourse (MS14A)

File: mn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 81 |
| Format: numeric | Invalid: 607    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 2      |
| Range: 1-9      |                 |

### Literal question

Was a condom used every time you had sexual intercourse in the last 12 months?

## Ever had sex with a commercial sex worker (MS14B)

File: mn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 81 |
| Format: numeric | Invalid: 607    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 2      |
| Range: 1-9      |                 |

### Literal question

Have you ever had sex with a commercial sex worker?

## Time since last sexual intercourse with a commercial sex wor (MS14CU)

File: mn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 10 |
| Format: numeric | Invalid: 678    |
| Width: 1        | Minimum: 3      |
| Decimals: 0     | Maximum: 4      |
| Range: 1-9      |                 |

### Literal question

When was the last time you had sexual intercourse with a commercial sex worker?

## Time since last sexual intercourse with a commercial sex worker (MS14CN)

File: mn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 10 |
| Format: numeric | Invalid: 678    |
| Width: 2        | Minimum: 1      |
| Decimals: 0     | Maximum: 35     |
| Range: 1-99     |                 |

### Literal question

When was the last time you had sexual intercourse with a commercial sex worker?

## Number of sex partners in lifetime (MS15)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 492 |
| Format: numeric | Invalid: 196     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 99      |
| Range: 1-99     |                  |

### Source of information

The eligible man selected for interview

### Literal question

In total, with how many different people have you had sexual intercourse in your lifetime?

### Interviewer instructions

This is the total number of different partners the respondent has had sexual intercourse in his lifetime. Enter the total in the space provided. If his response is less than 10, use a leading zero. If a non-numeric answer is given, probe to get an estimate. If number of partners is 95 or more, write '95'.

## Have health insurance or member of a mutual health organisation (NH1)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 605 |
| Format: numeric | Invalid: 83      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Literal question

Do you have any health insurance or are you a member of a mutual health organisation?

## Insurance: NHIS (NH2A)

File: mn

### Overview

|                   |                  |
|-------------------|------------------|
| Type: Discrete    | Valid cases: 217 |
| Format: character | Invalid: 0       |
| Width: 1          |                  |

## Insurance: NHIS (NH2A)

File: mn

### Literal question

What type of health insurance do you have?

### Interviewer instructions

Record all mentioned

## Insurance: Employer (NH2B)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 14  
Invalid: 0

### Literal question

What type of health insurance do you have?

### Interviewer instructions

Record all mentioned

## Insurance: Mutual / Community (NH2C)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 3  
Invalid: 0

### Literal question

What type of health insurance do you have?

### Interviewer instructions

Record all mentioned

## Insurance: Private (NH2D)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Literal question

What type of health insurance do you have?

### Interviewer instructions

Record all mentioned

## Insurance: Other (NH2X)

File: mn

### Overview

## Insurance: Other (NH2X)

File: mn

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1  
Invalid: 0

### Literal question

What type of health insurance do you have?

### Interviewer instructions

Record all mentioned

## How was membership of NHIS achieved (NH4)

File: mn

### Overview

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

Valid cases: 217  
Invalid: 471  
Minimum: 1  
Maximum: 9

### Literal question

How was your membership of this NHIS achieved?

## Hold a valid NHIS card (NH5)

File: mn

### Overview

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

Valid cases: 217  
Invalid: 471  
Minimum: 1  
Maximum: 3

### Literal question

Do you hold a valid national health insurance scheme (NHIS) card?

### Interviewer instructions

If person has valid insurance card, request to see it. Check to make sure it is valid for this year.

## Reason for not having a valid NHIS card (NH6)

File: mn

### Overview

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

Valid cases: 95  
Invalid: 593  
Minimum: 2  
Maximum: 6

### Literal question

Why do you not have a valid NHIS card?

## Plan to renew NHIS registration (NH7)

File: mn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 70 |
| Format: numeric | Invalid: 618    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| Range: 1-9      |                 |

### Literal question

Do you plan to renew this NHIS registration?

## NHIS non-renewal: Have not been sick (NH8A)

File: mn

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 0 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Why do you not want to renew the NHIS registration?

## NHIS non-renewal: Premium expensive (NH8B)

File: mn

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 0 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Why do you not want to renew the NHIS registration?

## NHIS non-renewal: Still pay out of pocket (NH8C)

File: mn

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 0 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Why do you not want to renew the NHIS registration?

## NHIS non-renewal: Worse quality care with card (NH8D)

File: mn

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 1 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

## NHIS non-renewal: Worse quality care with card (NH8D)

File: mn

Why do you not want to renew the NHIS registration?

## NHIS non-renewal: Waiting time too long (NH8E)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Literal question

Why do you not want to renew the NHIS registration?

## NHIS non-renewal: Desired services not covered (NH8F)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Literal question

Why do you not want to renew the NHIS registration?

## NHIS non-renewal: Clinics/Traditional services not covered (NH8G)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Literal question

Why do you not want to renew the NHIS registration?

## NHIS non-renewal: Other (NH8X)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Literal question

Why do you not want to renew the NHIS registration?

## Do NHIS card holders get better/same/worse services (NH9)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 217 |
| Format: numeric | Invalid: 471     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Literal question

In your opinion, do NHIS card holders get better/same/worse services when they attend health care facilities?

## NHIS non-regisiteration: Not heard of NHIS (NH10A)

File: mn

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 2 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Why have you not registered or renewed registration with this NHIS?

## NHIS non-regisiteration: Premium too expensive (NH10B)

File: mn

### Overview

|                   |                 |
|-------------------|-----------------|
| Type: Discrete    | Valid cases: 64 |
| Format: character | Invalid: 0      |
| Width: 1          |                 |

### Literal question

Why have you not registered or renewed registration with this NHIS?

## NHIS non-regisiteration: Don't trust (NH10C)

File: mn

### Overview

|                   |                 |
|-------------------|-----------------|
| Type: Discrete    | Valid cases: 50 |
| Format: character | Invalid: 0      |
| Width: 1          |                 |

### Literal question

Why have you not registered or renewed registration with this NHIS?

## NHIS non-regisiteration: Don't know where to register (NH10D)

File: mn

### Overview

|                   |                 |
|-------------------|-----------------|
| Type: Discrete    | Valid cases: 12 |
| Format: character | Invalid: 0      |
| Width: 1          |                 |

### Literal question

## NHIS non-registration: Don't know where to register (NH10D)

File: mn

Why have you not registered or renewed registration with this NHIS?

## NHIS non-registration: Registration office too far (NH10E)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 12  
Invalid: 0

### Literal question

Why have you not registered or renewed registration with this NHIS?

## NHIS non-registration: Don't need health insurance (NH10F)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 63  
Invalid: 0

### Literal question

Why have you not registered or renewed registration with this NHIS?

## NHIS non-registration: Doesn't cover the services needed (NH10G)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 20  
Invalid: 0

### Literal question

Why have you not registered or renewed registration with this NHIS?

## NHIS non-registration: Doesn't cover the facilities used (NH10H)

File: mn

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1  
Invalid: 0

### Literal question

Why have you not registered or renewed registration with this NHIS?

## NHIS non-registration: Other (NH10X)

File: mn

### Overview

|                   |                  |
|-------------------|------------------|
| Type: Discrete    | Valid cases: 200 |
| Format: character | Invalid: 0       |
| Width: 1          |                  |

### Literal question

Why have you not registered or renewed registration with this NHIS?

## Ever heard of AIDS (MH1)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Source of information

The eligible man 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 (MH2)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 600 |
| Format: numeric | Invalid: 88      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Source of information

The eligible man selected for interview

### Literal question

Can people reduce their chance of getting the AIDS virus by having just one uninfected sex partner who has no other sex partners?

### Interviewer instructions

For questions MH2-MH7 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 (MH3)

File: mn

### Overview

## Can get AIDS virus through supernatural means (MH3)

File: mn

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

Valid cases: 600  
Invalid: 88  
Minimum: 1  
Maximum: 8

### Source of information

The eligible man selected for interview

### Literal question

Can people get the AIDS virus because of witchcraft or other supernatural means?

### Interviewer instructions

For questions MH2-MH7 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 (MH4)

File: mn

### Overview

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

Valid cases: 600  
Invalid: 88  
Minimum: 1  
Maximum: 8

### Source of information

The eligible man 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 MH2-MH7 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 (MH5)

File: mn

### Overview

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

Valid cases: 600  
Invalid: 88  
Minimum: 1  
Maximum: 8

### Source of information

The eligible man selected for interview

### Literal question

Can people get the AIDS virus from mosquito bites?

### Interviewer instructions

For questions MH2-MH7 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 (MH6)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 600 |
| Format: numeric | Invalid: 88      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible man 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 MH2-MH7 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 (MH7)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 600 |
| Format: numeric | Invalid: 88      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Source of information

The eligible man selected for interview

### Literal question

Is it possible for a healthy-looking person to have the AIDS virus?

### Interviewer instructions

For questions MH2-MH7 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 (MH8A)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 600 |
| Format: numeric | Invalid: 88      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Source of information

The eligible man selected for interview

### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: During pregnancy?

### Interviewer instructions

## AIDS virus from mother to child during pregnancy (MH8A)

### File: mn

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the man 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 man 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 him to imagine a particular scenario. Then we ask him to tell us how he 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 he doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.

## AIDS virus from mother to child during delivery (MH8B)

### File: mn

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 600 |
| Format: numeric | Invalid: 88      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

#### Source of information

The eligible man 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 man 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 man 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 him to imagine a particular scenario. Then we ask him to tell us how he 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 he doesn't know, is unsure, or that it depends, circle '8' for 'DK/not sure/depends'.

## AIDS virus from mother to child through breastfeeding (MH8C)

### File: mn

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 600 |
| Format: numeric | Invalid: 88      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

#### Source of information

The eligible man selected for interview

#### Literal question

Can the virus that causes AIDS be transmitted from a mother to her baby: By breastfeeding?

## AIDS virus from mother to child through breastfeeding (MH8C)

File: mn

### Interviewer instructions

An understanding of more in-depth AIDS-related knowledge is obtained with this question, which aims to determine whether the man 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 man 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 him to imagine a particular scenario. Then we ask him to tell us how he 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 he 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 (MH9)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 600 |
| Format: numeric | Invalid: 88      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Source of information

The eligible man 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 (MH10)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 600 |
| Format: numeric | Invalid: 88      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible man 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 oth (MH11)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible man selected for interview

### Literal question

If a member of your family got infected with the AIDS virus, would you want other people to know about it?

## Willing to care for person with AIDS in household (MH12)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible man 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?

## Can HIV virus be transmitted through oral sex (MH12A)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible man selected for interview

### Literal question

In your opinion, can the HIV virus be transmitted through oral sex?

## Can HIV virus be transmitted through anal sex (MH12B)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

## Can HIV virus be transmitted through anal sex (MH12B)

File: mn

### Source of information

The eligible man selected for interview

### Literal question

In your opinion, can the HIV virus be transmitted through anal sex?

## Can HIV/AIDS be cured (MH12C)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible man selected for interview

### Literal question

In your opinion, can HIV/AIDS be cured?

## Can a man with HIV/AIDS be cured by having sex with a virgin (MH12D)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 130 |
| Format: numeric | Invalid: 558     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Source of information

The eligible man selected for interview

### Literal question

In your opinion, can a man be infected with HIV/AIDS be cured by having sex with a virgin woman?

## Ever been tested for AIDS virus (MH13)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible man selected for interview

### Literal question

I don't want to know the results, but have you ever been tested to see if you have the AIDS virus?

### Interviewer instructions

## Ever been tested for AIDS virus (MH13)

File: mn

Ask the respondent if he was tested for the HIV. Be clear to the respondent that you are not asking to know the results of the test. Circle the code for the response given. If his answer is 'No', skip to MH18.

## Most recent time of testing for AIDS virus (MH14)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 141 |
| Format: numeric | Invalid: 547     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 3       |
| Range: 1-9      |                  |

### Source of information

The eligible man selected for interview

### Literal question

I don't want to know the results but, when was the most recent time you were tested?

### Interviewer instructions

Circle the code corresponding to the response.

## Reason for AIDS virus test (MH15)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 141 |
| Format: numeric | Invalid: 547     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 3       |
| Range: 1-9      |                  |

### Source of information

The eligible man selected for interview

### Literal question

Did you, yourself, ask for the test, was it offered and you accepted, or was it required?

## Place of AIDS virus test (MH16)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 141 |
| Format: numeric | Invalid: 547     |
| Width: 2        | Minimum: 11      |
| Decimals: 0     | Maximum: 96      |
| Range: 11-99    |                  |

### Source of information

The eligible man selected for interview

### Literal question

Where did you go for the test?

### Interviewer instructions

Probe to identify the type of source.

If unable to determine whether public or private, write the name of the place.

## Received results of AIDS virus test (MH17)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 141 |
| Format: numeric | Invalid: 547     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Source of information

The eligible man selected for interview

### Literal question

I don't want to know the results, but did you get the results of the test?

### Interviewer instructions

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results.

It is important that you do not attempt to find out the HIV status of any respondent who has been tested, or simply that you have any interest in knowing his HIV status. Ask the question, ensuring that the respondent knows that you are not interested in learning the results of any test she may have undergone. Circle the code corresponding to her response.

All answers should skip to next module.

## Know a place to get AIDS virus test (MH18)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 466 |
| Format: numeric | Invalid: 222     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible man selected for interview

### Literal question

Do you know of a place where people can go to get tested for the AIDS virus?

### Interviewer instructions

Circle the code corresponding to the response.

## Net number (TNLN)

File: mn

### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 16         |
| Format: numeric | Invalid: 672            |
| Width: 1        | Minimum: 1              |
| Decimals: 0     | Maximum: 2              |
| Range: 1-2      | Mean: 1.2               |
|                 | Standard deviation: 0.4 |

## Mosquito net observed (TN4)

File: mn

## Mosquito net observed (TN4)

File: mn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 16 |
| Format: numeric | Invalid: 672    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 2      |
| Range: 1-9      |                 |

### Source of information

Interviewer's visual observation

### Interviewer instructions

For each net, record first whether you actually observed the net.

## Brand/type of observed net (TN5)

File: mn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 16 |
| Format: numeric | Invalid: 672    |
| Width: 2        | Minimum: 11     |
| Decimals: 0     | Maximum: 98     |
| Range: 11-99    |                 |

### Source of information

Interviewer's visual observation

### Interviewer instructions

TN5 is about the type and brand of net. You may encounter nets in the field that you will not recognize. During training, you will be shown all the common mosquito nets that are available in the country. The brand name is often located on the net itself. A picture of the different types of nets available in the country may also be provided for reference during interviews. Use this to identify the type of net in the dwelling and circle the corresponding number on the questionnaire.

If the respondent tells you or you learn from the packaging that the net is long-lasting try to determine the exact brand. If you cannot determine the brand circle '18' for 'DK brand'.

Similarly, if you determine that the net is pre-treated but it is not one of the listed brands, circle '26' and specify the brand of the net in the space provided. When you cannot determine the brand but have determined that it is pre-treated, circle '28' for 'DK brand'.

In some cases, you may be able to identify the brand but not what the type of net it is; for those nets, circle '31' (Other). Code '98' should be circled when you cannot obtain information on either the type or brand. For nets for which you circle '31' or '98' in question TN5, you must probe to find out if the respondent knows whether or not the net was treated when the household first got the net.

## Source of supply of net (TN5A)

File: mn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 16 |
| Format: numeric | Invalid: 672    |
| Width: 2        | Minimum: 11     |
| Decimals: 0     | Maximum: 36     |
| Range: 11-99    |                 |

### Literal question

Where did you get this net?

## Months ago net obtained (TN6)

File: mn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 16 |
| Format: numeric | Invalid: 672    |
| Width: 2        | Minimum: 2      |
| Decimals: 0     | Maximum: 98     |
| Range: 0-99     |                 |

### Source of information

Head of household or other responsible household member

### Literal question

How many months ago did your household get the mosquito net?

### Interviewer instructions

Ask how many months ago the household obtained the net. If the net was obtained within 36 months from the interview date, you must record the actual number of months before the interview that the net was obtained. If the household got the mosquito net more than 36 months ago, record '95'. If less than one month, record "00"

The respondent may tell you that they are not exactly certain when the net was obtained. In such cases, probe to try to get some idea of approximately how many months ago the net was obtained. Record '98' (DK/Not sure) if the respondent does not have any idea of how long ago the household obtained the net.

## Cost of net (GHc) (TN6A)

File: mn

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 3 |
| Format: numeric | Invalid: 685   |
| Width: 4        | Minimum: 0     |
| Decimals: 1     | Maximum: 99.8  |
| Range: 0-99.9   |                |

### Literal question

How much did it cost you to acquire this net (GHc)

### Interviewer instructions

If received free of charge, record "00.0"

## Net treated with an insecticide when obtained (TN8)

File: mn

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 3 |
| Format: numeric | Invalid: 685   |
| Width: 1        | Minimum: 1     |
| Decimals: 0     | Maximum: 8     |
| Range: 1-9      |                |

### Source of information

Head of household or other responsible household member

### Literal question

When you got the net, was it already treated with an insecticide to kill or repel mosquitoes?

### Interviewer instructions

This question is only asked about all nets other than the long-lasting and pre-treated nets. With this question, we try to learn whether the net was actually treated with an insecticide when the household obtained it.

## Net soaked or dipped since obtained (TN9)

File: mn

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 3 |
| Format: numeric | Invalid: 685   |
| Width: 1        | Minimum: 1     |
| Decimals: 0     | Maximum: 2     |
| Range: 1-9      |                |

### Source of information

Head of household or other responsible household member

### Literal question

Since you got the net, was it ever soaked or dipped in a liquid to kill or repel mosquitoes?

### Interviewer instructions

This question is only asked for pre-treated nets, and obtains information on whether the household has ever treated the net with insecticide. Make sure that the respondent understands that you don't mean simply "washing the net" or spraying it with insecticide from a can or canister. We want to know whether the net was soaked or dipped in an insecticide. This information will be linked to the information on the type of net and when the net was obtained to determine if the net is still effective.

If the respondent answers 'Yes', circle 1 and continue with the next question. If the response is 'No' or the respondent does not know or unsure about it, circle '2' or '8' respectively and skip to TN11.

## Months ago net soaked or dipped (TN10)

File: mn

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 1 |
| Format: numeric | Invalid: 687   |
| Width: 2        | Minimum: 95    |
| Decimals: 0     | Maximum: 95    |
| Range: 0-99     |                |

### Source of information

Head of household or other responsible household member

### Literal question

How many months ago was the net last soaked or dipped?

### Interviewer instructions

If the last time was within the last 2 years (24 months), record the number of months ago in the space provided. If the last time was less than 1 month ago, record '00'. If the last time was more than 24 months ago, circle '95'. If the respondent does not know the number of months, probe to obtain his/her best estimate. Circle '98' for 'DK/Not sure' only if the respondent cannot even estimate when the net was last soaked or dipped.

## Persons slept under mosquito net last night (TN11)

File: mn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 16 |
| Format: numeric | Invalid: 672    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 1      |
| Range: 1-9      |                 |

### Source of information

Head of household or other responsible household member

### Literal question

Did anyone sleep under this mosquito net last night?

## Persons slept under mosquito net last night (TN11)

### File: mn

#### Interviewer instructions

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Person 1 who slept under net (TN12\_1)

### File: mn

#### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 16 |
| Format: numeric | Invalid: 672    |
| Width: 2        | Minimum: 1      |
| Decimals: 0     | Maximum: 2      |
| Range: 0-90     |                 |

#### Source of information

Head of household or other responsible household member

#### Literal question

Who slept under this mosquito net last night?

#### Interviewer instructions

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Person 2 who slept under net (TN12\_2)

### File: mn

#### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 16 |
| Format: numeric | Invalid: 672    |
| Width: 2        | Minimum: 2      |
| Decimals: 0     | Maximum: 90     |
| Range: 0-90     |                 |

#### Source of information

Head of household or other responsible household member

#### Literal question

Who slept under this mosquito net last night?

## Person 2 who slept under net (TN12\_2)

File: mn

### Interviewer instructions

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Person 3 who slept under net (TN12\_3)

File: mn

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 8 |
| Format: numeric | Invalid: 680   |
| Width: 2        | Minimum: 3     |
| Decimals: 0     | Maximum: 90    |
| Range: 0-90     |                |

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

### Interviewer instructions

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Person 4 who slept under net (TN12\_4)

File: mn

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 4 |
| Format: numeric | Invalid: 684   |
| Width: 2        | Minimum: 90    |
| Decimals: 0     | Maximum: 90    |
| Range: 0-90     |                |

### Source of information

Head of household or other responsible household member

### Literal question

Who slept under this mosquito net last night?

## Person 4 who slept under net (TN12\_4)

File: mn

### Interviewer instructions

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Area (HH6)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 688 |
| Format: numeric | Invalid: 0       |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 1       |
| Range: 1-1      |                  |

### 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.

## Locality (HH7)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 688 |
| Format: numeric | Invalid: 0       |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 5       |
| Range: 1-5      |                  |

### Interviewer instructions

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

## Date of interview men (CMC) (MDOI)

File: mn

### Overview

|                  |                         |
|------------------|-------------------------|
| Type: Discrete   | Valid cases: 688        |
| Format: numeric  | Invalid: 0              |
| Width: 4         | Minimum: 1332           |
| Decimals: 0      | Maximum: 1333           |
| Range: 1332-1333 | Mean: 1332.3            |
|                  | Standard deviation: 0.5 |

### Source of information

## Date of interview men (CMC) (MDOI)

File: mn

Interview information fields completed by interviewer

## Date of birth of man (CMC) (MDOB)

File: mn

### Overview

|                  |                         |
|------------------|-------------------------|
| Type: Continuous | Valid cases: 607        |
| Format: numeric  | Invalid: 81             |
| Width: 4         | Minimum: 614            |
| Decimals: 0      | Maximum: 1152           |
| Range: 614-1152  | Mean: 944.7             |
|                  | Standard deviation: 138 |

### Source of information

The eligible man selected for interview

## Age man (MAGE)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible man selected for interview

## Date of marriage man (CMC) (MDOM)

File: mn

### Overview

|                  |                           |
|------------------|---------------------------|
| Type: Continuous | Valid cases: 277          |
| Format: numeric  | Invalid: 411              |
| Width: 4         | Minimum: 867              |
| Decimals: 0      | Maximum: 1330             |
| Range: 867-1330  | Mean: 1178.5              |
|                  | Standard deviation: 107.5 |

### Source of information

The eligible man selected for interview

## Age at first marriage/union man (MAGEM)

File: mn

### Overview

## Age at first marriage/union man (MAGEM)

### File: mn

Type: Continuous  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-45

Valid cases: 277  
Invalid: 411  
Minimum: 1  
Maximum: 45  
Mean: 28.5  
Standard deviation: 6.1

#### Source of information

The eligible man selected for interview

## Marital/Union status man (MMSTATUS)

### File: mn

#### Overview

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

Valid cases: 607  
Invalid: 81  
Minimum: 1  
Maximum: 3

## Education (mmelevel)

### File: mn

#### Overview

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

Valid cases: 607  
Invalid: 81  
Minimum: 1  
Maximum: 4

## Ethnicity of household head (ethnicity)

### File: mn

#### Overview

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

Valid cases: 688  
Invalid: 0  
Minimum: 1  
Maximum: 9

## Religion of household head (religion)

### File: mn

#### Overview

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

Valid cases: 688  
Invalid: 0  
Minimum: 1  
Maximum: 9

## Ethnicity of Man (ethnicitym)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 6       |
| Range: 1-9      |                  |

## Religion of Man (religionm)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 607 |
| Format: numeric | Invalid: 81      |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

## Wealth index score (wscore)

File: mn

### Overview

|   |                               |
|---|-------------------------------|
| Type: Continuous                          | Valid cases: 688 (607)        |
| Format: numeric                           | Invalid: 0 (0)                |
| Width: 8                                  | Minimum: -3.3                 |
| Decimals: 5                               | Maximum: 2.8                  |
| Range: -3.26938649923415-2.84369914777264 | Mean: 0.1 (0.1)               |
|   | Standard deviation: 0.9 (0.9) |

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: mn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 688 |
| Format: numeric | Invalid: 0       |
| Width: 1        |                  |
| Decimals: 0     |                  |
| Range: 1-5      |                  |

### Source of information

Constructed variables used for analysis

## Men's sample weight (mmweight)

File: mn

### Overview

## Men's sample weight (mmweight)

File: mn

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 6  
Range: 0-2.41880849747948

Valid cases: 688  
Invalid: 0  
Minimum: 0  
Maximum: 2.4  
Mean: 0.9  
Standard deviation: 0.5

## Cluster number (HH1)

File: tn

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 360         |
| Format: numeric  | Invalid: 0               |
| Width: 3         | Minimum: 1               |
| Decimals: 0      | Maximum: 100             |
| Range: 1-100     | Mean: 52.9               |
|                  | Standard deviation: 30.8 |

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the cluster number as instructed by your supervisor.

## Household number (HH2)

File: tn

### Overview

|                 |                       |
|-----------------|-----------------------|
| Type: Discrete  | Valid cases: 360      |
| Format: numeric | Invalid: 0            |
| Width: 2        | Minimum: 1            |
| Decimals: 0     | Maximum: 15           |
| Range: 1-15     | Mean: 8.1             |
|                 | Standard deviation: 4 |

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

Enter the household number as instructed by your supervisor.

## Net number (TNLN)

File: tn

### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 360        |
| Format: numeric | Invalid: 0              |
| Width: 1        | Minimum: 1              |
| Decimals: 0     | Maximum: 5              |
| Range: 1-5      | Mean: 1.4               |
|                 | Standard deviation: 0.7 |

## Mosquito net observed (TN4)

File: tn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 360 |
| Format: numeric | Invalid: 0       |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Source of information

Interviewer's visual observation

### Interviewer instructions

## Mosquito net observed (TN4)

File: tn

For each net, record first whether you actually observed the net.

## Brand/type of observed net (TN5)

File: tn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 360 |
| Format: numeric | Invalid: 0       |
| Width: 2        | Minimum: 11      |
| Decimals: 0     | Maximum: 98      |
| Range: 11-99    |                  |

### Source of information

Interviewer's visual observation

### Interviewer instructions

TN5 is about the type and brand of net. You may encounter nets in the field that you will not recognize. During training, you will be shown all the common mosquito nets that are available in the country. The brand name is often located on the net itself. A picture of the different types of nets available in the country may also be provided for reference during interviews. Use this to identify the type of net in the dwelling and circle the corresponding number on the questionnaire.

If the respondent tells you or you learn from the packaging that the net is long-lasting try to determine the exact brand. If you cannot determine the brand circle '18' for 'DK brand'.

Similarly, if you determine that the net is pre-treated but it is not one of the listed brands, circle '26' and specify the brand of the net in the space provided. When you cannot determine the brand but have determined that it is pre-treated, circle '28' for 'DK brand'.

In some cases, you may be able to identify the brand but not what the type of net it is; for those nets, circle '31' (Other). Code '98' should be circled when you cannot obtain information on either the type or brand. For nets for which you circle '31' or '98' in question TN5, you must probe to find out if the respondent knows whether or not the net was treated when the household first got the net.

## Source of supply of net (TN5A)

File: tn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 360 |
| Format: numeric | Invalid: 0       |
| Width: 2        | Minimum: 11      |
| Decimals: 0     | Maximum: 98      |
| Range: 11-99    |                  |

### Literal question

Where did you get this net?

## Months ago net obtained (TN6)

File: tn

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 360 |
| Format: numeric | Invalid: 0       |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 98      |
| Range: 0-99     |                  |

## Months ago net obtained (TN6)

File: tn

### Source of information

Head of household or other responsible household member

### Literal question

How many months ago did your household get the mosquito net?

### Interviewer instructions

Ask how many months ago the household obtained the net. If the net was obtained within 36 months from the interview date, you must record the actual number of months before the interview that the net was obtained. If the household got the mosquito net more than 36 months ago, record '95'. If less than one month, record "00"

The respondent may tell you that they are not exactly certain when the net was obtained. In such cases, probe to try to get some idea of approximately how many months ago the net was obtained. Record '98' (DK/Not sure) if the respondent does not have any idea of how long ago the household obtained the net.

## Cost of net (GHc) (TN6A)

File: tn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 45 |
| Format: numeric | Invalid: 315    |
| Width: 4        | Minimum: 0      |
| Decimals: 1     | Maximum: 99.8   |
| Range: 0-99.9   |                 |

### Literal question

How much did it cost you to acquire this net (GHc)

### Interviewer instructions

If received free of charge, record "00.0"

## Net treated with an insecticide when obtained (TN8)

File: tn

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 45 |
| Format: numeric | Invalid: 315    |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| Range: 1-9      |                 |

### Source of information

Head of household or other responsible household member

### Literal question

When you got the net, was it already treated with an insecticide to kill or repel mosquitoes?

### Interviewer instructions

This question is only asked about all nets other than the long-lasting and pre-treated nets. With this question, we try to learn whether the net was actually treated with an insecticide when the household obtained it.

## Net soaked or dipped since obtained (TN9)

File: tn

### Overview

## Net soaked or dipped since obtained (TN9)

File: tn

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

Valid cases: 71  
Invalid: 289  
Minimum: 1  
Maximum: 8

### Source of information

Head of household or other responsible household member

### Literal question

Since you got the net, was it ever soaked or dipped in a liquid to kill or repel mosquitoes?

### Interviewer instructions

This question is only asked for pre-treated nets, and obtains information on whether the household has ever treated the net with insecticide. Make sure that the respondent understands that you don't mean simply "washing the net" or spraying it with insecticide from a can or canister. We want to know whether the net was soaked or dipped in an insecticide. This information will be linked to the information on the type of net and when the net was obtained to determine if the net is still effective.

If the respondent answers 'Yes', circle 1 and continue with the next question. If the response is 'No' or the respondent does not know or unsure about it, circle '2' or '8' respectively and skip to TN11.

## Months ago net soaked or dipped (TN10)

File: tn

### Overview

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

Valid cases: 10  
Invalid: 350  
Minimum: 3  
Maximum: 95

### Source of information

Head of household or other responsible household member

### Literal question

How many months ago was the net last soaked or dipped?

### Interviewer instructions

If the last time was within the last 2 years (24 months), record the number of months ago in the space provided. If the last time was less than 1 month ago, record '00'. If the last time was more than 24 months ago, circle '95'. If the respondent does not know the number of months, probe to obtain his/her best estimate. Circle '98' for 'DK/Not sure' only if the respondent cannot even estimate when the net was last soaked or dipped.

## Persons slept under mosquito net last night (TN11)

File: tn

### Overview

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

Valid cases: 360  
Invalid: 0  
Minimum: 1  
Maximum: 8

### Source of information

Head of household or other responsible household member

### Literal question

Did anyone sleep under this mosquito net last night?

### Interviewer instructions

## Persons slept under mosquito net last night (TN11)

### File: tn

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Person 1 who slept under net (TN12\_1)

### File: tn

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 122 |
| Format: numeric | Invalid: 238     |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 7       |
| Range: 0-90     |                  |

#### Source of information

Head of household or other responsible household member

#### Literal question

Who slept under this mosquito net last night?

#### Interviewer instructions

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Person 2 who slept under net (TN12\_2)

### File: tn

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 122 |
| Format: numeric | Invalid: 238     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 90      |
| Range: 0-90     |                  |

#### Source of information

Head of household or other responsible household member

#### Literal question

Who slept under this mosquito net last night?

#### Interviewer instructions

## Person 2 who slept under net (TN12\_2)

### File: tn

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Person 3 who slept under net (TN12\_3)

### File: tn

#### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 61 |
| Format: numeric | Invalid: 299    |
| Width: 2        | Minimum: 3      |
| Decimals: 0     | Maximum: 90     |
| Range: 0-90     |                 |

#### Source of information

Head of household or other responsible household member

#### Literal question

Who slept under this mosquito net last night?

#### Interviewer instructions

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Person 4 who slept under net (TN12\_4)

### File: tn

#### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 17 |
| Format: numeric | Invalid: 343    |
| Width: 2        | Minimum: 3      |
| Decimals: 0     | Maximum: 90     |
| Range: 0-90     |                 |

#### Source of information

Head of household or other responsible household member

#### Literal question

Who slept under this mosquito net last night?

#### Interviewer instructions

## Person 4 who slept under net (TN12\_4)

### File: tn

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Number of mosquito nets (TN2)

### File: tn

#### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 360        |
| Format: numeric | Invalid: 0              |
| Width: 1        | Minimum: 1              |
| Decimals: 0     | Maximum: 5              |
| Range: 1-5      | Mean: 1.7               |
|                 | Standard deviation: 0.9 |

#### Source of information

Head of household or other responsible household member

#### Literal question

How many mosquito nets does your household have?

#### Interviewer instructions

Enter the number of mosquito nets that the household has. Remember that if a mosquito net is owned but not used, we include this net in the total number of mosquito nets.

## Area (HH6)

### File: tn

#### Overview

|                 |                        |
|-----------------|------------------------|
| Type: Discrete  | Valid cases: 360 (375) |
| Format: numeric | Invalid: 0 (0)         |
| Width: 1        | Minimum: 1             |
| Decimals: 0     | Maximum: 1             |
| Range: 1-1      |                        |

#### 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.

## Locality (HH7)

### File: tn

#### Overview

## Locality (HH7)

File: tn

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-5

Valid cases: 360  
Invalid: 0  
Minimum: 1  
Maximum: 5

### 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.

## Education of household head (helevel)

File: tn

### Overview

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

Valid cases: 360  
Invalid: 0  
Minimum: 1  
Maximum: 9

### Source of information

Head of household or other responsible household member

## Ethnicity of household head (ethnicity)

File: tn

### Overview

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

Valid cases: 360  
Invalid: 0  
Minimum: 1  
Maximum: 9

## Religion of household head (religion)

File: tn

### Overview

## Religion of household head (religion)

File: tn

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

Valid cases: 360  
Invalid: 0  
Minimum: 1  
Maximum: 9

## Wealth index score (wscore)

File: tn

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 5  
Range: -2.58343340970483-2.77704861052

Valid cases: 360  
Invalid: 0  
Minimum: -2.6  
Maximum: 2.8  
Mean: 0.2  
Standard deviation: 1.1

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: tn

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-5

Valid cases: 360  
Invalid: 0

### Source of information

Constructed variables used for analysis

## Household sample weight (hhweight)

File: tn

### Overview

Type: Continuous  
Format: numeric  
Width: 8  
Decimals: 6  
Range: 0.244704865738228-2.51998849278751

Valid cases: 360  
Invalid: 0  
Minimum: 0.2  
Maximum: 2.5  
Mean: 1  
Standard deviation: 0.4

## Cluster number (HH1)

File: wm

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 1427        |
| Format: numeric  | Invalid: 0               |
| Width: 3         | Minimum: 1               |
| Decimals: 0      | Maximum: 100             |
| Range: 1-100     | Mean: 52.7               |
|                  | Standard deviation: 27.9 |

### 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: Discrete  | Valid cases: 1427       |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 15             |
| Range: 1-15     | Mean: 7.9               |
|                 | Standard deviation: 4.3 |

### 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: 1427       |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 14             |
| Range: 1-14     | Mean: 2.6               |
|                 | Standard deviation: 1.5 |

### Source of information

Interview information fields completed by interviewer

## Cluster number (WM1)

File: wm

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 1427        |
| Format: numeric  | Invalid: 0               |
| Width: 3         | Minimum: 1               |
| Decimals: 0      | Maximum: 100             |
| Range: 1-100     | Mean: 52.7               |
|                  | Standard deviation: 27.9 |

## Cluster number (WM1)

File: wm

### Source of information

Interview information fields completed by interviewer

### Interviewer instructions

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: Discrete  | Valid cases: 1427       |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 15             |
| Range: 1-15     | Mean: 7.9               |
|                 | Standard deviation: 4.3 |

### 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: 1427       |
| Format: numeric | Invalid: 0              |
| Width: 2        | Minimum: 1              |
| Decimals: 0     | Maximum: 14             |
| Range: 1-14     | Mean: 2.6               |
|                 | Standard deviation: 1.5 |

### 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: 1427        |
| Format: numeric  | Invalid: 0               |
| Width: 2         | Minimum: 12              |
| Decimals: 0      | Maximum: 55              |
| Range: 12-55     | Mean: 31.7               |
|                  | Standard deviation: 14.3 |

### Source of information

Interview information fields completed by interviewer

## Interviewer number (WM5)

File: wm

### 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: Continuous | Valid cases: 1427       |
| Format: numeric  | Invalid: 0              |
| Width: 2         | Minimum: 1              |
| Decimals: 0      | Maximum: 31             |
| Range: 1-31      | Mean: 16.4              |
|                  | Standard deviation: 7.7 |

### 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: 1427 |
| Format: numeric | Invalid: 0        |
| Width: 2        | Minimum: 1        |
| Decimals: 0     | Maximum: 12       |
| Range: 1-12     |                   |

### 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

## Year of interview (WM6Y)

### File: wm

Type: Discrete  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 2010-2011

Valid cases: 1427  
Invalid: 0  
Minimum: 2010  
Maximum: 2011  
Mean: 2010.3  
Standard deviation: 0.4

#### 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.

## Result of woman's interview (WM7)

### File: wm

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-96

Valid cases: 1427  
Invalid: 0  
Minimum: 1  
Maximum: 96

#### 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  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 11-51

Valid cases: 1427  
Invalid: 0  
Minimum: 11  
Maximum: 51  
Mean: 29.3  
Standard deviation: 14.2

#### 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

|                  |                         |
|------------------|-------------------------|
| Type: Continuous | Valid cases: 1427       |
| Format: numeric  | Invalid: 0              |
| Width: 2         | Minimum: 1              |
| Decimals: 0      | Maximum: 33             |
| Range: 1-33      | Mean: 6.1               |
|                  | Standard deviation: 3.4 |

### 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  | Valid cases: 1294 |
| Format: numeric | Invalid: 133      |
| 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 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  | Valid cases: 1294 |
| Format: numeric | Invalid: 133      |
| 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 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

## End of interview - Hour (WM11H)

File: wm

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

Valid cases: 1294  
Invalid: 133  
Minimum: 6  
Maximum: 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.

## End of interview - Minutes (WM11M)

File: wm

### Overview

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

Valid cases: 1294  
Invalid: 133  
Minimum: 0  
Maximum: 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  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 1294  
Invalid: 133  
Minimum: 1  
Maximum: 98

### Source of information

The eligible woman selected for interview

### Literal question

In what month and year were you born?

### Interviewer instructions

## Month of birth of woman (WB1M)

### File: wm

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: 1294 |
| Format: numeric  | Invalid: 133      |
| Width: 4         | Minimum: 1961     |
| Decimals: 0      | Maximum: 9998     |
| 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: Continuous | Valid cases: 1294       |
| Format: numeric  | Invalid: 133            |
| Width: 2         | Minimum: 15             |
| Decimals: 0      | Maximum: 49             |
| Range: 15-49     | Mean: 29.7              |
|                  | Standard deviation: 9.3 |

#### Source of information

The eligible woman selected for interview

#### Literal question

How old are you?

#### Interviewer instructions

## Age of woman (WB2)

### File: wm

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: 1294 |
| Format: numeric | Invalid: 133      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| Range: 1-2      |                   |

#### 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: 1185 |
| Format: numeric | Invalid: 242      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 5        |
| Range: 0-5      |                   |

## Highest level of school you attended (WB4)

File: wm

### 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

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1157 |
| Format: numeric | Invalid: 270      |
| Width: 2        | Minimum: 0        |
| Decimals: 0     | Maximum: 6        |
| Range: 0-99     |                   |

### 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  | Valid cases: 841 |
| Format: numeric | Invalid: 586     |
| 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 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 done any work aside from your own housework (WB8)

### File: wm

#### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1294 |
| Format: numeric | Invalid: 133      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| Range: 1-2      |                   |

#### Literal question

Have you done any work in the last 12 months aside from your own housework?

## Kind of work mainly done (WB9)

### File: wm

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 840 |
| Format: numeric | Invalid: 587     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 96      |
| Range: 1-99     |                  |

#### Literal question

What kind of work did you mainly do?

## Whom was the work done for (WB10)

### File: wm

## Whom was the work done for (WB10)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 840 |
| Format: numeric | Invalid: 587     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 3       |
| Range: 1-9      |                  |

### Literal question

Do you do this work for a member of your family, for someone else, or are you self-employed?

## Period of work: Throughout the year/seasonal/once in a while (WB11)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 840 |
| Format: numeric | Invalid: 587     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Literal question

Do you usually work throughout the year, or do you work seasonally, or only once in a while?

## Paid in cash or kind or not paid at all (WB12)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 840 |
| Format: numeric | Invalid: 587     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Literal question

Do you earn/are you paid in cash or kind for this work or you are not paid at all?

## Earnings from this work (WB13)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 762 |
| Format: numeric | Invalid: 665     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Literal question

On average, how much do you earn from doing this work in a typical month (Ghc)?

## Read newspaper or magazine (MT2)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 928 |
| Format: numeric | Invalid: 499     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Literal question

How often do you read a newspaper or magazine? Almost every day, at least once a week, less than once a week or not at all?

## Listen to radio (MT3)

File: wm

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1294 |
| Format: numeric | Invalid: 133      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 4        |
| Range: 1-9      |                   |

### Literal question

Do you listen to the radio almost every day, at least once a week, less than once a week, or not at all?

## Watch television (MT4)

File: wm

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1294 |
| Format: numeric | Invalid: 133      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 4        |
| Range: 1-9      |                   |

### Literal question

How often do you watch television? Would you say that you watch almost every day, at least once a week, less than once a week or not at all?

## Ever used a computer (MT6)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 443 |
| Format: numeric | Invalid: 984     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Literal question

Have you ever used a computer?

## Used computer from a location in last 12 months (MT7)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 231 |
| Format: numeric | Invalid: 1196    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Literal question

Have you used a computer from any location in last 12 months?

## How often used a computer in last 12 months (MT8)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 188 |
| Format: numeric | Invalid: 1239    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 4       |
| Range: 1-9      |                  |

### Literal question

During the last one month, how often did you use a computer? Almost every day, at least once a week, less than once a week or not at all?

## Ever used internet (MT9)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 443 |
| Format: numeric | Invalid: 984     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Literal question

Have you ever used the internet?

## Used internet in last 12 months (MT10)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 167 |
| Format: numeric | Invalid: 1260    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Literal question

In the last 12 months, have you used the internet?

### Interviewer instructions

If necessary, probe for use from any location, with any device.

## How often used internet in last one month (MT11)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 131 |
| Format: numeric | Invalid: 1296    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 4       |
| Range: 1-9      |                  |

### Literal question

During the last one month, how often did you use the internet? Almost every day, at least once a week, less than once a week or not at all?

## Ever given birth (CM1)

File: wm

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1294 |
| Format: numeric | Invalid: 133      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| Range: 1-2      |                   |

### 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: 754 |
| Format: numeric | Invalid: 673     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 99      |
| Range: 1-99     |                  |

### 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

## Day of first birth (CM2D)

### 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.

## Month of first birth (CM2M)

### File: wm

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 754 |
| Format: numeric | Invalid: 673     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 99      |
| Range: 1-99     |                  |

#### 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

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: 754 |
| Format: numeric  | Invalid: 673     |
| Width: 4         | Minimum: 1975    |
| Decimals: 0      | Maximum: 9999    |
| Range: 1975-9999 |                  |

### 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: 39 |
| Format: numeric | Invalid: 1388   |
| Width: 2        | Minimum: 8      |
| Decimals: 0     | Maximum: 99     |
| Range: 8-99     |                 |

### 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: 754 |
| Format: numeric | Invalid: 673     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-2      |                  |

### 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: 661      |
| Format: numeric | Invalid: 766          |
| Width: 1        | Minimum: 0            |
| Decimals: 0     | Maximum: 5            |
| Range: 0-5      | Mean: 1.1             |
|                 | Standard deviation: 1 |

### Source of information

The eligible woman selected for interview

### Literal question

How many sons 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.

## Daughters living with you (CM5B)

File: wm

### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 661        |
| Format: numeric | Invalid: 766            |
| Width: 1        | Minimum: 0              |
| Decimals: 0     | Maximum: 5              |
| Range: 0-5      | Mean: 1.1               |
|                 | Standard deviation: 0.9 |

### Source of information

The eligible woman selected for interview

### Literal question

## Daughters living with you (CM5B)

### File: wm

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: 754 |
| Format: numeric | Invalid: 673     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-2      |                  |

#### 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: 247        |
| Format: numeric | Invalid: 1180           |
| Width: 1        | Minimum: 0              |
| Decimals: 0     | Maximum: 6              |
| Range: 0-6      | Mean: 0.9               |
|                 | Standard deviation: 0.9 |

#### 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: 247        |
| Format: numeric | Invalid: 1180           |
| Width: 1        | Minimum: 0              |
| Decimals: 0     | Maximum: 4              |
| Range: 0-4      | Mean: 0.7               |
|                 | Standard deviation: 0.8 |

### 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: 1294 |
| Format: numeric | Invalid: 133      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| Range: 1-2      |                   |

### 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?

### 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: 134        |
| Format: numeric | Invalid: 1293           |
| Width: 1        | Minimum: 0              |
| Decimals: 0     | Maximum: 2              |
| Range: 0-2      | Mean: 0.7               |
|                 | Standard deviation: 0.6 |

## Boys dead (CM9A)

File: wm

### 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  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 0-2

Valid cases: 134  
Invalid: 1293  
Minimum: 0  
Maximum: 2  
Mean: 0.6  
Standard deviation: 0.6

### 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

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

Valid cases: 1294  
Invalid: 133  
Minimum: 0  
Maximum: 10  
Mean: 1.6  
Standard deviation: 1.8

### 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

## Day of last birth (CM12D)

### File: wm

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

Valid cases: 756  
Invalid: 671  
Minimum: 1  
Maximum: 99

#### Source of information

The eligible woman selected for interview

#### Literal question

Of these (total number in CM10) 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: 756  
Invalid: 671  
Minimum: 1  
Maximum: 99

#### Source of information

The eligible woman selected for interview

#### Literal question

Of these (total number in CM10) 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  
Format: numeric  
Width: 4  
Decimals: 0  
Range: 1980-9999

Valid cases: 756  
Invalid: 671  
Minimum: 1980  
Maximum: 9999

#### Source of information

The eligible woman selected for interview

#### Literal question

Of these (total number in CM10) births you have had, when did you deliver the last one (even if he or she has died)?

## Year of last birth (CM12Y)

File: wm

### 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  
Format: character  
Width: 1

Valid cases: 756  
Invalid: 0

### 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  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 190  
Invalid: 1237  
Minimum: 1  
Maximum: 2

### 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

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

## Wanted child later or did not want more children (DB2)

### File: wm

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

Valid cases: 62  
Invalid: 1365  
Minimum: 1  
Maximum: 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  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-9

Valid cases: 44  
Invalid: 1383  
Minimum: 2  
Maximum: 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

#### Overview

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

Valid cases: 44  
Invalid: 1383  
Minimum: 1  
Maximum: 98

#### Source of information

The eligible woman selected for interview

#### Literal question

How much longer did you want to wait?

#### Interviewer instructions

## Desired waiting time (number) (DB3N)

### 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.

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: 190 |
| Format: numeric | Invalid: 1237    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

#### Source of information

The eligible woman selected for interview

#### Literal question

Did you see anyone for antenatal care during your last 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

|                   |                  |
|-------------------|------------------|
| Type: Discrete    | Valid cases: 103 |
| Format: character | Invalid: 0       |
| Width: 1          |                  |

#### Source of information

The eligible woman selected for interview

#### Literal question

Whom did you see?

#### Interviewer instructions

## Antenatal care: Doctor (MN2A)

### File: wm

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: 157

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

Format: character

Width: 1

Valid cases: 3

Invalid: 0

#### Source of information

## Antenatal care: Auxiliary midwife (MN2C)

### File: wm

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

Format: character

Width: 1

Valid cases: 0

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: Community health worker (MN2G)

### File: wm

## Antenatal care: Community health worker (MN2G)

File: wm

### Overview

Type: Discrete

Valid cases: 0

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: 1

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: 186 |
| Format: numeric | Invalid: 1241    |
| Width: 2        | Minimum: 2       |
| Decimals: 0     | Maximum: 98      |
| Range: 2-99     |                  |

### 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: 186 |
| Format: numeric | Invalid: 1241    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| 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: 186 |
| Format: numeric | Invalid: 1241    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 1       |
| 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: 186 |
| Format: numeric | Invalid: 1241    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| 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: 190 |
| Format: numeric | Invalid: 1237    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 3       |
| 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: 190 |
| Format: numeric | Invalid: 1237    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| 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: 180 |
| Format: numeric | Invalid: 1247    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

#### 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: 75 |
| Format: numeric | Invalid: 1352   |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| 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: 41 |
| Format: numeric | Invalid: 1386   |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| Range: 1-9      |                 |

### 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: 35 |
| Format: numeric | Invalid: 1392   |
| 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.

## Took medicine in order to prevent malaria (MN13)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 186 |
| Format: numeric | Invalid: 1241    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Source of information

The eligible woman selected for interview

### Literal question

During any of these antenatal visits for the pregnancy, did you take any medicine in order to prevent you from getting malaria?

## Medicines taken to prevent malaria: SP / Fansidar (MN14A)

File: wm

### Overview

|                   |                  |
|-------------------|------------------|
| Type: Discrete    | Valid cases: 112 |
| Format: character | Invalid: 0       |
| Width: 1          |                  |

### Source of information

The eligible woman selected for interview

### Literal question

Which medicine did you take to prevent malaria?

### Interviewer instructions

Circle all medicines taken. If type of medicine is not determined, show typical anti-malarial to respondent.

## Medicines taken to prevent malaria: Chloroquine (MN14B)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 4 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Source of information

The eligible woman selected for interview

### Literal question

Which medicine did you take to prevent malaria?

### Interviewer instructions

Circle all medicines taken. If type of medicine is not determined, show typical anti-malarial to respondent.

## Medicines taken to prevent malaria: Other (MN14X)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 9 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Source of information

## Medicines taken to prevent malaria: Other (MN14X)

File: wm

The eligible woman selected for interview

### Literal question

Which medicine did you take to prevent malaria?

### Interviewer instructions

Circle all medicines taken. If type of medicine is not determined, show typical anti-malarial to respondent.

## Medicines taken to prevent malaria: DK (MN14Z)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 47

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Which medicine did you take to prevent malaria?

### Interviewer instructions

Circle all medicines taken. If type of medicine is not determined, show typical anti-malarial to respondent.

## Times took SP / Fansidar (MN16)

File: wm

### Overview

Type: Discrete

Format: numeric

Width: 2

Decimals: 0

Range: 1-99

Valid cases: 112

Invalid: 1315

Minimum: 1

Maximum: 98

### Source of information

The eligible woman selected for interview

### Literal question

During this pregnancy, how many times did you take SP / Fansidar?

## Assistance at delivery: Doctor (MN17A)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 72

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: Doctor (MN17A)

### 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: Nurse / Midwife (MN17B)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 165

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: 1

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: Auxiliary midwife (MN17C)

### 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: Traditional birth attendant (MN17F)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

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: 0

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: 2

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: 0

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: 1

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: 190

Invalid: 1237

Minimum: 11

Maximum: 33

#### 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: 184 |
| Format: numeric | Invalid: 1243    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| 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.

## Size of child at birth (MN20)

### File: wm

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 190 |
| Format: numeric | Invalid: 1237    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

#### Source of information

The eligible woman selected for interview

#### Literal question

When (name) was born, was he/she very large, larger than average, average, smaller than average or very small?

#### Interviewer instructions

## Size of child at birth (MN20)

### File: wm

Low-birthweight babies are at higher risk of serious illness or death than other babies. Mothers are asked to give the baby's birthweight, but since some babies are not weighed at birth, a mother's subjective assessment of the baby's size at birth is important. When the information from women who answer these questions is analysed, we can obtain an indication of what women mean by these subjective categories. This information can provide an estimate of the average birthweight.

Read the entire question exactly as written before accepting an answer. This is the woman's own opinion about the size of her baby. Even if she knows the child's birthweight, tell her that you want to know her own idea of whether the baby was very large, larger than average, average, smaller than average or very small. If the respondent is unable to tell you, do not try to guess the answer based on the birthweight information or the appearance of the baby; circle '8' for 'DK'. In cases when the woman knows the birthweight of the baby and tells you the exact weight, do not use your judgement to influence her response in MN20. In other words, even if the woman tells you that her baby was smaller than average while the birthweight she is stating is quite large in your opinion, do not probe further to 'correct' the woman's perception of the size of the baby.

## Child weighed at birth (MN21)

### File: wm

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 190 |
| Format: numeric | Invalid: 1237    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

#### Source of information

The eligible woman selected for interview

#### Literal question

Was (name) weighed at birth?

#### Interviewer instructions

Circle the code corresponding to the response given. If the baby was not weighed at birth or the mother doesn't know, skip to MN23.

## Weight from card or recall (MN22A)

### File: wm

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 180 |
| Format: numeric | Invalid: 1247    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

#### Source of information

The eligible woman selected for interview

#### Literal question

How much did (name) weigh?

#### Interviewer instructions

Ask the woman to show you her (or the child's) health card, if available. Record the birthweight in kilograms. If the weight is 'From card' or is recorded on another written document (such as a vaccination card, antenatal card or birth certificate), circle '1' and record the weight in the corresponding space. If the birthweight is reported by the mother, but no card or document is available, circle '2' for 'From recall' and record the weight in the corresponding space. Fill in the weight only once. Use zeros to fill in all digits if necessary. For example, if the woman tells you that the baby was 3.5 kilograms at birth; enter the information as '3.500'. Always record the birthweight from the card when possible.

If there is no card, and the mother cannot remember the exact weight, record her best estimate. Only circle '99998' for 'DK' if she absolutely cannot remember even the approximate weight.

## Weight at birth (Kilograms) (MN22)

File: wm

### Overview

|                  |                  |
|------------------|------------------|
| Type: Discrete   | Valid cases: 180 |
| Format: numeric  | Invalid: 1247    |
| Width: 5         | Minimum: 0.5     |
| Decimals: 3      | Maximum: 10      |
| Range: 0.5-9.999 |                  |

### Source of information

The eligible woman selected for interview

### Literal question

How much did (name) weigh?

### Interviewer instructions

Ask the woman to show you her (or the child's) health card, if available. Record the birthweight in kilograms. If the weight is 'From card' or is recorded on another written document (such as a vaccination card, antenatal card or birth certificate), circle '1' and record the weight in the corresponding space. If the birthweight is reported by the mother, but no card or document is available, circle '2' for 'From recall' and record the weight in the corresponding space. Fill in the weight only once. Use zeros to fill in all digits if necessary. For example, if the woman tells you that the baby was 3.5 kilograms at birth; enter the information as '3.500'. Always record the birthweight from the card when possible.

If there is no card, and the mother cannot remember the exact weight, record her best estimate. Only circle '99998' for 'DK' if she absolutely cannot remember even the approximate weight.

## Menstrual period returned since the birth of child (MN23)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 190 |
| Format: numeric | Invalid: 1237    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| 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

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 190 |
| Format: numeric | Invalid: 1237    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Source of information

The eligible woman selected for interview

### Literal question

Did you ever breastfeed (name)?

## Ever breastfeed (MN24)

File: wm

### 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: 183 |
| Format: numeric | Invalid: 1244    |
| Width: 1        | Minimum: 0       |
| Decimals: 0     | Maximum: 2       |
| 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

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 183 |
| Format: numeric | Invalid: 1244    |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 21      |
| Range: 0-99     |                  |

### 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

## Time baby put to breast (number) (MN25N)

### File: wm

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  | Valid cases: 183 |
| Format: numeric | Invalid: 1244    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

#### 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    | Valid cases: 3 |
| 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 - Plain water (MN27B)

### File: wm

#### Overview

## Child given to drink - Plain water (MN27B)

File: wm

Type: Discrete  
Format: character  
Width: 1

Valid cases: 8  
Invalid: 0

### 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  
Format: character  
Width: 1

Valid cases: 2  
Invalid: 0

### 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  
Format: character  
Width: 1

Valid cases: 1  
Invalid: 0

### 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 - salt - water solution (MN27E)

File: wm

### Overview

## Child given to drink - Sugar - salt - water solution (MN27E)

File: wm

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### 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  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### 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  
Format: character  
Width: 1

Valid cases: 12  
Invalid: 0

### 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 - Tea / Infusions (MN27H)

File: wm

### Overview

## Child given to drink - Tea / Infusions (MN27H)

File: wm

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### 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  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### 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  
Format: character  
Width: 1

Valid cases: 5  
Invalid: 0

### 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'.

## Time spent at health facility after the delivery (unit) (PN2U)

File: wm

### Overview

## Time spent at health facility after the delivery (unit) (PN2U)

File: wm

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

Valid cases: 184  
Invalid: 1243  
Minimum: 1  
Maximum: 9

### Literal question

Now I would like to ask you some questions about what happened in the hours and days after the birth of (name). You have said that you gave birth in (name of type of facility in MN18). How long did you stay there after the delivery?

### Interviewer instructions

If less than one hour, record '00' for Hours.  
If less than one day, record hours.  
If less than one week, record days.  
Otherwise, record weeks.

## Time spent at health facility after the delivery (number) (PN2N)

File: wm

### Overview

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

Valid cases: 184  
Invalid: 1243  
Minimum: 1  
Maximum: 98

### Literal question

Now I would like to ask you some questions about what happened in the hours and days after the birth of (name). You have said that you gave birth in (name of type of facility in MN18). How long did you stay there after the delivery?

### Interviewer instructions

If less than one hour, record '00' for Hours.  
If less than one day, record hours.  
If less than one week, record days.  
Otherwise, record weeks.

## Cord checked or seen at the health facility (PN3)

File: wm

### Overview

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

Valid cases: 184  
Invalid: 1243  
Minimum: 1  
Maximum: 2

### Literal question

I would like to talk to you about checks on (name)'s health after delivery - for example, someone examining (name), checking the cord, or seeing if (name) is ok.  
Before you left the (name or type of facility in MN18), did anyone check on (name)'s health?

## Health check or examination done at the health facility (PN4)

File: wm

### Overview

## Health check or examination done at the health facility (PN4)

### File: wm

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

Valid cases: 184  
Invalid: 1243  
Minimum: 1  
Maximum: 2

#### Literal question

And what about checks on your health - I mean, someone assessing your health, for example asking questions about your health or examining you.

Did anyone check on your health before you left (name or type or facility in MN18)?

## Checkup done after leaving the health facility (PN5)

### File: wm

#### Overview

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

Valid cases: 184  
Invalid: 1243  
Minimum: 1  
Maximum: 2

#### Literal question

Now I would like to talk to you about what happened after you left (name or type of facility in MN18).

Did anyone check on (name)'s health after you left (name or type of facility in MN18)?

## Cord checked or seen after the delivery by the person assist (PN7)

### File: wm

#### Overview

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

Valid cases: 3  
Invalid: 1424  
Minimum: 1  
Maximum: 1

#### Literal question

You have already said that (person or persons in MN17) assisted with the birth. Now I would like to talk to you about checks on (name)'s health after delivery, for example examining (name), checking the cord, or seeing if (name) is ok.

After the delivery was over and before (person or persons in MN17) left you, did (person or persons in MN17) check on (name)'s health?

## Person assisting the delivery checked on health or examined (PN8)

### File: wm

#### Overview

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

Valid cases: 3  
Invalid: 1424  
Minimum: 1  
Maximum: 1

#### Literal question

Any did (person or persons in MN17) check on your health before leaving?

By check on your health, I mean assessing your health, for example asking questions about your health or examining you.

## After the person assisting the delivery left did someone che (PN9)

File: wm

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 3 |
| Format: numeric | Invalid: 1424  |
| Width: 1        | Minimum: 1     |
| Decimals: 0     | Maximum: 2     |
| Range: 1-9      |                |

### Literal question

After the (person or persons in MN17) left you, did anyone check on the health of (name)?

## Baby health check done after delivery (PN10)

File: wm

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 3 |
| Format: numeric | Invalid: 1424  |
| Width: 1        | Minimum: 1     |
| Decimals: 0     | Maximum: 1     |
| Range: 1-9      |                |

### Literal question

I would like to take to you about check on (name)'s health delivery - for example, someone examining (name), checking the cord, or seeing if the baby is ok.

After (name) was delivered, did anyone check on his/her health?

## Times baby checkup done after delivery (PN11)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 144 |
| Format: numeric | Invalid: 1283    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Literal question

Did such a check happen only once or more than once?

## Time after delivery baby was checked (unit) (PN12AU)

File: wm

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 24 |
| Format: numeric | Invalid: 1403   |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 3      |
| Range: 0-9      |                 |

### Literal question

How long after delivery did that check happen?

### Interviewer instructions

## Time after delivery baby was checked (unit) (PN12AU)

File: wm

If less than one hour, record '00' for Hours.

If less than one day, record hours.

If less than one week, record days.

Otherwise, record weeks.

## Time after delivery baby was checked (number) (PN12AN)

File: wm

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 24 |
| Format: numeric | Invalid: 1403   |
| Width: 2        | Minimum: 1      |
| Decimals: 0     | Maximum: 6      |
| Range: 1-99     |                 |

### Literal question

How long after delivery did that check happen?

### Interviewer instructions

If less than one hour, record '00' for Hours.

If less than one day, record hours.

If less than one week, record days.

Otherwise, record weeks.

## Time after delivery baby was checked first time (unit) (PN12BU)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 120 |
| Format: numeric | Invalid: 1307    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 0-9      |                  |

### Literal question

How long after delivery did the first of these checks happen?

### Interviewer instructions

If less than one hour, record '00' for Hours.

If less than one day, record hours.

If less than one week, record days.

Otherwise, record weeks.

## Time after delivery baby was checked first time (number) (PN12BN)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 120 |
| Format: numeric | Invalid: 1307    |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 99      |
| Range: 0-99     |                  |

### Literal question

## Time after delivery baby was checked first time (number) (PN12BN)

File: wm

How long after delivery did the first of these checks happen?

### Interviewer instructions

If less than one hour, record '00' for Hours.

If less than one day, record hours.

If less than one week, record days.

Otherwise, record weeks.

## Post-natal care: Doctor (PN13A)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 48

Invalid: 0

### Literal question

Who checked on (name)'s health at that time?

## Post-natal care: Nurse / Midwife (PN13B)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 99

Invalid: 0

### Literal question

Who checked on (name)'s health at that time?

## Post-natal care: Auxiliary midwife (PN13C)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

Invalid: 0

### Literal question

Who checked on (name)'s health at that time?

## Post-natal care: Traditional birth attendant (PN13F)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

Invalid: 0

### Literal question

Who checked on (name)'s health at that time?

## Post-natal care: Community health worker (PN13G)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 2 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Who checked on (name)'s health at that time?

## Post-natal care: Relative / Friend (PN13H)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 6 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Who checked on (name)'s health at that time?

## Post-natal care: Other (PN13X)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 2 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Who checked on (name)'s health at that time?

## Place of baby checkup (PN14)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 144 |
| Format: numeric | Invalid: 1283    |
| Width: 2        | Minimum: 11      |
| Decimals: 0     | Maximum: 33      |
| Range: 11-99    |                  |

### Literal question

Where did this check take place?

### Interviewer instructions

Probe to identify the type of source.  
If unable to determine whether public or private, write the name of the place.

## Anyone checked on mother's health after leaving health facil (PN16)

File: wm

## Anyone checked on mother's health after leaving health facil (PN16)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 184 |
| Format: numeric | Invalid: 1243    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Literal question

After you left (name or type of facility in MN18), did anyone check on your health?

## Anyone checked on mother's health after the delivery was ove (PN18)

File: wm

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 3 |
| Format: numeric | Invalid: 1424  |
| Width: 1        | Minimum: 1     |
| Decimals: 0     | Maximum: 1     |
| Range: 1-9      |                |

### Literal question

After the delivery was over and (person or persons in MN17) left, did anyone check on your health?

## Anyone checked on mother's health after the birth of the chi (PN19)

File: wm

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 3 |
| Format: numeric | Invalid: 1424  |
| Width: 1        | Minimum: 1     |
| Decimals: 0     | Maximum: 1     |
| Range: 1-9      |                |

### Literal question

After the birth of (name), did anyone check on your health?

I mean someone assessing your health, for example asking questions about your health or examining you.

## Times health checkup was done after delivery (PN20)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 134 |
| Format: numeric | Invalid: 1293    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Literal question

Did such a check happen only once or more than once?

## Time after delivery health checkup was done (unit) (PN21AU)

File: wm

**Overview**

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 40 |
| Format: numeric | Invalid: 1387   |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 9      |
| Range: 0-9      |                 |

**Literal question**

How long after delivery did that check happen?

**Interviewer instructions**

If less than one hour, record '00' for Hours.

If less than one day, record hours.

If less than one week, record days.

Otherwise, record weeks.

## Time after delivery health checkup was done (number) (PN21AN)

File: wm

**Overview**

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 40 |
| Format: numeric | Invalid: 1387   |
| Width: 2        | Minimum: 1      |
| Decimals: 0     | Maximum: 99     |
| Range: 1-99     |                 |

**Literal question**

How long after delivery did that check happen?

**Interviewer instructions**

If less than one hour, record '00' for Hours.

If less than one day, record hours.

If less than one week, record days.

Otherwise, record weeks.

## Time after delivery health checkup was done first time (unit) (PN21BU)

File: wm

**Overview**

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 109 |
| Format: numeric | Invalid: 1318    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 0-9      |                  |

**Literal question**

How long after delivery did the first of these checks happen?

**Interviewer instructions**

If less than one hour, record '00' for Hours.

If less than one day, record hours.

If less than one week, record days.

Otherwise, record weeks.

## Time after delivery health checkup was done first time (numb (PN21BN)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 109 |
| Format: numeric | Invalid: 1318    |
| Width: 2        | Minimum: 0       |
| Decimals: 0     | Maximum: 99      |
| Range: 0-99     |                  |

### Literal question

How long after delivery did the first of these checks happen?

### Interviewer instructions

If less than one hour, record '00' for Hours.  
If less than one day, record hours.  
If less than one week, record days.  
Otherwise, record weeks.

## Checkup after delivery: Doctor (PN22A)

File: wm

### Overview

|                   |                 |
|-------------------|-----------------|
| Type: Discrete    | Valid cases: 53 |
| Format: character | Invalid: 0      |
| Width: 1          |                 |

### Literal question

Who checked on your health at that time?

## Checkup after delivery: Nurse / Midwife (PN22B)

File: wm

### Overview

|                   |                 |
|-------------------|-----------------|
| Type: Discrete    | Valid cases: 87 |
| Format: character | Invalid: 0      |
| Width: 1          |                 |

### Literal question

Who checked on your health at that time?

## Checkup after delivery: Auxiliary midwife (PN22C)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 3 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Who checked on your health at that time?

## Checkup after delivery: Traditional birth attendant (PN22F)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 2  
Invalid: 0

### Literal question

Who checked on your health at that time?

## Checkup after delivery: Community health worker (PN22G)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 2  
Invalid: 0

### Literal question

Who checked on your health at that time?

## Checkup after delivery: Relative / Friend (PN22H)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 8  
Invalid: 0

### Literal question

Who checked on your health at that time?

## Checkup after delivery: Other (PN22X)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 1  
Invalid: 0

### Literal question

Who checked on your health at that time?

## Place of checkup after delivery (PN23)

File: wm

### Overview

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

Valid cases: 134  
Invalid: 1293  
Minimum: 11  
Maximum: 33

### Literal question

## Place of checkup after delivery (PN23)

File: wm

Where did this check take place?

### Interviewer instructions

Probe to identify the type of source.

If unable to determine whether public or private, write the name of the place.

## Symptoms: Child not able to drink or breastfeed (IS2A)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 60

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 becomes sicker (IS2B)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 125

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 develops a fever (IS2C)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 243

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: 46

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 difficult breathing (IS2E)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 79

Invalid: 0

### Source of information

The eligible woman selected for interview

## Symptoms: Child has difficult breathing (IS2E)

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 has blood in stools (IS2F)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 51  
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 is drinking poorly (IS2G)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 34  
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 is drinking poorly (IS2G)

### 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 diarrhoea (IS2H)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 128

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 incessant crying for no reason (IS2I)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 47

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 incessant crying for no reason (IS2I)

### 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 (IS2X)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 192

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 (IS2Y)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 53

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 (IS2Y)

### 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 (IS2Z)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 7

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).

## Currently pregnant (CP1)

### File: wm

#### Overview

Type: Discrete

Format: numeric

Width: 1

Decimals: 0

Range: 1-9

Valid cases: 1294

Invalid: 133

Minimum: 1

Maximum: 8

#### 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: 1236 |
| Format: numeric | Invalid: 191      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| 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

### Overview

|                   |                 |
|-------------------|-----------------|
| Type: Discrete    | Valid cases: 10 |
| 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

### 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

## Current method: Male sterilization (CP3B)

File: wm

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?  
Male Sterilization

### 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: IUD (CP3C)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 7  
Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?  
IUD

### Interviewer instructions

## Current method: IUD (CP3C)

### 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: Injectables (CP3D)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 48

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

What are you doing to delay or avoid pregnancy?

Injectables

#### 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: 9

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

### 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: Pill (CP3F)

File: wm

### Overview

Type: Discrete

Valid cases: 52

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?

Pill

### Interviewer instructions

## Current method: Pill (CP3F)

### 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: Male condom (CP3G)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 56

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

What are you doing to delay or avoid pregnancy?

Male Condom

#### 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

Format: character

Width: 1

Valid cases: 3

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Female Condom

### 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: Diaphragm (CP3I)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

What are you doing to delay or avoid pregnancy?

Diaphragm

### Interviewer instructions

## Current method: Diaphragm (CP3I)

### 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: Foam / Jelly (CP3J)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 0

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

What are you doing to delay or avoid pregnancy?

Foam/ Jelly

#### 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

Format: character

Width: 1

Valid cases: 3

Invalid: 0

### 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

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: 52

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

### Interviewer instructions

## Current method: Periodic abstinence / Rhythm (CP3L)

### 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: Withdrawal (CP3M)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 6

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

What are you doing to delay or avoid pregnancy?

Withdrawal

#### 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: Not sexually active (CP3N)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

Invalid: 0

### Literal question

What are you doing to delay or avoid pregnancy?

Not sexually active

### 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: 2

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.

## Wanted to get pregnant at the time (UN2)

### File: wm

#### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 58 |
| Format: numeric | Invalid: 1369   |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 2      |
| Range: 1-9      |                 |

#### Source of information

The eligible woman selected for interview

#### Literal question

Now I would like to talk to you about your current pregnancy. When you got pregnant, did you want to get pregnant at that time?

#### Interviewer instructions

Circle the code corresponding to the answer given. Skip to UN4 if 'Yes'. Otherwise, continue to the next question.

## Wanted baby later or did not want more children (UN3)

### File: wm

#### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 22 |
| Format: numeric | Invalid: 1405   |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 2      |
| 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

Circle the code corresponding to the answer given.

## Would like to have another child (currently pregnant) (UN4)

File: wm

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 58 |
| Format: numeric | Invalid: 1369   |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| Range: 1-9      |                 |

### Source of information

The eligible woman selected for interview

### Literal question

Now I would like to ask some questions about the future.

After the child you are now expecting, would you like to have another child, or would you prefer not to have any more children?

### Interviewer instructions

Note that we want to make sure that pregnant women do not think that we are asking them if they want the child they are pregnant with now. Circle the code corresponding to the response given. If the woman wants to have another child, you should circle '1' and continue with UN7. If she wants no more children or does not want to have children at all, you should circle '2' and skip to UN13. If she is undecided or does not know, circle '8' and skip to UN13.

## Would like to have another child (not currently pregnant) (UN6)

File: wm

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1226 |
| Format: numeric | Invalid: 201      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 8        |
| Range: 1-9      |                   |

### Source of information

The eligible woman selected for interview

### Literal question

Now I would like to ask you some questions about the future. Would you like to have (a/another) child, or would you prefer not to have any (more) children?

### Interviewer instructions

Circle the code corresponding to the response given. If the woman wants to have a/another child, you should circle '1'. If she wants no more children or does not want to have children at all, you should circle '2' and skip to UN9. If she says she cannot get pregnant, circle '3' and skip to UN11. If she is undecided or does not know, circle '8' and skip to UN9.

## Desired waiting time (unit) (UN7U)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 875 |
| Format: numeric | Invalid: 552     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible woman selected for interview

### Literal question

How long would you like to wait before the birth of (a/another) child?

### Interviewer instructions

## Desired waiting time (unit) (UN7U)

### File: wm

Here, you will also need to choose the appropriate phrasing for the question, based on what you already know about the respondent. This question should be asked of all women (pregnant or not pregnant) who say that they want to have another child.

Note that the answer can be given in months or years. Circle '1' if the response is in months or '2' if in years, and record the answer in the appropriate spaces. If she says she does not want to wait and would like to have a baby right away, record 993 for 'Soon/Now'. If the woman says she cannot get pregnant, circle '994'. If the woman tells you she would like to wait until after she is married to have a child, record '995' for 'After marriage'. If she gives a different answer, circle '996' for 'Other'. If she says she does not know, circle '998'. For women who say that they cannot get pregnant, you should skip to UN11.

## Desired waiting time (number) (UN7N)

### File: wm

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 875 |
| Format: numeric | Invalid: 552     |
| Width: 2        | Minimum: 1       |
| Decimals: 0     | Maximum: 98      |
| Range: 1-99     |                  |

#### Source of information

The eligible woman selected for interview

#### Literal question

How long would you like to wait before the birth of (a/another) child?

#### Interviewer instructions

Here, you will also need to choose the appropriate phrasing for the question, based on what you already know about the respondent. This question should be asked of all women (pregnant or not pregnant) who say that they want to have another child.

Note that the answer can be given in months or years. Circle '1' if the response is in months or '2' if in years, and record the answer in the appropriate spaces. If she says she does not want to wait and would like to have a baby right away, record 993 for 'Soon/Now'. If the woman says she cannot get pregnant, circle '994'. If the woman tells you she would like to wait until after she is married to have a child, record '995' for 'After marriage'. If she gives a different answer, circle '996' for 'Other'. If she says she does not know, circle '998'. For women who say that they cannot get pregnant, you should skip to UN11.

## Able to get pregnant (UN10)

### File: wm

#### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1013 |
| Format: numeric | Invalid: 414      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 9        |
| Range: 1-9      |                   |

#### Source of information

The eligible woman selected for interview

#### Literal question

Do you think you are physically able to get pregnant at this time?

#### Interviewer instructions

## Able to get pregnant (UN10)

### File: wm

A woman who believes that she is incapable of becoming pregnant cannot be considered to have 'unmet need' for contraception. This question aims to learn whether the woman thinks she can conceive a child. Circle the code corresponding to the response given.

Make sure that the woman does not relate her current physical ability to get pregnant with her current marital status. It is important to emphasize to the woman, if necessary, that we are interested in her current physical ability - she may be physically able to get pregnant, but may think that this is not possible because she currently does not have a partner. In such cases, the woman should obviously be coded as 'Yes'.

## Reason: Infrequent sex / No sex (UN11A)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 29

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Why do you think you are not physically able to get pregnant?

#### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Menopausal (UN11B)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 37

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

Why do you think you are not physically able to get pregnant?

#### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Never menstruated (UN11C)

### File: wm

#### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 2

Invalid: 0

#### Source of information

The eligible woman selected for interview

#### Literal question

## Reason: Never menstruated (UN11C)

File: wm

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Hysterectomy (UN11D)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 11

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Trying to get pregnant for 2 years without result (UN11E)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 7

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Postpartum amenorrheic (UN11F)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 9

Invalid: 0

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

## Reason: Postpartum amenorrheic (UN11F)

File: wm

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Breastfeeding (UN11G)

File: wm

### Overview

Type: Discrete

Valid cases: 6

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Too old (UN11H)

File: wm

### Overview

Type: Discrete

Valid cases: 8

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Fatalistic (UN11I)

File: wm

### Overview

Type: Discrete

Valid cases: 3

Format: character

Invalid: 0

Width: 1

### Source of information

The eligible woman selected for interview

### Literal question

Why do you think you are not physically able to get pregnant?

### Interviewer instructions

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Other (UN11X)

File: wm

**Overview**

|                   |                 |
|-------------------|-----------------|
| Type: Discrete    | Valid cases: 19 |
| Format: character | Invalid: 0      |
| Width: 1          |                 |

**Source of information**

The eligible woman selected for interview

**Literal question**

Why do you think you are not physically able to get pregnant?

**Interviewer instructions**

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Reason: Don't know (UN11Z)

File: wm

**Overview**

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 4 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

**Source of information**

The eligible woman selected for interview

**Literal question**

Why do you think you are not physically able to get pregnant?

**Interviewer instructions**

If the woman does not believe that she is physically capable of becoming pregnant, we ask the reason(s) why. Circle the code corresponding to the answer. If more than one reason is given, circle all the codes for these responses.

## Start of last menstrual period (unit) (UN13U)

File: wm

**Overview**

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1292 |
| Format: numeric | Invalid: 135      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 9        |
| Range: 1-9      |                   |

**Source of information**

The eligible woman selected for interview

**Literal question**

When did your last menstrual period start?

**Interviewer instructions**

## Start of last menstrual period (unit) (UN13U)

### File: wm

The answers to this question will help to determine whether any of the respondents are actually menopausal or infecund because they have not had their periods in a long time. Record the respondent's answer in the units that she uses. Note that the answer can be given in months or years. Circle '1' if the response is in days, '2' if in weeks, '3' if in months, '4' if in years and record the answer in the appropriate spaces.

In some cases, the respondent may give you the date that her last menstrual period began. If that happens, write the date on the questionnaire, calculate the length of time since that date, and record it in the appropriate units. Note that it is not necessary to obtain a date.

If she says she is in menopause or has had hysterectomy, record 994. A woman who is too old to menstruate or become pregnant is described as being in menopause. A hysterectomy is an operation to remove the uterus. If the woman tells you she had her last menstrual period before her last birth, record '995'. If she says she has never menstruated, circle '996'.

## Start of last menstrual period (number) (UN13N)

### File: wm

#### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1292 |
| Format: numeric | Invalid: 135      |
| Width: 2        | Minimum: 0        |
| Decimals: 0     | Maximum: 99       |
| Range: 0-99     |                   |

#### Source of information

The eligible woman selected for interview

#### Literal question

When did your last menstrual period start?

#### Interviewer instructions

The answers to this question will help to determine whether any of the respondents are actually menopausal or infecund because they have not had their periods in a long time. Record the respondent's answer in the units that she uses. Note that the answer can be given in months or years. Circle '1' if the response is in days, '2' if in weeks, '3' if in months, '4' if in years and record the answer in the appropriate spaces.

In some cases, the respondent may give you the date that her last menstrual period began. If that happens, write the date on the questionnaire, calculate the length of time since that date, and record it in the appropriate units. Note that it is not necessary to obtain a date.

If she says she is in menopause or has had hysterectomy, record 994. A woman who is too old to menstruate or become pregnant is described as being in menopause. A hysterectomy is an operation to remove the uterus. If the woman tells you she had her last menstrual period before her last birth, record '995'. If she says she has never menstruated, circle '996'.

## Heard of female circumcision (FG1)

### File: wm

#### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1294 |
| Format: numeric | Invalid: 133      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| Range: 1-9      |                   |

#### Literal question

Have you ever heard of female circumcision?

## Heard of genital cutting (FG2)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 281 |
| Format: numeric | Invalid: 1146    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Literal question

In some countries, there is a practice in which a girl may have part or her genitals cut. Have you ever heard about this practice?

## Ever circumcised (FG3)

File: wm

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1104 |
| Format: numeric | Invalid: 323      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| Range: 1-9      |                   |

### Literal question

Have you yourself ever been circumcised?

## Flesh removed from the genital area (FG4)

File: wm

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 22 |
| Format: numeric | Invalid: 1405   |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| Range: 1-9      |                 |

### Literal question

Now I would like to ask you what was done to you at that time.  
Was any flesh removed from the genital area?

## Genital area nicked without removing flesh (FG5)

File: wm

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 4 |
| Format: numeric | Invalid: 1423  |
| Width: 1        | Minimum: 1     |
| Decimals: 0     | Maximum: 8     |
| Range: 1-9      |                |

### Literal question

Was the genital area just nicked without removing any flesh?

## Genital area sewn closed (or sealed) (FG6)

File: wm

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 22 |
| Format: numeric | Invalid: 1405   |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 8      |
| Range: 1-9      |                 |

### Literal question

Was the genital area sewn closed?  
If necessary, probe: Was it sealed?

## Age of circumcision (FG7)

File: wm

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 22 |
| Format: numeric | Invalid: 1405   |
| Width: 2        | Minimum: 0      |
| Decimals: 0     | Maximum: 98     |
| Range: 0-99     |                 |

### Literal question

How old were you when you were circumcised?

### Interviewer instructions

If the respondent does not know the exact age, probe to get an estimate.

## Person circumcising respondent (FG8)

File: wm

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 22 |
| Format: numeric | Invalid: 1405   |
| Width: 2        | Minimum: 21     |
| Decimals: 0     | Maximum: 98     |
| Range: 11-99    |                 |

### Literal question

Who performed the circumcision?

## Number of daughters (FG9)

File: wm

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1104 |
| Format: numeric | Invalid: 323      |
| Width: 2        | Minimum: 0        |
| Decimals: 0     | Maximum: 5        |
| Range: 0-99     |                   |

### Interviewer instructions

Check CM5 for Number of daughters at home and CM7 for Number of daughters elsewhere, and sum the answers here

## Should practice be continued or discontinued (FG22)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 462 |
| Format: numeric | Invalid: 965     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Literal question

Do you think this practice should be continued or should it be discontinued?

## If she goes out with out telling husband: wife beating justi (DV1A)

File: wm

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1294 |
| Format: numeric | Invalid: 133      |
| 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: 1294 |
| Format: numeric | Invalid: 133      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 8        |
| 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?

### 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

## If she argues with husband: wife beating justified (DV1C)

File: wm

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1294 |
| Format: numeric | Invalid: 133      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 8        |
| 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: 1294 |
| Format: numeric | Invalid: 133      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 8        |
| 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

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1294 |
| Format: numeric | Invalid: 133      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 8        |
| 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 burns the food?

### Interviewer instructions

## If she burns the food: wife beating justified (DV1E)

File: wm

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  | Valid cases: 1294 |
| Format: numeric | Invalid: 133      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 3        |
| Range: 1-3      |                   |

### 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: 560 |
| Format: numeric | Invalid: 867     |
| Width: 2        | Minimum: 19      |
| Decimals: 0     | Maximum: 99      |
| Range: 19-99    |                  |

### Source of information

The eligible woman selected for interview

### Literal question

How old is 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: 560 |
| Format: numeric | Invalid: 867     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Source of information

The eligible woman selected for interview

## Husband/partner has other wives (MA3)

File: wm

### 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: 71 |
| Format: numeric | Invalid: 1356   |
| Width: 2        | Minimum: 1      |
| Decimals: 0     | Maximum: 98     |
| 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: 734 |
| Format: numeric | Invalid: 693     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 3       |
| 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: 152 |
| Format: numeric | Invalid: 1275    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 3       |
| Range: 1-3      |                  |

### 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

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 712 |
| Format: numeric | Invalid: 715     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### 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

## Month of first union (MA8M)

### File: wm

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

Valid cases: 712  
Invalid: 715  
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: 1973-9999

Valid cases: 712  
Invalid: 715  
Minimum: 1973  
Maximum: 9998

#### 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'.

## Age at first union (MA9)

### File: wm

#### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 13-99

Valid cases: 161  
Invalid: 1266  
Minimum: 13  
Maximum: 48

#### Source of information

## Age at first union (MA9)

File: wm

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.

## Age at first sexual intercourse (SB1)

File: wm

### Overview

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

Valid cases: 1294  
Invalid: 133  
Minimum: 0  
Maximum: 99

### Source of information

The eligible woman selected for interview

### Literal question

Now, I would like to ask you some questions about sexual activity in order to gain a better understanding of some important life issues.

The information you supply will remain strictly confidential.

How old were you when you had sexual intercourse for the very first time?

### Interviewer instructions

It is very important that you read the first sentence, and to emphasize to the respondent that her responses will remain strictly confidential. If necessary, explain to her once again that the information she shares with you will only be used for statistical purposes; that her name will never be revealed; and her responses will not be shared with others in the community or elsewhere.

The age we are asking about is the age of the respondent the very first time she had sexual intercourse. It does not matter whether the woman continued to have a relationship with this person. We are not asking about the first time with her current partner, but rather, the first experience of sexual intercourse in her entire life.

If the response is 'Never had intercourse', circle '00' and skip to the next module. Otherwise, enter the age in years on the line provided. If she was less than 10 years old, use a zero to fill in the first space.

If the respondent tells you that her first time was when she started living with her first husband, record her response by circling '95'. You will have collected this information in the Marriage/Union module. If the respondent says that her first time was with her first husband, but it was before they began living together, probe for the respondent's age at the time.

If the respondent says she does not know how old she was when she first had intercourse, probe by relating it to how old she was when she first married or had her first child. However, when doing this probing, be certain not to assume that the first time she had sex was at the time of her first marriage. If she has never married and/or never had children, you can probe by relating the timing of the first intercourse to whether she was going to school at the time, or to places that she might have lived. The respondent should feel comfortable in taking her time to think about her response to remember correctly.

## Intend to wait until marriage for first sexual intercourse (SB1A)

File: wm

### Overview

## Intend to wait until marriage for first sexual intercourse (SB1A)

File: wm

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

Valid cases: 254  
Invalid: 1173  
Minimum: 1  
Maximum: 9

### Literal question

Do you intend to wait until you get married to have sexual intercourse for the first time?

## Condom used during first sexual intercourse (SB2)

File: wm

### Overview

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

Valid cases: 1040  
Invalid: 387  
Minimum: 1  
Maximum: 9

### Source of information

The eligible woman selected for interview

### Literal question

The first time you had sexual intercourse, was a condom used?

### Interviewer instructions

If used correctly, condoms can reduce the risk of transmission of AIDS and other sexually transmitted infections. We do not mention this fact to the respondent, because we do not want to influence her answer here. In this question we are referring to the first occasion the respondent had sexual intercourse.

Circle the code for the response given.

## Time since last sexual intercourse (unit) (SB3U)

File: wm

### Overview

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

Valid cases: 1040  
Invalid: 387  
Minimum: 1  
Maximum: 9

### Source of information

The eligible woman selected for interview

### Literal question

When was the last time you had sexual intercourse?

### Interviewer instructions

## Time since last sexual intercourse (unit) (SB3U)

### File: wm

By 'the last time you had sexual intercourse' we are referring to the respondent's most recent act of sexual intercourse.

In most cases you will record the respondent's answer by using the same units of measure she used in her response. For example, if she says '3 weeks ago', circle '2' and write '03' in the boxes next to 'Weeks ago'. If she says "4 days ago," circle '1' and write '04' next to 'Days ago'. If the respondent says "last night," circle '1' and write '00' for 'Days ago'. If the respondent answers with a month, for example, if she says "it was in December," count the number of months and record months. It may be helpful to write the name of the month in the questionnaire. All responses within less than 12 months will be recorded in months, weeks or days. Record 'year ago' only if last intercourse was one or more years ago. If 12 months or more the answer must be recorded in years.

If the response is 12 months or more, circle '4' and record the answer in years. The 'Years ago' row should be used only if the last intercourse was more than 1 year ago. There should never be a response recorded '00' 'Years Ago'. If the response is 12 months or more, go to the SB13.

While this question is a simple one, respondents who have not had sexual intercourse recently are likely to round off their answers, and it will be up to you to learn from respondents whether they last had sex more or less than a year ago. For example, a woman with no regular sexual relationships may engage in sexual intercourse on an irregular basis. Perhaps the last time she had sexual intercourse was during a trip she took 10 months ago; she will be more likely to respond "about a year ago," rather than count how many months ago it was. Therefore, you will need to probe all responses of 'a year ago' with: "Do you remember which month it was?" In this way, we will be able to determine whether the respondent actually had intercourse within the last year or more than a year ago. Respondents who last had sexual intercourse, 10, 11, 12, 13, 14 or 15 months ago may all give responses of 'a year ago'; it will be up to you to clarify when it actually was. Asking the respondent "Was it more or less than a year ago" is not a very good probe for this question; it would be best to ask, "Do you remember what month it was?"

If a woman has not yet resumed intercourse since she had her last child, check CM12 for the month and year of birth of her last child, and ask how long before the birth of that child she had sex the last time.

## Time since last sexual intercourse (number) (SB3N)

### File: wm

#### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1040 |
| Format: numeric | Invalid: 387      |
| Width: 2        | Minimum: 0        |
| Decimals: 0     | Maximum: 99       |
| Range: 0-99     |                   |

#### Source of information

The eligible woman selected for interview

#### Literal question

When was the last time you had sexual intercourse?

#### Interviewer instructions

## Time since last sexual intercourse (number) (SB3N)

### File: wm

By 'the last time you had sexual intercourse' we are referring to the respondent's most recent act of sexual intercourse.

In most cases you will record the respondent's answer by using the same units of measure she used in her response. For example, if she says '3 weeks ago', circle '2' and write '03' in the boxes next to 'Weeks ago'. If she says "4 days ago," circle '1' and write '04' next to 'Days ago'. If the respondent says "last night," circle '1' and write '00' for 'Days ago'. If the respondent answers with a month, for example, if she says "it was in December," count the number of months and record months. It may be helpful to write the name of the month in the questionnaire. All responses within less than 12 months will be recorded in months, weeks or days. Record 'year ago' only if last intercourse was one or more years ago. If 12 months or more the answer must be recorded in years.

If the response is 12 months or more, circle '4' and record the answer in years. The 'Years ago' row should be used only if the last intercourse was more than 1 year ago. There should never be a response recorded '00' 'Years Ago'. If the response is 12 months or more, go to the SB13.

While this question is a simple one, respondents who have not had sexual intercourse recently are likely to round off their answers, and it will be up to you to learn from respondents whether they last had sex more or less than a year ago. For example, a woman with no regular sexual relationships may engage in sexual intercourse on an irregular basis. Perhaps the last time she had sexual intercourse was during a trip she took 10 months ago; she will be more likely to respond "about a year ago," rather than count how many months ago it was. Therefore, you will need to probe all responses of 'a year ago' with: "Do you remember which month it was?" In this way, we will be able to determine whether the respondent actually had intercourse within the last year or more than a year ago. Respondents who last had sexual intercourse, 10, 11, 12, 13, 14 or 15 months ago may all give responses of 'a year ago'; it will be up to you to clarify when it actually was. Asking the respondent "Was it more or less than a year ago" is not a very good probe for this question; it would be best to ask, "Do you remember what month it was?"

If a woman has not yet resumed intercourse since she had her last child, check CM12 for the month and year of birth of her last child, and ask how long before the birth of that child she had sex the last time.

## Condom used at last sexual intercourse (SB4)

### File: wm

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 785 |
| Format: numeric | Invalid: 642     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

#### Source of information

The eligible woman selected for interview

#### Literal question

The last time you had sexual intercourse, was a condom used?

#### Interviewer instructions

In this question, this time, we are referring only to the last occasion the respondent had sexual intercourse.

Circle the code for the response given.

## Relationship to last sexual partner (SB5)

### File: wm

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 785 |
| Format: numeric | Invalid: 642     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

#### Source of information

## Relationship to last sexual partner (SB5)

### File: wm

The eligible woman selected for interview

#### Literal question

What was your relationship to this person with whom you last had sexual intercourse?

#### Interviewer instructions

Probe to ensure that the response refers to the relationship at the time of sexual intercourse. If the person is 'boyfriend', ask: "Were you living together as if married?" If 'Yes', circle '2' for 'Cohabiting partner'. If 'No', circle '3' for 'Boyfriend' and skip to SB7.

Note that we are interested in the relationship of the woman with the person mentioned at the time they last engaged in sexual intercourse. For example, if a woman's last partner was a boyfriend she was living with at the time, you would record 'Cohabiting partner' even though they are no longer living together. They were living together at the time of the sexual encounter. Record the status of the relationship that existed at the time the two people last had sexual intercourse. It is most important to determine whether or not the sexual partner was someone the respondent was living with at the time they last had sexual intercourse.

## Age of last sexual partner (SB7)

### File: wm

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 274 |
| Format: numeric | Invalid: 1153    |
| Width: 2        | Minimum: 18      |
| Decimals: 0     | Maximum: 99      |
| Range: 18-99    |                  |

#### Source of information

The eligible woman selected for interview

#### Literal question

How old is this person?

#### Interviewer instructions

Sometimes young women have sexual partners who are significantly older than they are; this can put them at higher risk of HIV infection. In this question we ask young women to tell us the age of their sexual partners.

Record the age in the space provided. If she does not know, ask her to estimate the age of this person. If the respondent is unable to estimate the partner's age, probe by asking "About how old is this person?". If she still says she does not know, circle '98' and continue to the next question.

## Sex with any other man in the last 12 month (SB8)

### File: wm

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 785 |
| Format: numeric | Invalid: 642     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

#### Source of information

The eligible woman selected for interview

#### Literal question

Have you had sexual intercourse with any other person in the last 12 months?

#### Interviewer instructions

We are interested in finding out whether the respondent had sexual intercourse with anyone else within the past 12 months. We want the respondent to take their time in answering because we are asking about a fairly long period of time - the entire year preceding the date of interview. Continue to the next question if 'Yes'. If 'No', skip to SB15.

## Condom used with prior sexual partner (SB9)

File: wm

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 17 |
| Format: numeric | Invalid: 1410   |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 2      |
| Range: 1-9      |                 |

### Source of information

The eligible woman selected for interview

### Literal question

The last time you had sexual intercourse with this other person, was a condom used?

### Interviewer instructions

This question asks about condom use with 'this other person'. This is the person she had intercourse with during the last 12 months, but not the person she had her last intercourse with.

Circle the code for the response given.

## Relationship to prior sexual partner (SB10)

File: wm

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 17 |
| Format: numeric | Invalid: 1410   |
| Width: 1        | Minimum: 3      |
| Decimals: 0     | Maximum: 5      |
| Range: 1-9      |                 |

### Source of information

The eligible woman selected for interview

### Literal question

What was your relationship to this person?

### Interviewer instructions

This question asks about the relationship she had with this other person. It should refer to the relationship she had with the person at the time of intercourse.

The questions should be asked, probed and recorded the same way as SB5. If the person is 'boyfriend', ask: "Were you living together as if married?" If 'Yes', circle '2' for 'Cohabiting partner'. If 'No', circle '3' for 'Boyfriend' and skip to SB12.

## Age of prior sexual partner (SB12)

File: wm

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 15 |
| Format: numeric | Invalid: 1412   |
| Width: 2        | Minimum: 20     |
| Decimals: 0     | Maximum: 98     |
| Range: 20-99    |                 |

### Source of information

The eligible woman selected for interview

### Literal question

How old is this person?

### Interviewer instructions

## Age of prior sexual partner (SB12)

File: wm

Again, we are looking for the age of the person she had sexual intercourse with at the time of the sexual encounter.

Record the age in the space provided. If she does not know, ask her to estimate the age of this person. If the respondent is unable to estimate the sexual partner's age, probe by asking "About how old is this person?". If she still says she does not know, circle '98' and continue to the next question.

## Sex with any other man in the last 12 months (SB13)

File: wm

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 17 |
| Format: numeric | Invalid: 1410   |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 2      |
| Range: 1-9      |                 |

### Source of information

The eligible woman selected for interview

### Literal question

Other than these two persons, have you had sexual intercourse with any other person in the last 12 months?

### Interviewer instructions

Circle the code corresponding to response given. Continue to the next question if the response is 'Yes'. If 'No', skip to SB15.

## Number of sex partners in last 12 months (SB14)

File: wm

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 1 |
| Format: numeric | Invalid: 1426  |
| Width: 2        | Minimum: 2     |
| Decimals: 0     | Maximum: 2     |
| Range: 2-99     |                |

### Source of information

The eligible woman selected for interview

### Literal question

In total, with how many different people have you had sexual intercourse in the last 12 months?

### Interviewer instructions

This is the total number of different partners the respondent has had sexual intercourse with in the last 12 months, including the ones already mentioned.

Enter the total in the space provided. If her response is less than 10, use a leading zero. Since this question is asked only if the respondent has had sexual intercourse with at least three partners in the last 12 months, the answer should never be '00', '01' or '02'.

## Number of sex partners in lifetime (SB15)

File: wm

### Overview

## Number of sex partners in lifetime (SB15)

### File: wm

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

Valid cases: 1040  
Invalid: 387  
Minimum: 1  
Maximum: 99

#### Source of information

The eligible woman selected for interview

#### Literal question

In total, with how many different people have you had sexual intercourse in your lifetime?

#### Interviewer instructions

This is the total number of different partners the respondent has had sexual intercourse in her lifetime. Enter the total in the space provided. If her response is less than 10, use a leading zero. If a non-numeric answer is given, probe to get an estimate. If number of partners is 95 or more, write '95'.

## Know a place to get male condoms (SB16)

### File: wm

#### Overview

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

Valid cases: 1294  
Invalid: 133  
Minimum: 1  
Maximum: 9

#### Literal question

Do you know of a place where a person can get male condoms?

## Male condom source: (public sector) Govt. hospital / Polycli (SB17A)

### File: wm

#### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 55  
Invalid: 0

#### Literal question

Where is that?  
Public Sector - Govt. hospital / Polyclinic

## Male condom source: (public sector) Govt. health center (SB17B)

### File: wm

#### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 7  
Invalid: 0

#### Literal question

Where is that?  
Public Sector - Govt. health center

## Male condom source: (public sector) Govt. health posts / CHP (SB17C)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 5 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Where is that?  
Public Sector - Govt. health posts / CHPS

## Male condom source: Family planning clinic (SB17D)

File: wm

### Overview

|                   |                 |
|-------------------|-----------------|
| Type: Discrete    | Valid cases: 22 |
| Format: character | Invalid: 0      |
| Width: 1          |                 |

### Literal question

Where is that?  
Public Sector - Family planning clinic

## Male condom source: Mobile Clinic (SB17E)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 1 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Where is that?  
Public Sector - Mobile Clinic

## Male condom source: Field worker/Outreach/Peer Educator (SB17F)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 4 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Where is that?  
Public Sector - Field worker/Outreach/Peer Educator

## Male condom source: Other public (SB17G)

File: wm

## Male condom source: Other public (SB17G)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 0 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Where is that?  
Public Sector - Other public (specify)

## Male condom source: Pvt. hospital / Clinic (SB17H)

File: wm

### Overview

|                   |                 |
|-------------------|-----------------|
| Type: Discrete    | Valid cases: 43 |
| Format: character | Invalid: 0      |
| Width: 1          |                 |

### Literal question

Where is that?  
Private Medical Sector - Private hospital / Clinic

## Male condom source: Pvt. doctor (SB17I)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 7 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Where is that?  
Private Medical Sector - Private doctor

## Male condom source: Pharmacy (SB17J)

File: wm

### Overview

|                   |                  |
|-------------------|------------------|
| Type: Discrete    | Valid cases: 462 |
| Format: character | Invalid: 0       |
| Width: 1          |                  |

### Literal question

Where is that?  
Private Medical Sector - Pharmacy

## Male condom source: Chemical / Drug store (SB17K)

File: wm

### Overview

## Male condom source: Chemical / Drug store (SB17K)

File: wm

Type: Discrete  
Format: character  
Width: 1

Valid cases: 542  
Invalid: 0

### Literal question

Where is that?  
Private Medical Sector - Chemical / Drug store

## Male condom source: FP / PPAG clinic (SB17L)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 5  
Invalid: 0

### Literal question

Where is that?  
Private Medical Sector - FP / PPAG clinic

## Male condom source: Maternity home (SB17M)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 4  
Invalid: 0

### Literal question

Where is that?  
Private Medical Sector - Maternity home

## Male condom source: Other Pvt. medical (SB17N)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 0  
Invalid: 0

### Literal question

Where is that?  
Private Medical Sector - Other private medical

## Male condom source: Shop / Market (SB17O)

File: wm

### Overview

Type: Discrete  
Format: character  
Width: 1

Valid cases: 96  
Invalid: 0

### Literal question

## Male condom source: Shop / Market (SB17O)

File: wm

Where is that?  
Other source - Shop / Market

## Male condom source: Church (SB17P)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 3 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Where is that?  
Other source - Church

## Male condom source: Community volunteer (SB17Q)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 2 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Where is that?  
Other source - Community volunteer

## Male condom source: Friend / Relative (SB17R)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 4 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Where is that?  
Other source - Friend / Relative

## Male condom source: Other (SB17X)

File: wm

### Overview

|                   |                 |
|-------------------|-----------------|
| Type: Discrete    | Valid cases: 41 |
| Format: character | Invalid: 0      |
| Width: 1          |                 |

### Literal question

Where is that?  
Other (specify)

## Could yourself get a condom, if wanted to (SB18)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 894 |
| Format: numeric | Invalid: 533     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Literal question

If you wanted to, could you yourself get a condom?

## Have health insurance or member of a mutual health organisat (WH1)

File: wm

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1169 |
| Format: numeric | Invalid: 258      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| Range: 1-9      |                   |

### Literal question

Do you have any health insurance or are you a member of a mutual health organization?

## Insurance: NHIS (WH2A)

File: wm

### Overview

|                   |                  |
|-------------------|------------------|
| Type: Discrete    | Valid cases: 572 |
| Format: character | Invalid: 0       |
| Width: 1          |                  |

### Literal question

What type of health insurance do you have?

### Interviewer instructions

Record all mentioned

## Insurance: Employer (WH2B)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 9 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

What type of health insurance do you have?

### Interviewer instructions

Record all mentioned

## Insurance: Mutual / Community (WH2C)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 3 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

What type of health insurance do you have?

### Interviewer instructions

Record all mentioned

## Insurance: Private (WH2D)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 3 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

What type of health insurance do you have?

### Interviewer instructions

Record all mentioned

## Insurance: Other (WH2X)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 1 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

What type of health insurance do you have?

### Interviewer instructions

Record all mentioned

## How was membership of NHIS achieved (WH4)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 572 |
| Format: numeric | Invalid: 855     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 6       |
| Range: 1-9      |                  |

### Literal question

How was your membership of the NHIS achieved?

## Hold a valid NHIS card (WH5)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 572 |
| Format: numeric | Invalid: 855     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 3       |
| Range: 1-9      |                  |

### Literal question

Do you hold a valid national health insurance scheme (NHIS) card?

### Interviewer instructions

If person has valid insurance card, request to see it. Check to make sure it is valid for this year.

## Reason for not having a valid NHIS card (WH6)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 249 |
| Format: numeric | Invalid: 1178    |
| Width: 1        | Minimum: 2       |
| Decimals: 0     | Maximum: 6       |
| Range: 1-9      |                  |

### Literal question

Why do you not have a valid NHIS card?

## Plan to renew NHIS registration (WH7)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 172 |
| Format: numeric | Invalid: 1255    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Literal question

Do you plan to renew the NHIS registration?

## NHIS non-renewal: Have not been sick (WH8A)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 3 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Why do you not want to renew the NHIS registration?

## NHIS non-renewal: Premium expensive (WH8B)

File: wm

## NHIS non-renewal: Premium expensive (WH8B)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 0 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Why do you not want to renew the NHIS registration?

## NHIS non-renewal: Still pay out of pocket (WH8C)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 0 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Why do you not want to renew the NHIS registration?

## NHIS non-renewal: Worse quality care with card (WH8D)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 1 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Why do you not want to renew the NHIS registration?

## NHIS non-renewal: Waiting time too long (WH8E)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 1 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Why do you not want to renew the NHIS registration?

## NHIS non-renewal: Desired services not covered (WH8F)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 0 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Why do you not want to renew the NHIS registration?

## NHIS non-renewal: Clinics/Traditional services not covered (WH8G)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 0 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Why do you not want to renew the NHIS registration?

## NHIS non-renewal: Other (WH8X)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 0 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Why do you not want to renew the NHIS registration?

## Do NHIS card holders get better/same/worse services (WH9)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 572 |
| Format: numeric | Invalid: 855     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 8       |
| Range: 1-9      |                  |

### Literal question

In your opinion, do NHIS card holders get better/same/worse services when they attend health care facilities?

## NHIS non-registration: Not heard of NHIS (WH10A)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 1 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Why have you not registered or renewed registration with the NHIS?

## NHIS non-registration: Premium too expensive (WH10B)

File: wm

### Overview

|                   |                  |
|-------------------|------------------|
| Type: Discrete    | Valid cases: 200 |
| Format: character | Invalid: 0       |
| Width: 1          |                  |

## NHIS non-registration: Premium too expensive (WH10B)

File: wm

### Literal question

Why have you not registered or renewed registration with the NHIS?

## NHIS non-registration: Don't trust NHIS (WH10C)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 60

Invalid: 0

### Literal question

Why have you not registered or renewed registration with the NHIS?

## NHIS non-registration: Don't know where to register (WH10D)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 19

Invalid: 0

### Literal question

Why have you not registered or renewed registration with the NHIS?

## NHIS non-registration: Registration office too far (WH10E)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 18

Invalid: 0

### Literal question

Why have you not registered or renewed registration with the NHIS?

## NHIS non-registration: Don't need health insurance (WH10F)

File: wm

### Overview

Type: Discrete

Format: character

Width: 1

Valid cases: 78

Invalid: 0

### Literal question

Why have you not registered or renewed registration with the NHIS?

## NHIS non-registration: Doesn't cover the services needed (WH10G)

File: wm

### Overview

|                   |                 |
|-------------------|-----------------|
| Type: Discrete    | Valid cases: 18 |
| Format: character | Invalid: 0      |
| Width: 1          |                 |

### Literal question

Why have you not registered or renewed registration with the NHIS?

## NHIS non-registration: Doesn't cover the facilities used (WH10H)

File: wm

### Overview

|                   |                |
|-------------------|----------------|
| Type: Discrete    | Valid cases: 2 |
| Format: character | Invalid: 0     |
| Width: 1          |                |

### Literal question

Why have you not registered or renewed registration with the NHIS?

## NHIS non-registration: Other (WH10X)

File: wm

### Overview

|                   |                  |
|-------------------|------------------|
| Type: Discrete    | Valid cases: 256 |
| Format: character | Invalid: 0       |
| Width: 1          |                  |

### Literal question

Why have you not registered or renewed registration with the NHIS?

## Ever heard of AIDS (HA1)

File: wm

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1294 |
| Format: numeric | Invalid: 133      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 2        |
| 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 HIV/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: 1284 |
| Format: numeric | Invalid: 143      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 8        |
| 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: 1284 |
| Format: numeric | Invalid: 143      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 8        |
| Range: 1-9      |                   |

### Source of information

The eligible woman selected for interview

### Literal question

Can people get the HIV/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: 1284 |
| Format: numeric | Invalid: 143      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 8        |
| 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 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: 1284 |
| Format: numeric | Invalid: 143      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 8        |
| Range: 1-9      |                   |

### Source of information

The eligible woman selected for interview

### Literal question

Can people get the HIV/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: 1284 |
| Format: numeric | Invalid: 143      |
| 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 HIV/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: 1284 |
| Format: numeric | Invalid: 143      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 8        |
| 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 HIV/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: 1284 |
| Format: numeric | Invalid: 143      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 8        |
| Range: 1-9      |                   |

### Source of information

The eligible woman selected for interview

### Literal question

Can the virus that causes HIV/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: 1284 |
| Format: numeric | Invalid: 143      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 8        |
| Range: 1-9      |                   |

### Source of information

The eligible woman selected for interview

### Literal question

Can the virus that causes HIV/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: 1284 |
| Format: numeric | Invalid: 143      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 8        |
| Range: 1-9      |                   |

### Source of information

The eligible woman selected for interview

### Literal question

Can the virus that causes HIV/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: 1284 |
| Format: numeric | Invalid: 143      |
| 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 HIV/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: 1284  
Invalid: 143  
Minimum: 1  
Maximum: 8

### 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 HIV/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: 1284  
Invalid: 143  
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 HIV/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: 1284  
Invalid: 143  
Minimum: 1  
Maximum: 8

### Source of information

The eligible woman selected for interview

### Literal question

If a member of your family became sick with HIV/AIDS, would you be willing to care for him or her in your household?

## Given information about babies getting the AIDS virus from t (HA15A)

File: wm

### Overview

## Given information about babies getting the AIDS virus from t (HA15A)

File: wm

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

Valid cases: 184  
Invalid: 1243  
Minimum: 1  
Maximum: 9

### Source of information

The eligible woman selected for interview

### Literal question

During any of the antenatal visits for your pregnancy with (name), were you given any information about: Babies getting the HIV/AIDS virus from their mother?

### Interviewer instructions

We want to know if someone spoke with the respondent about AIDS or the AIDS virus during any of her antenatal care visits during this pregnancy. This covers topics such as babies getting the AIDS virus, things that you can do to prevent getting the AIDS virus, or getting tests for the AIDS virus. It does not matter whether the topic was discussed only once or more than once, or discussed in one visit or over several visits.

## Given information about things that you can do to prevent ge (HA15B)

File: wm

### Overview

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

Valid cases: 184  
Invalid: 1243  
Minimum: 1  
Maximum: 9

### Source of information

The eligible woman selected for interview

### Literal question

During any of the antenatal visits for your pregnancy with (name), were you given any information about: Things that you can do to prevent getting the HIV/AIDS virus?

### Interviewer instructions

We want to know if someone spoke with the respondent about AIDS or the AIDS virus during any of her antenatal care visits during this pregnancy. This covers topics such as babies getting the AIDS virus, things that you can do to prevent getting the AIDS virus, or getting tests for the AIDS virus. It does not matter whether the topic was discussed only once or more than once, or discussed in one visit or over several visits.

## Given information about getting tested for the AIDS virus (HA15C)

File: wm

### Overview

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

Valid cases: 184  
Invalid: 1243  
Minimum: 1  
Maximum: 9

### Source of information

The eligible woman selected for interview

### Literal question

## Given information about getting tested for the AIDS virus (HA15C)

### File: wm

During any of the antenatal visits for your pregnancy with (name), were you given any information about: Getting tested for the HIV/AIDS virus?

#### Interviewer instructions

We want to know if someone spoke with the respondent about AIDS or the AIDS virus during any of her antenatal care visits during this pregnancy. This covers topics such as babies getting the AIDS virus, things that you can do to prevent getting the AIDS virus, or getting tests for the AIDS virus. It does not matter whether the topic was discussed only once or more than once, or discussed in one visit or over several visits.

## Offered a test for the AIDS virus (HA15D)

### File: wm

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 184 |
| Format: numeric | Invalid: 1243    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

#### Source of information

The eligible woman selected for interview

#### Literal question

During any of the antenatal visits for your pregnancy with (name), were you:  
Offered a test for the HIV/AIDS virus?

#### Interviewer instructions

We want to know if someone spoke with the respondent about AIDS or the AIDS virus during any of her antenatal care visits during this pregnancy. This covers topics such as babies getting the AIDS virus, things that you can do to prevent getting the AIDS virus, or getting tests for the AIDS virus. It does not matter whether the topic was discussed only once or more than once, or discussed in one visit or over several visits.

## Tested for AIDS virus as part of antenatal care (HA16)

### File: wm

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 184 |
| Format: numeric | Invalid: 1243    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

#### Source of information

The eligible woman selected for interview

#### Literal question

I don't want to know the results, but were you tested for the HIV/AIDS virus as part of your antenatal care?

#### Interviewer instructions

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to HA19.

## Received results from test during antenatal care (HA17)

### File: wm

#### Overview

## Received results from test during antenatal care (HA17)

### File: wm

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

Valid cases: 164  
Invalid: 1263  
Minimum: 1  
Maximum: 8

#### Source of information

The eligible woman selected for interview

#### Literal question

I don't want to know the results, but did you get the results of the test?

#### Interviewer instructions

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results.

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she knows the results of the test. Circle the code corresponding to the response. If the answer is 'No' or 'DK', skip to HA22.

## Received consultation after testing during antenatal care (HA18)

### File: wm

#### Overview

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

Valid cases: 144  
Invalid: 1283  
Minimum: 1  
Maximum: 2

#### Source of information

The eligible woman selected for interview

#### Literal question

Regardless of the result, all women who are tested are supposed to receive counselling after getting test result. After you were tested, did you receive counselling?

#### Interviewer instructions

Circle the code corresponding to the response.

All answers should skip to HA22

## Tested for AIDS virus during delivery (HA20)

### File: wm

#### Overview

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

Valid cases: 19  
Invalid: 1408  
Minimum: 1  
Maximum: 9

#### Source of information

The eligible woman selected for interview

#### Literal question

I don't want to know the results, but were you tested for the HIV/AIDS virus between the time you went for delivery but before the baby was born?

#### Interviewer instructions

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'No', skip to HA24.

## Received results from test during delivery (HA21)

File: wm

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 4 |
| Format: numeric | Invalid: 1423  |
| Width: 1        | Minimum: 1     |
| Decimals: 0     | Maximum: 2     |
| Range: 1-9      |                |

### Source of information

The eligible woman selected for interview

### Literal question

I don't want to know the results, but did you get the results of the test?

### Interviewer instructions

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results.

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she knows the results of the test. Circle the code corresponding to the response.

## Tested for AIDS virus since test during pregnancy (HA22)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 168 |
| Format: numeric | Invalid: 1259    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 2       |
| Range: 1-9      |                  |

### Source of information

The eligible woman selected for interview

### Literal question

Have you been tested for the HIV/AIDS virus since that time you were tested during your pregnancy?

### Interviewer instructions

Be clear to the respondent that you are not asking to know the results of the test, simply whether or not she was tested. Circle the code corresponding to the response. If the answer is 'Yes', skip to HA25. If the answer is 'No', continue with HA23.

## Most recent time of testing for AIDS virus (HA23)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 131 |
| Format: numeric | Invalid: 1296    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible woman selected for interview

### Literal question

When was the most recent time you were tested for the HIV/AIDS virus?

### Interviewer instructions

Circle the code corresponding to the response.

All answers should skip to next module.

## Ever been tested for AIDS virus (HA24)

File: wm

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1116 |
| Format: numeric | Invalid: 311      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 9        |
| Range: 1-9      |                   |

### Source of information

The eligible woman selected for interview

### Literal question

I don't want to know the results, but have you ever been tested to see if you have the HIV/AIDS virus?

### Interviewer instructions

Ask the respondent if she was tested for the HIV. Be clear to the respondent that you are not asking to know the results of the test. Circle the code for the response given. If her answer is 'No', skip to HA27.

## Most recent time of testing for AIDS virus (HA25)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 341 |
| Format: numeric | Invalid: 1086    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible woman selected for interview

### Literal question

When was the most recent time you were tested?

### Interviewer instructions

Circle the code corresponding to the response.

## Received results of AIDS virus test (HA26)

File: wm

### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 341 |
| Format: numeric | Invalid: 1086    |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

### Source of information

The eligible woman selected for interview

### Literal question

I don't want to know the results, but did you get the results of the test?

### Interviewer instructions

## Received results of AIDS virus test (HA26)

### File: wm

Sometimes people are tested for the AIDS virus but are not told whether or not they have the virus, or do not go to get the results.

It is important that you do not attempt to find out the HIV status of any respondent who has been tested, or simply that you have any interest in knowing her HIV status. Ask the question, ensuring that the respondent knows that you are not interested in learning the results of any test she may have undergone. Circle the code corresponding to her response.

All answers should skip to next module.

## Know a place to get AIDS virus test (HA27)

### File: wm

#### Overview

|                 |                  |
|-----------------|------------------|
| Type: Discrete  | Valid cases: 812 |
| Format: numeric | Invalid: 615     |
| Width: 1        | Minimum: 1       |
| Decimals: 0     | Maximum: 9       |
| Range: 1-9      |                  |

#### Source of information

The eligible woman selected for interview

#### Literal question

Do you know of a place where people can go to get tested for the HIV/AIDS virus?

#### Interviewer instructions

Circle the code corresponding to the response.

## Net number (TNLN)

### File: wm

#### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 46         |
| Format: numeric | Invalid: 1381           |
| Width: 1        | Minimum: 1              |
| Decimals: 0     | Maximum: 3              |
| Range: 1-3      | Mean: 1.3               |
|                 | Standard deviation: 0.5 |

## Mosquito net observed (TN4)

### File: wm

#### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 46 |
| Format: numeric | Invalid: 1381   |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 2      |
| Range: 1-9      |                 |

#### Source of information

Interviewer's visual observation

#### Interviewer instructions

For each net, record first whether you actually observed the net.

## Brand/type of observed net (TN5)

File: wm

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 46 |
| Format: numeric | Invalid: 1381   |
| Width: 2        | Minimum: 11     |
| Decimals: 0     | Maximum: 98     |
| Range: 11-99    |                 |

### Source of information

Interviewer's visual observation

### Interviewer instructions

TN5 is about the type and brand of net. You may encounter nets in the field that you will not recognize. During training, you will be shown all the common mosquito nets that are available in the country. The brand name is often located on the net itself. A picture of the different types of nets available in the country may also be provided for reference during interviews. Use this to identify the type of net in the dwelling and circle the corresponding number on the questionnaire.

If the respondent tells you or you learn from the packaging that the net is long-lasting try to determine the exact brand. If you cannot determine the brand circle '18' for 'DK brand'.

Similarly, if you determine that the net is pre-treated but it is not one of the listed brands, circle '26' and specify the brand of the net in the space provided. When you cannot determine the brand but have determined that it is pre-treated, circle '28' for 'DK brand'.

In some cases, you may be able to identify the brand but not what the type of net it is; for those nets, circle '31' (Other). Code '98' should be circled when you cannot obtain information on either the type or brand. For nets for which you circle '31' or '98' in question TN5, you must probe to find out if the respondent knows whether or not the net was treated when the household first got the net.

## Source of supply of net (TN5A)

File: wm

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 46 |
| Format: numeric | Invalid: 1381   |
| Width: 2        | Minimum: 11     |
| Decimals: 0     | Maximum: 98     |
| Range: 11-99    |                 |

### Literal question

Where did you get this net?

## Months ago net obtained (TN6)

File: wm

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 46 |
| Format: numeric | Invalid: 1381   |
| Width: 2        | Minimum: 0      |
| Decimals: 0     | Maximum: 98     |
| Range: 0-99     |                 |

### Source of information

Head of household or other responsible household member

### Literal question

How many months ago did your household get the mosquito net?

### Interviewer instructions

## Months ago net obtained (TN6)

### File: wm

Ask how many months ago the household obtained the net. If the net was obtained within 36 months from the interview date, you must record the actual number of months before the interview that the net was obtained. If the household got the mosquito net more than 36 months ago, record '95'. If less than one month, record "00"

The respondent may tell you that they are not exactly certain when the net was obtained. In such cases, probe to try to get some idea of approximately how many months ago the net was obtained. Record '98' (DK/Not sure) if the respondent does not have any idea of how long ago the household obtained the net.

## Cost of net (GHc) (TN6A)

### File: wm

#### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 5 |
| Format: numeric | Invalid: 1422  |
| Width: 4        | Minimum: 10    |
| Decimals: 1     | Maximum: 99.8  |
| Range: 10-99.9  |                |

#### Literal question

How much did it cost you to acquire this net (GHc)

#### Interviewer instructions

If received free of charge, record "00.0"

## Net treated with an insecticide when obtained (TN8)

### File: wm

#### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 5 |
| Format: numeric | Invalid: 1422  |
| Width: 1        | Minimum: 1     |
| Decimals: 0     | Maximum: 8     |
| Range: 1-9      |                |

#### Source of information

Head of household or other responsible household member

#### Literal question

When you got the net, was it already treated with an insecticide to kill or repel mosquitoes?

#### Interviewer instructions

This question is only asked about all nets other than the long-lasting and pre-treated nets. With this question, we try to learn whether the net was actually treated with an insecticide when the household obtained it.

## Net soaked or dipped since obtained (TN9)

### File: wm

#### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 8 |
| Format: numeric | Invalid: 1419  |
| Width: 1        | Minimum: 1     |
| Decimals: 0     | Maximum: 2     |
| Range: 1-9      |                |

#### Source of information

Head of household or other responsible household member

## Net soaked or dipped since obtained (TN9)

File: wm

### Literal question

Since you got the net, was it ever soaked or dipped in a liquid to kill or repel mosquitoes?

### Interviewer instructions

This question is only asked for pre-treated nets, and obtains information on whether the household has ever treated the net with insecticide. Make sure that the respondent understands that you don't mean simply "washing the net" or spraying it with insecticide from a can or canister. We want to know whether the net was soaked or dipped in an insecticide. This information will be linked to the information on the type of net and when the net was obtained to determine if the net is still effective.

If the respondent answers 'Yes', circle 1 and continue with the next question. If the response is 'No' or the respondent does not know or unsure about it, circle '2' or '8' respectively and skip to TN11.

## Months ago net soaked or dipped (TN10)

File: wm

### Overview

|                 |                |
|-----------------|----------------|
| Type: Discrete  | Valid cases: 1 |
| Format: numeric | Invalid: 1426  |
| Width: 2        | Minimum: 95    |
| Decimals: 0     | Maximum: 95    |
| Range: 0-99     |                |

### Source of information

Head of household or other responsible household member

### Literal question

How many months ago was the net last soaked or dipped?

### Interviewer instructions

If the last time was within the last 2 years (24 months), record the number of months ago in the space provided. If the last time was less than 1 month ago, record '00'. If the last time was more than 24 months ago, circle '95'. If the respondent does not know the number of months, probe to obtain his/her best estimate. Circle '98' for 'DK/Not sure' only if the respondent cannot even estimate when the net was last soaked or dipped.

## Persons slept under mosquito net last night (TN11)

File: wm

### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 46 |
| Format: numeric | Invalid: 1381   |
| Width: 1        | Minimum: 1      |
| Decimals: 0     | Maximum: 1      |
| Range: 1-9      |                 |

### Source of information

Head of household or other responsible household member

### Literal question

Did anyone sleep under this mosquito net last night?

### Interviewer instructions

## Persons slept under mosquito net last night (TN11)

### File: wm

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Person 1 who slept under net (TN12\_1)

### File: wm

#### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 46 |
| Format: numeric | Invalid: 1381   |
| Width: 2        | Minimum: 1      |
| Decimals: 0     | Maximum: 6      |
| Range: 0-90     |                 |

#### Source of information

Head of household or other responsible household member

#### Literal question

Who slept under this mosquito net last night?

#### Interviewer instructions

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Person 2 who slept under net (TN12\_2)

### File: wm

#### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 46 |
| Format: numeric | Invalid: 1381   |
| Width: 2        | Minimum: 1      |
| Decimals: 0     | Maximum: 90     |
| Range: 0-90     |                 |

#### Source of information

Head of household or other responsible household member

#### Literal question

Who slept under this mosquito net last night?

#### Interviewer instructions

## Person 2 who slept under net (TN12\_2)

### File: wm

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Person 3 who slept under net (TN12\_3)

### File: wm

#### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 42 |
| Format: numeric | Invalid: 1385   |
| Width: 2        | Minimum: 3      |
| Decimals: 0     | Maximum: 90     |
| Range: 0-90     |                 |

#### Source of information

Head of household or other responsible household member

#### Literal question

Who slept under this mosquito net last night?

#### Interviewer instructions

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Person 4 who slept under net (TN12\_4)

### File: wm

#### Overview

|                 |                 |
|-----------------|-----------------|
| Type: Discrete  | Valid cases: 13 |
| Format: numeric | Invalid: 1414   |
| Width: 2        | Minimum: 90     |
| Decimals: 0     | Maximum: 90     |
| Range: 0-90     |                 |

#### Source of information

Head of household or other responsible household member

#### Literal question

Who slept under this mosquito net last night?

#### Interviewer instructions

## Person 4 who slept under net (TN12\_4)

### File: wm

These questions are intended to collect information on the particular mosquito nets and people sleeping under them the night before the survey.

In TN11, ask the respondent if anyone slept under each mosquito net last night, and if the respondent answers "Yes", record the name and line number of the person from the household listing form in TN12.

If more than four people slept under a single net the night before the survey, use an additional questionnaire to record the name and line number of these persons. Fill the identification information on the first page of the additional questionnaire (mainly cluster number and household number). Once additional persons are listed there, continue the interview on the first household questionnaire.

If someone not listed in the Household List slept under the mosquito net, record "00" for the line number.

## Area (HH6)

### File: wm

#### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1427 |
| Format: numeric | Invalid: 0        |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 1        |
| Range: 1-1      |                   |

#### 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.

## Locality (HH7)

### File: wm

#### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1427 |
| Format: numeric | Invalid: 0        |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 5        |
| Range: 1-5      |                   |

#### 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: 1427       |
| Format: numeric  | Invalid: 0              |
| Width: 4         | Minimum: 1332           |
| Decimals: 0      | Maximum: 1333           |
| Range: 1332-1333 | Mean: 1332.3            |
|                  | Standard deviation: 0.4 |

### Source of information

Interview information fields completed by interviewer

## Date of birth of woman (CMC) (WDOB)

File: wm

### Overview

|                  |                         |
|------------------|-------------------------|
| Type: Continuous | Valid cases: 1294       |
| Format: numeric  | Invalid: 133            |
| Width: 4         | Minimum: 733            |
| Decimals: 0      | Maximum: 1152           |
| Range: 733-1152  | Mean: 970.4             |
|                  | Standard deviation: 112 |

### Source of information

The eligible woman selected for interview

## Age (WAGE)

File: wm

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1294 |
| Format: numeric | Invalid: 133      |
| 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: 712        |
| Format: numeric  | Invalid: 715            |
| Width: 4         | Minimum: 882            |
| Decimals: 0      | Maximum: 1332           |
| Range: 882-1332  | Mean: 1166.1            |
|                  | Standard deviation: 103 |

### Source of information

The eligible woman selected for interview

## Age at first marriage/union (WAGEM)

File: wm

### Overview

|                  |                         |
|------------------|-------------------------|
| Type: Continuous | Valid cases: 712        |
| Format: numeric  | Invalid: 715            |
| Width: 2         | Minimum: 9              |
| Decimals: 0      | Maximum: 48             |
| Range: 9-48      | Mean: 21.5              |
|                  | Standard deviation: 5.1 |

### Source of information

The eligible woman selected for interview

## Date of birth of first child (CMC) (WDOBFC)

File: wm

### Overview

|                  |                         |
|------------------|-------------------------|
| Type: Continuous | Valid cases: 754        |
| Format: numeric  | Invalid: 673            |
| Width: 4         | Minimum: 904            |
| Decimals: 0      | Maximum: 1331           |
| Range: 904-1331  | Mean: 1173.7            |
|                  | Standard deviation: 103 |

### Source of information

The eligible woman selected for interview

## Date of birth of last child (CMC) (WDOBLC)

File: wm

### Overview

|                  |                          |
|------------------|--------------------------|
| Type: Continuous | Valid cases: 533         |
| Format: numeric  | Invalid: 894             |
| Width: 4         | Minimum: 985             |
| Decimals: 0      | Maximum: 1332            |
| Range: 985-1332  | Mean: 1250.3             |
|                  | Standard deviation: 71.5 |

### Source of information

The eligible woman selected for interview

## Marital/Union status (MSTATUS)

File: wm

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1294 |
| Format: numeric | Invalid: 133      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 3        |
| Range: 1-3      |                   |

### Source of information

The eligible woman selected for interview

## Children ever born (CEB)

File: wm

### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 1294       |
| Format: numeric | Invalid: 133            |
| Width: 2        | Minimum: 0              |
| Decimals: 0     | Maximum: 10             |
| Range: 0-10     | Mean: 1.6               |
|                 | Standard deviation: 1.8 |

### Source of information

The eligible woman selected for interview

## Children surviving (CSURV)

File: wm

### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 1294       |
| Format: numeric | Invalid: 133            |
| Width: 1        | Minimum: 0              |
| Decimals: 0     | Maximum: 8              |
| Range: 0-8      | Mean: 1.4               |
|                 | Standard deviation: 1.7 |

### Source of information

The eligible woman selected for interview

## Children dead (CDEAD)

File: wm

### Overview

|                 |                         |
|-----------------|-------------------------|
| Type: Discrete  | Valid cases: 1294       |
| Format: numeric | Invalid: 133            |
| Width: 1        | Minimum: 0              |
| Decimals: 0     | Maximum: 4              |
| Range: 0-4      | Mean: 0.1               |
|                 | Standard deviation: 0.4 |

### Source of information

The eligible woman selected for interview

## Education (welevel)

File: wm

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1294 |
| Format: numeric | Invalid: 133      |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 4        |
| Range: 1-9      |                   |

### Source of information

The eligible woman selected for interview

## Employment (wempls)

File: wm

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1294 |
| Format: numeric | Invalid: 133      |
| Width: 2        | Minimum: 0        |
| Decimals: 0     | Maximum: 7        |
| Range: 0-99     |                   |

## Ethnicity of household head (ethnicity)

File: wm

### Overview

|                 |                          |
|-----------------|--------------------------|
| Type: Discrete  | Valid cases: 1427 (1294) |
| Format: numeric | Invalid: 0 (0)           |
| Width: 1        | Minimum: 1               |
| Decimals: 0     | Maximum: 6               |
| Range: 1-9      |                          |

### Source of information

Head of household or other responsible household member

## Religion of household head (religion)

File: wm

### Overview

|                 |                   |
|-----------------|-------------------|
| Type: Discrete  | Valid cases: 1427 |
| Format: numeric | Invalid: 0        |
| Width: 1        | Minimum: 1        |
| Decimals: 0     | Maximum: 7        |
| Range: 1-9      |                   |

## Wealth index score (wscore)

File: wm

### Overview

|   |                         |
|---|-------------------------|
| Type: Continuous                          | Valid cases: 1427       |
| Format: numeric                           | Invalid: 0              |
| Width: 8                                  | Minimum: -3.9           |
| Decimals: 5                               | Maximum: 2.9            |
| Range: -3.89520808952184-2.90427964870088 | Mean: 0.1               |
|   | Standard deviation: 0.9 |

### Source of information

Constructed variables used for analysis

## Wealth index quintiles (windex5)

File: wm

### Overview

## Wealth index quintiles (windex5)

File: wm

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-5

Valid cases: 1427  
 Invalid: 0

### Source of information

Constructed variables used for analysis

## Women's sample weight (wmweight)

File: wm

### Overview

Type: Continuous  
 Format: numeric  
 Width: 8  
 Decimals: 6  
 Range: 0-2.41578244930514

Valid cases: 1427  
 Invalid: 0  
 Minimum: 0  
 Maximum: 2.4  
 Mean: 0.9  
 Standard deviation: 0.5

## Related Materials

### Questionnaires

#### Ghana-Accra Multiple Indicator Cluster Survey 2010 - Questionnaire

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|                   |   |
|-------------------|---|
| Title             | Ghana-Accra Multiple Indicator Cluster Survey 2010 - Questionnaire  |
| Country           | Ghana   |
| Language          | English   |
| Table of contents | Household questionnaire modules<br>Household member questionnaire modules<br>Women questionnaire modules<br>Children questionnaire modules<br>Men questionnaire modules |
| Filename          | MICS4_Ghana_UrbanAccra_Questionnaire_2010_Eng.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

#### Ghana-Accra Multiple Indicator Cluster Survey 2010 - Report

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|          |   |
|----------|---|
| Title    | Ghana-Accra Multiple Indicator Cluster Survey 2010 - Report |
| Date     | 2012-04-01  |
| Country  | Ghana   |
| Language | English   |
| Filename | MICS4_Ghana_UrbanAccra_FinalReport_2010-11.pdf              |

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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)

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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)

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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)

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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)

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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)

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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)

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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)

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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

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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)

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## 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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